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Supporting the Professional
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Droichead Information Session for Principals - Primary 2024.2025

Working Together Remotely...



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➞ Materials

➞ Confidentiality

➞ Asking questions and clarifying issues

➞ Online presence: participation and engagement

➞ Audio and video settings

➞ GDPR – no screenshots or recording

➞ Screen name – same as registration name





Choice



Consider



Flexibility

- Multi-modal engagement options - written, audio, visual
- A variety of participation opportunities - writing, speaking, typing, use of Zoom functions, annotating etc.
- Activities offering choice and flexibility - individual, pairs, small groups

If there is anything we can do to enhance your learning experience today, please let us know



Initialisms/Acronyms



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NQT: Newly Qualified Teacher

PST: Professional Support Team

PLL: Professional Learning Leader

HEI: Higher Education Institution

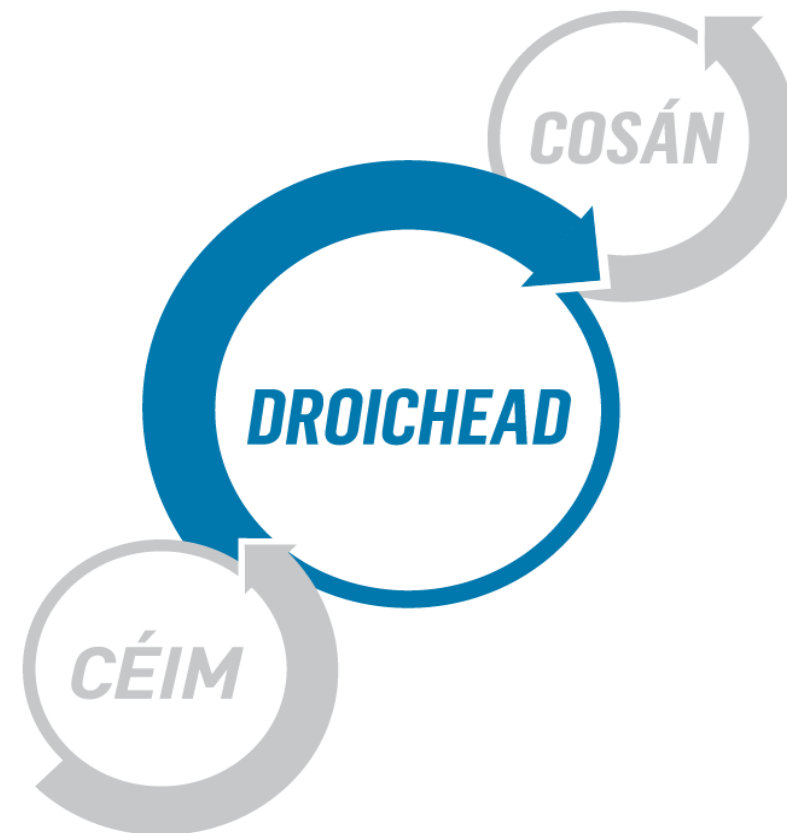
ITE: Initial Teacher Education

DEEPEN: Droichead: Exploring and Eliciting Perspectives, Experiences and Narratives

Your School and Droichead



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Today...



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- Droichead Overview



- Roles and Expectations



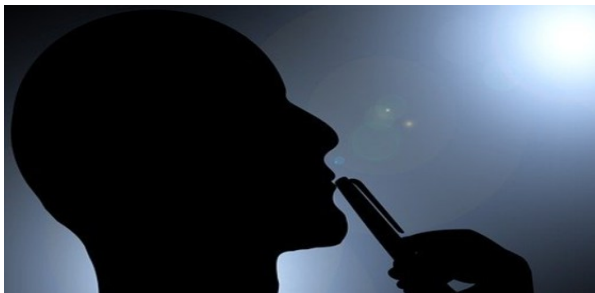
- A Quality Induction Process



- Record-keeping and Concluding the Process



- Questions and Supports



Over to you...



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“As a leader of learning in the school, the principal, while not necessarily involved in the Droichead process, fosters a learning culture in which Droichead can flourish, and supports the PST in facilitating a quality induction process”

(Teaching Council, 2017 p.7)

The Principal's Role at Different Stages of the Droichead Process

How can I foster a learning culture in which Droichead can flourish...

Before...	During...	After...

Section 1: Droichead Overview



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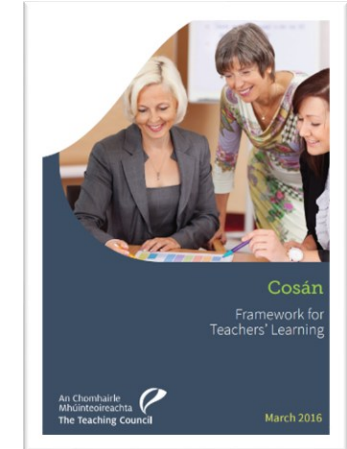
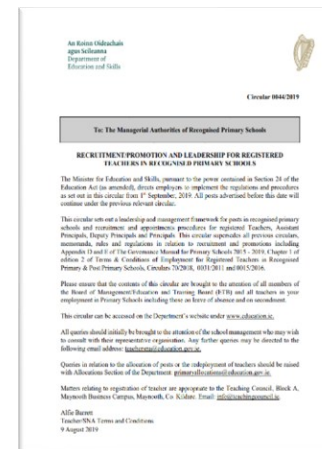
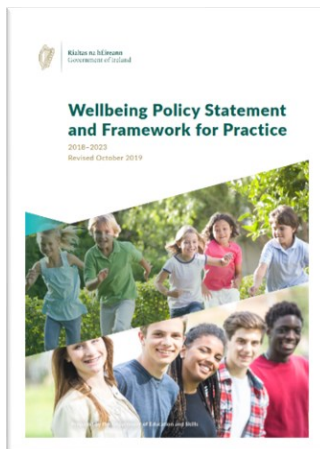
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Flagging the Connections



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- Wellbeing Policy Statement and Framework for Practice 2018 - 2023
- Looking At Our School 2022
- Circular 0044/2019: Distributed Leadership
- Cosán: Framework for Teachers' Learning 2016

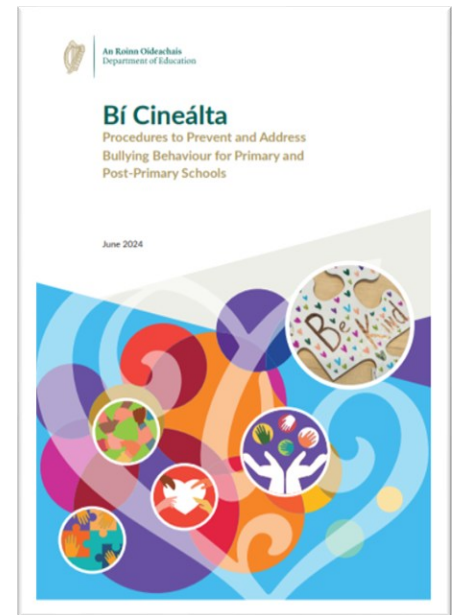


The Welcoming Classroom: Resources for Newly Qualified Primary Teachers



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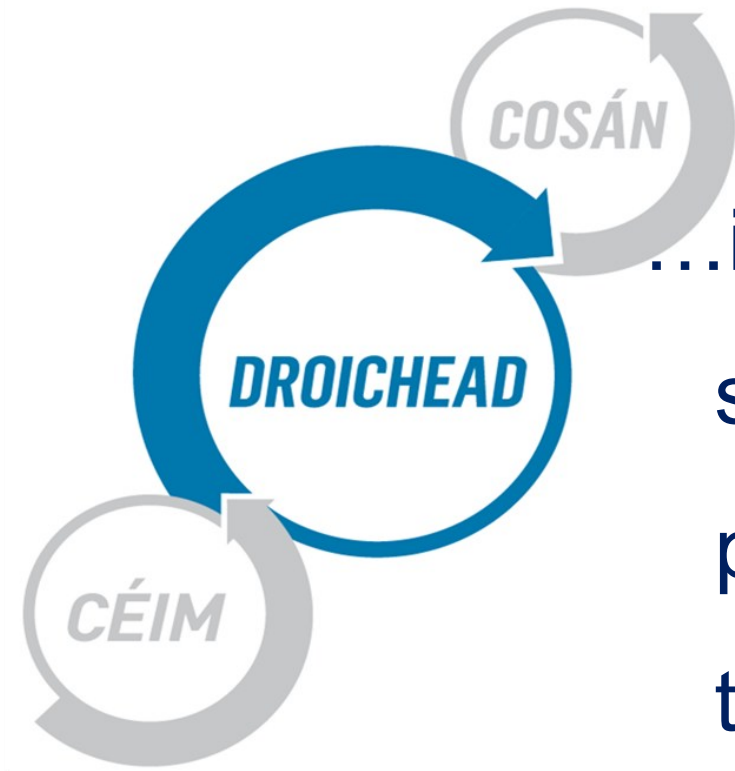
- [Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-primary Schools](#)
- [NCCA SPHE/RSE Toolkit](#)
- www.webwise.ie
- [Respect](#) - Creating a Welcoming and Positive School Climate to Prevent Homophobic and Transphobic Bullying
- [Show Racism the Red Card](#)
- www.tacklebullying.ie
- [FUSE Anti-bullying and Online Safety Programme](#)



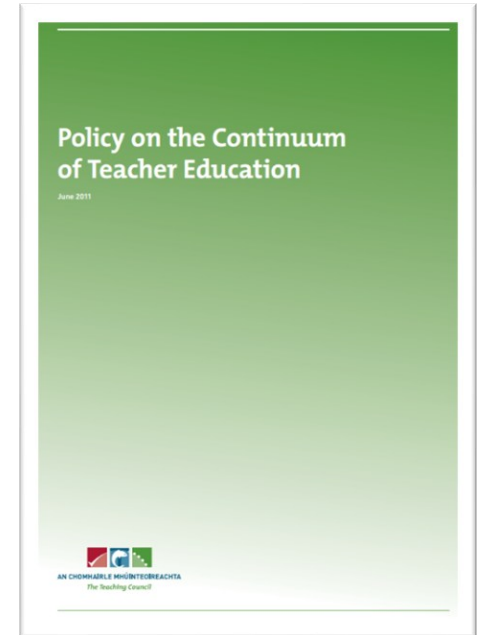
The Continuum of Teacher Education



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...induction is a distinct phase, a socialisation process into the professional learning community of the school and into the profession...

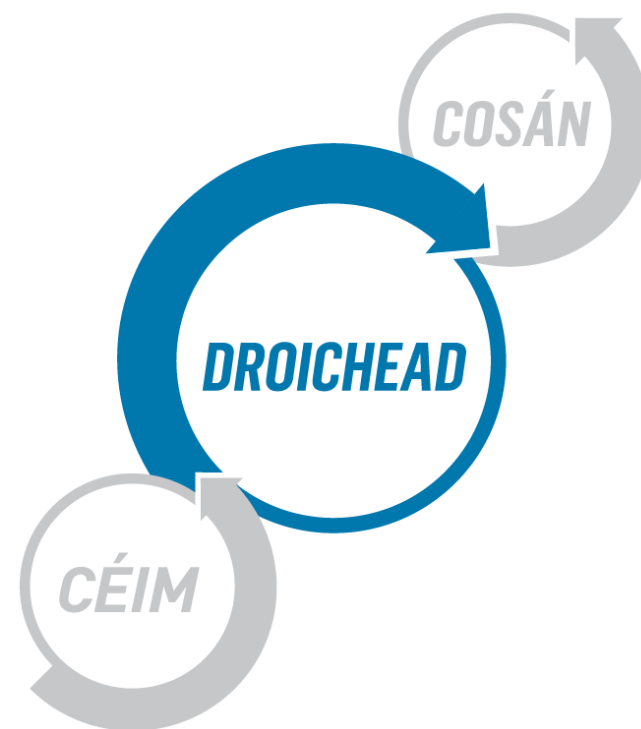


(Teaching Council 2011, p.5)



Droichead: The Integrated Professional Induction Framework

The main objective of the Droichead process is to support the professional learning of NQTs during the induction phase, thus laying the foundations for subsequent professional growth and learning for the next phase of their career



Teaching Council: Droichead Condition



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Droichead

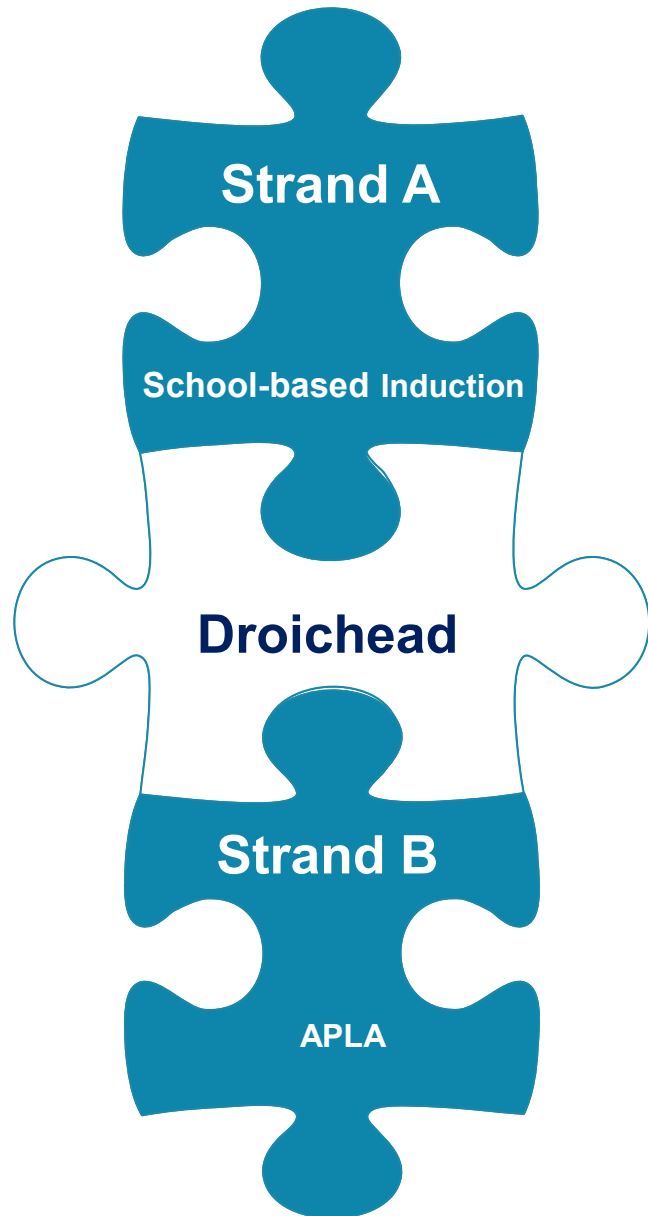
NQTs should remain in the same setting for the duration of their Droichead process

- ✓ Complete a period of professional practice in an eligible setting
 - ✓ Contract/offer of employment of 60 days or more in the same setting
 - ✓ Job-sharing contract for the full academic year or a contract of 12.5 hours min per week for the full academic year
- ✓ Engage in the Droichead process:
 - ✓ Strand A: School-based Induction
 - ✓ Strand B: Cluster Meetings and Additional Professional Learning Activity
- ✓ Joint declaration by the NQT and PST that:
 - ✓ through our engagement in Droichead, we believe we have participated in a quality teaching and learning process

Engaging in the Droichead Process



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Strand A: School-based Induction

Professional Support Team (PST)
Professional Conversations
Observation and Discussion
Professional Learning Activities
Records
Taisce: Portfolio-based Learning



Strand B: Additional Professional Learning Activities

- Cluster Meetings
 - One Other Professional Learning Activity
- Taisce: Portfolio-based Learning

Droichead Standards

Droichead Standards



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The NQT will...



Section 2: Roles and Responsibilities



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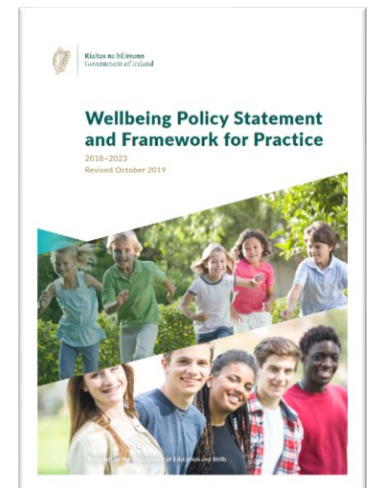
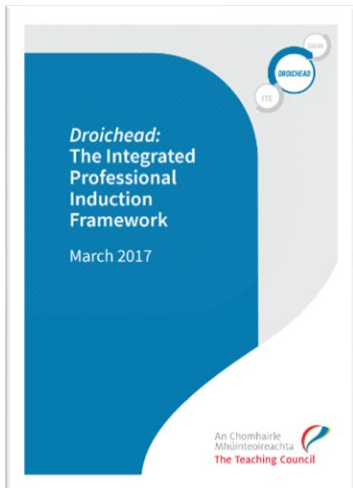
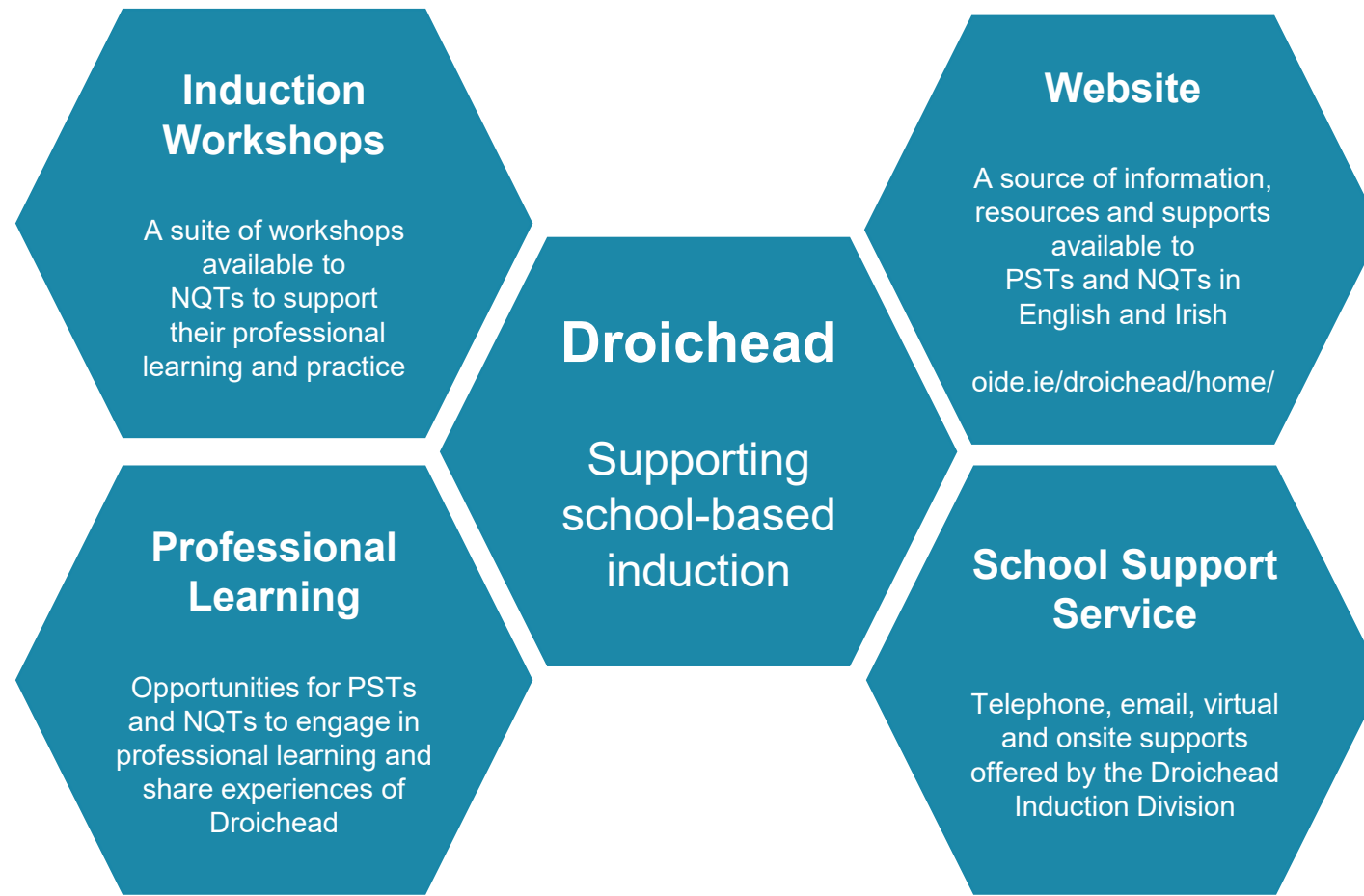
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Droichead Induction Division



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Professional Support Team (PST)



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Supporting an NQT through Droichead is always a **collaborative** process as the PST:


- **guides and advises** the NQT during school-based induction, in the first stages of their professional journey
- forms a **joint declaration** with the NQT that they have participated in a quality teaching and learning process

Droichead - Roles and Responsibilities



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Droichead - PST and NQT Roles and Responsibilities - Primary

Droichead
The main objective of the Droichead process is to support the professional learning of NQTs during the induction phase, thus laying the foundations for subsequent professional growth and learning for the next phase of their career.
(Teaching Council, 2017, p. 3)

Droichead and the PST - Role and Suggested Responsibilities

Supporting an NQT through Droichead is always a collaborative process. The dual role of the PST is to:

- guide and advise the NQT during school-based induction, in the first stages of their professional journey
- form a joint declaration with the NQT that they have participated in a quality teaching and learning process.

(Teaching Council 2017)


PST Suggested Responsibilities
Supporting a NQT during Droichead is always a collaborative process, although the roles and responsibilities of PST members may vary in different school contexts and are therefore agreed before the Droichead process commences.
(Teaching Council, 2017, p. 3)

To guide a PST in its roles, some suggested responsibilities are identified below. The list is neither exhaustive nor prescriptive and is open to customisation by a PST. While responsibilities relating to support and mentoring relate to all team members, a PST may designate some of the other responsibilities to identified individuals within the team.

The PST will share its roles and agreed responsibilities with the NQT at their initial meeting.

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PST Models



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Internal Model

External PST Member

Inter-school PST

Professional Support Team Training

Overview



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Day 1

Unit 1: Introduction to Droichead
Unit 2: Understanding and Working with the NQT
Unit 3: PST Skills Development
Unit 4: Working as a PST

Day 2

Unit 5: Droichead Standards and Induction Activities - Making the Connections
Unit 6: Preparation for Teaching and Learning (for the NQT)
Unit 7: Classroom Observation 1
Unit 8: From Theory to Practice

Day 3

Unit 9: Classroom Management and Organisation (for the NQT)
Unit 10: Classroom Observation 2
Unit 11: Record Keeping and Concluding the Process
Unit 12: Professional Conversations for Challenging Situations

PST Members

- ✓ Fully registered with TC
- ✓ Fully trained PST member
- ✓ Statement issued
- ✓ Eligible to sign Form D
- ✓ Min. of 2 PST members to commence and support the Droichead process



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CERTIFICATE

This certificate is presented to

Joe Bloggs

Teaching Council Number: 000000
School Roll Number: 000000

Droichead Professional Support Team Training - Primary

Droichead Induction Division
Organiser

01.09.2023
Date of Completion

Over to You...

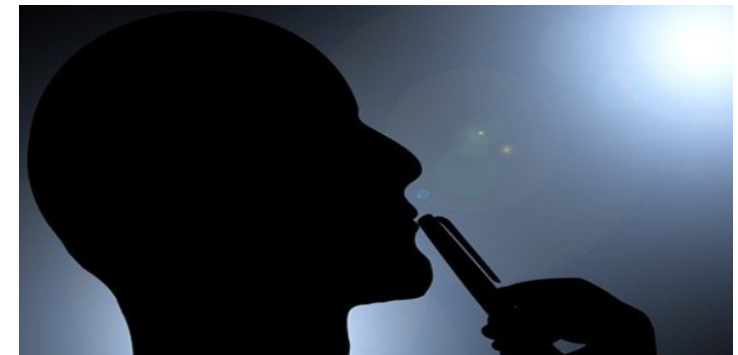


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Forming Your Professional Support Team

Members of the PST should be:

- fully registered with the Teaching Council
- ideally teaching for five years or more
- committed to high standards of professional practice and conduct
- effective communicators

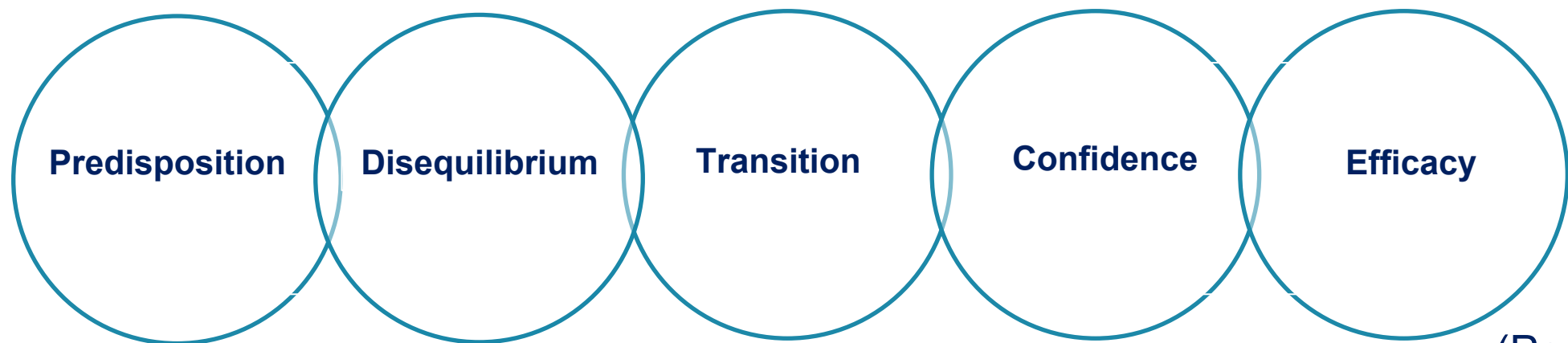


Mentoring/PST Skills

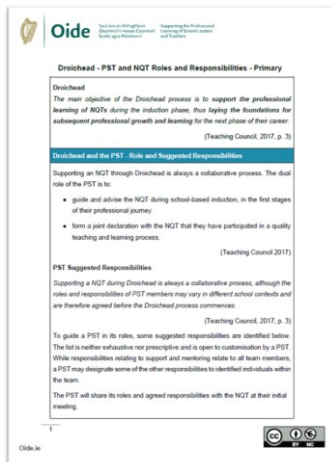


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Mentoring requires intelligence, sensitivity, experience, and hard work. It requires several kinds of knowledge - thorough knowledge of subject matter; knowledge of how to represent ideas in understandable ways; knowledge of ***adult learners*** and how they learn; and an understanding of how teachers can ***support the NQT's induction process***



(Portner, 2005)



NQTs' Role and Responsibilities



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Apply to commence the Droichead process in agreement with the PST



Familiarise themselves with the Droichead process

Engage professionally in Strand A

Engage professionally in Strand B

Complete and submit Form D

DROICHEAD

CÉIM

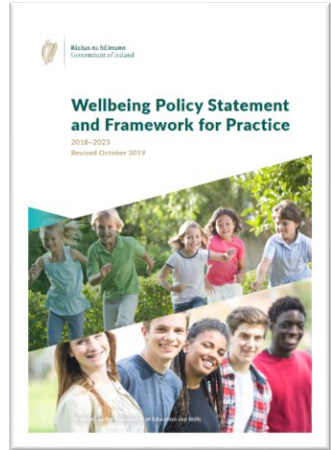
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Role and Responsibilities of All Teachers



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- Share information about the school's context, systems and initiatives
- Facilitate an observation by the NQT
- Share experience and expertise
- Encourage engagement in the social dimension of school life





Principal's Role

As a leader of learning in the school, the principal, while not necessarily involved in the Droichead process, fosters a learning culture in which Droichead can flourish, and supports the PST in facilitating a quality induction process

(Teaching Council, 2017)



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The Principal's Role in Fostering a Culture of Learning in which Droichead can Flourish: Some Suggestions

“As a leader of learning in the school, the principal, while not necessarily involved in the Droichead process, fosters a learning culture in which Droichead can flourish, and supports the PST in facilitating a quality induction process” (Teaching Council 2017, p.7)

- Principals who participated in previous **Droichead Information Sessions for Principals** contributed the following suggestions
- Principals engaged in collaborative reflection on 'fostering a learning culture in which Droichead can flourish' and offered suggestions around supporting the PST in facilitating a quality induction process
- Please note some light editing was undertaken to facilitate comprehension

Feedback from collaborative reflection on 'fostering a learning culture in which Droichead can flourish'

- **Building on the school's existing culture which supports learning by all - pupils, staff and principal**
- Consensus/buy-in from staff
- Staff CPD - comes from staff
- Introduction and understanding of what's involved
- Investment (in staff)
- Time
- Affirm needs and benefits
- Teachers working together / staff collaboration
- Regular review
- Needs a leader
- Be positive about Droichead – creating a positive culture around it



Section 3: A Quality Induction Process



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Droichead - Key Steps



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Droichead - Key Steps - Primary

Preparing for a Newly Qualified Teacher (NQT)

1. Registering and Training

- Select the Professional Support Team (PST) members
- Register for training: aine.kilbride@oide.ie
- The PST attend training with the Oide Droichead Induction Team

2. Planning the process

- Initial PST meeting/s: See [Sample Agenda](#)
- Agree PST and NQT [responsibilities](#)
- Finalise indicators and school context examples to support the [Droichead Standards and Induction Plan](#)
- Prepare a draft [Droichead Outline Plan](#) (as per policy)
- Finalise [Welcome Pack](#)
- Begin to formulate [Induction Policy](#)
- Arrange [presentation](#) to whole staff

Engaging in the process with an NQT

3. Activating the process

NQT applies online via www.teachingcouncil.ie to commence the Droichead process. The NQT provides the school's PST with a copy of the confirmation email received from the Teaching Council. The Droichead process begins upon receipt of this email **and** when a minimum of two PST members have fully completed the first two days of PST Training.

4. Beginning the process

The PST arranges an initial meeting with NQT: see [Sample Agenda](#)

5. During the process

The PST and the NQT use the Droichead standards to guide the process. The PST arranges regular meetings and professional conversations for the PST themselves, as well as for the PST with the NQT and these should include **quarterly reviews**. The NQT may select relevant items from their Taisce as a focus for the professional conversations, which are central to the Droichead process.

In collaboration with the NQT, the PST provides appropriate induction activities in line with the NQT's emerging needs, including the aforementioned professional conversations. The PST and NQT maintain records of the school-based induction activities. The PST liaises with the Oide Droichead Induction Division via the school's nominated Link Person.

NQTs engage in **one cluster meeting per term**. Cluster Meetings will be available as per the [Droichead Cluster Meeting Calendar](#). This should be read in tandem with [Cluster Meetings: Important Information and Attendance Protocols](#) which includes a link to register. NQTs should also engage in one other professional learning activity, identified by themselves in accordance with their professional learning needs, in consultation with the PST.

6. Concluding the process

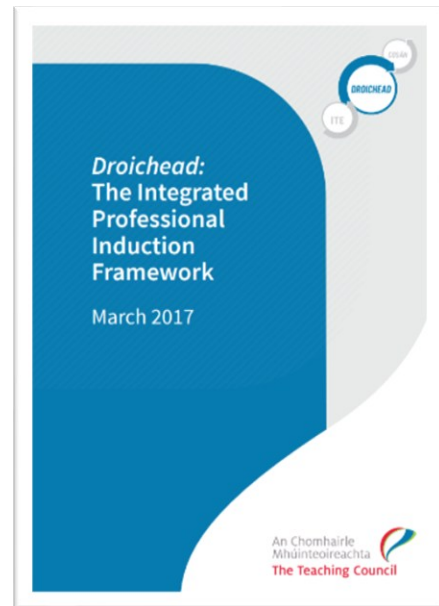
NQT and PST have a professional conversation nearing the conclusion of the process. NQT downloads Form D by logging into the portal on the Teaching Council website. The Joint Declaration (included on Form D) is signed by the NQT and the PST members who supported the NQT during the process. Form D is then re-uploaded in its entirety (all 5 pages) to the portal by the NQT. Having reviewed Form D, the Teaching Council will then remove the Droichead condition from the teacher's registration. It is recommended that the Principal and the PST, with input from the NQT/s, review the Droichead process with a view to enhancing the process (if required) for the next year.



Droichead Outline Plan - Sample



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Droichead - Outline Plan (Sample Calendar) - Primary - 2024.2025

Sep 2024							Oct 2024							Nov 2024																
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S										
1	2	3	4	5	6	7	1	2	3	4	5			1	2	3	4	5	6	7										
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9										
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16										
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23										
29	30						27	28	29	30	31			24	25	26	27	28	29	30										
Dec 2024							Jan 2025							Feb 2025																
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S										
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Mar 2025							Apr 2025							May 2025																
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23	24	25	26	27	28	29	30	31																						
30	31																													
June 2025							Please Note <ul style="list-style-type: none">• NQTs must attend one cluster meeting per term during their Droichead process.• NQTs should also engage in one other professional learning activity identified by themselves in accordance with their professional learning needs, in consultation with the PST.• NQTs should familiarise themselves with 'Droichead: The Integrated Professional Induction Framework' March 2017.• The Droichead Induction Team email regular 'Droichead Updates' to schools so that up-to-date information will be available to PSTs and NQTs.																							
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22	23	24	25	26	27	28																								
29	30																													
Induction Activities	during this week	Observations NQT observes PST member or other teacher	It is recommended that there would be at least two of each type of classroom observation and that the exact number and classes observed, should be based on discussions between the NQT and PST. Classroom observations enable context specific discussion and provide opportunity to engage in reflective dialogue. NQTs (and pupils) benefit from the focused classroom support. NQTs should be observed in their Droichead setting. One PST member at a time to observe.																											
		PST member observes NQT																												
Meetings		Other Induction Activities	Examples: Introduction to school policies, co-teaching, co-planning, preparation for parent-teacher meetings etc.																											
		PST Meetings	PST planning and preparation for the Droichead process. Examples: Roles and Responsibilities, Droichead Standards and Induction Plan, Droichead Outline Plan, Welcome Pack etc.																											
		PST and NQT/s meetings: Ongoing collaborative reflection and discussion	Discussion and sharing e.g. Droichead Outline Plan, Droichead Standards and Induction Plan, Taisce etc. Ongoing collaborative reflection (by NQT and PST) and discussion of the Induction Plan will prompt appropriate and agreed induction activities to support the NQT's emerging needs.																											
Whole Staff		Quarterly Reviews: may be part of meetings and Concluding the Process	Collaborative review of the process at the end of each quarter of the NQT's indicative timeframe. This allows time for adjustments (e.g. extending the timeframe) and early, additional support from the Droichead Induction Team. At the conclusion of the Droichead process, a professional conversation will involve the NQT and PST identifying area(s) of interest for future professional learning. These areas will be included by the NQT on Form D when signed by the PST and NQT.																											
		Droichead Information	Whole-school awareness and inclusion. Examples: Droichead – Whole School Information Session – Primary, update at Staff Meetings.																											
		School Holidays	Record (as early as possible) to enable effective planning for the Droichead process.																											

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Sample Induction Activities



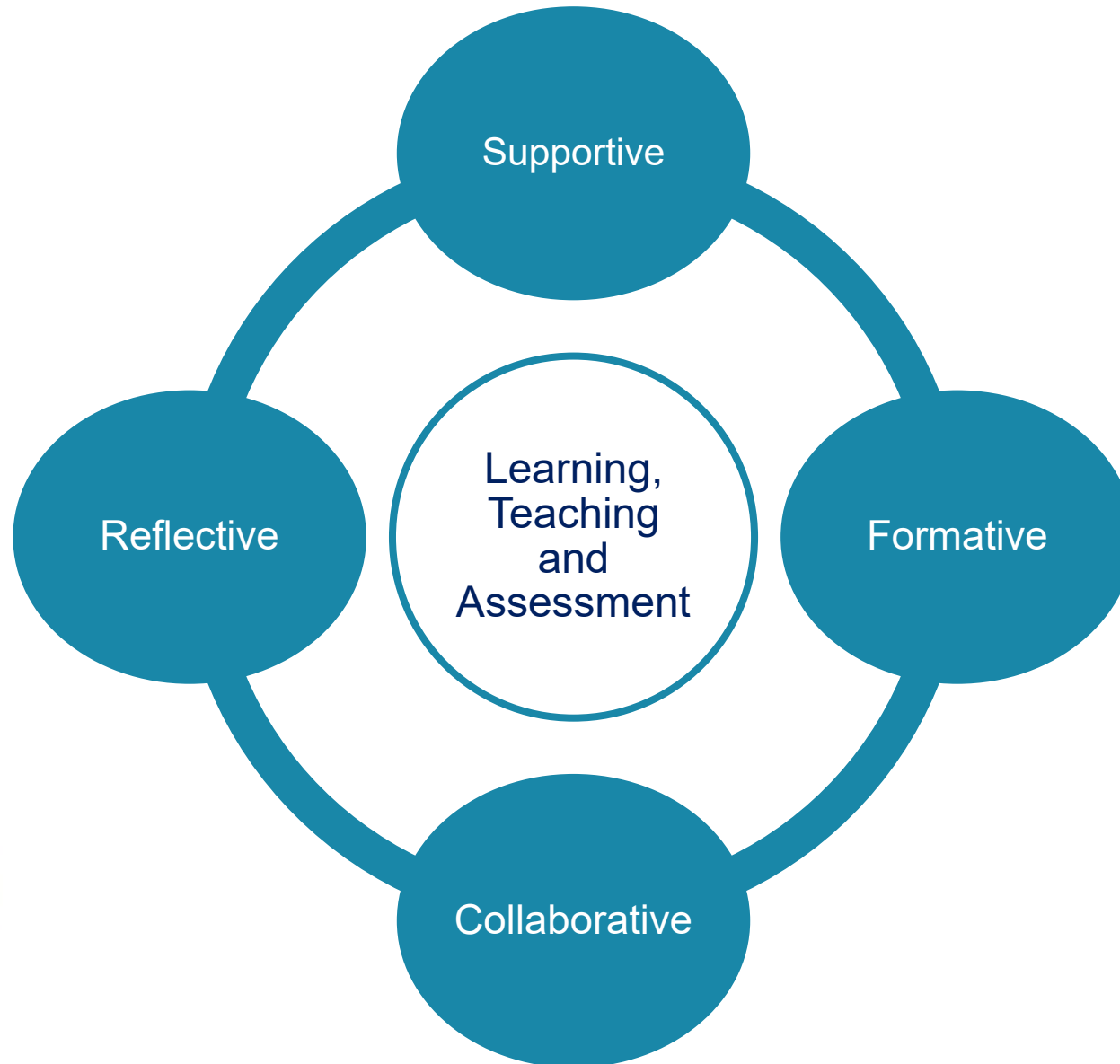
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- Meetings with PST member(s)
- **Support session with school admin personnel e.g. using Aladdin**
- Observation of experienced teacher teaching NQT's class
- Observation of experienced teacher teaching another class
- Meeting with SET
- Preparation for teaching, learning and assessment
- Coaching in specific methodologies/programmes
- **Co-teaching lesson and collaborative reflection**
- NQT is observed by PST
- Sharing and discussion of the Plean Scoile, school policies, etc.

Observation and Discussion



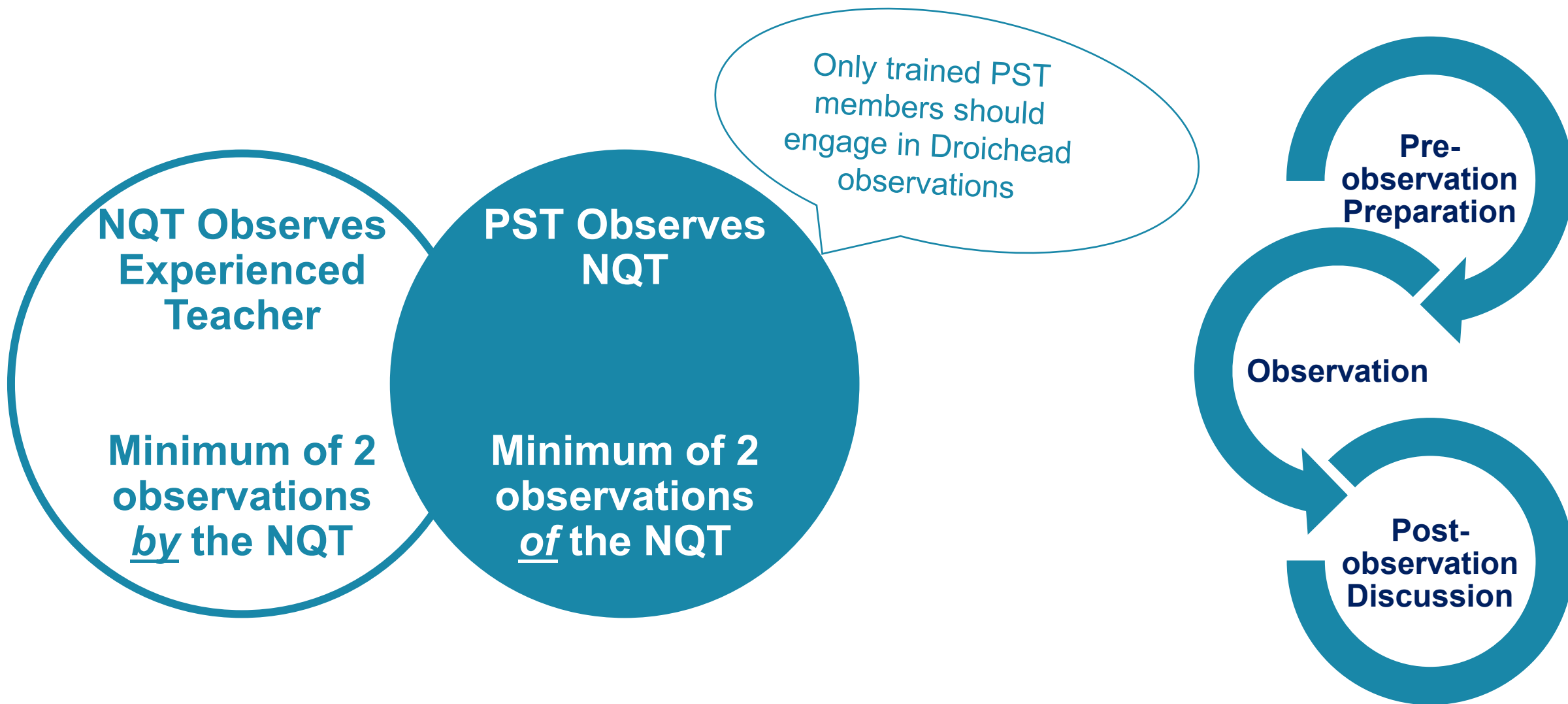
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Droichead Observation Model



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Induction Release Time



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- Droichead process release time for schools with NQT/s

Number of NQTs undertaking Droichead	In-school release time available to schools per academic year (Days)
0	0
1	4
2-4	5
5-6	6
7+	7

- Limited discretionary time — contact primarydroicheadsupport@oide.ie
- External PST Member release time — refer to FAQs
- Release days claimed through OLCS: ‘Teacher Induction’
- Sample timetables on our website

Section 4: Record-keeping and Concluding the Process



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Record-keeping Considerations



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-
- The background of the slide is a faded photograph of a group of students, mostly girls, gathered around a table. They appear to be engaged in a collaborative activity, possibly a group project or a lesson. Some are looking at papers, while others are looking towards the center of the group. The image is semi-transparent, allowing the text to be clearly visible.
- Ethical considerations
 - Privacy of others
 - Confidentiality of information
 - School's data protection policy
 - Storage

(Teaching Council, 2017)

Record-keeping: Suggested Records



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Professional Support Team (PST)	Newly Qualified Teacher (NQT)
Droichead Key Steps as a “roadmap” of the process	
Copy of Confirmation Email (Approval to commence Droichead email from TC)	Copy of Confirmation Email (Approval to commence Droichead email from TC)
Droichead Outline Plan [as per Droichead policy]	Droichead Outline Plan [as per Droichead policy]
Each Meeting: agenda/minutes e.g. initial meeting with NQT; records of professional conversations, quarterly reviews; meeting to conclude the process	Each Meeting: agenda/minutes e.g. initial meeting with NQT; records of professional conversations, quarterly reviews; meeting to conclude the process
The Induction Records <ul style="list-style-type: none"> • Droichead Standards and Induction Plan document • Post-Observation Records 	The Induction Records <ul style="list-style-type: none"> • Droichead Standards and Induction Plan document • Post-Observation Records
	Taisce
Copy of Form D (prior to the NQT submitting it to the Teaching Council)	Copy of Form D (prior to the NQT submitting it to the Teaching Council)

Joint declaration is signed by the NQT and PST... that through our engagement in Droichead, we believe we have engaged in a quality teaching and learning process



Form D is completed and shared (by the NQT) with the Teaching Council



Ideally the support process continues for the duration of the NQT's tenure in the school

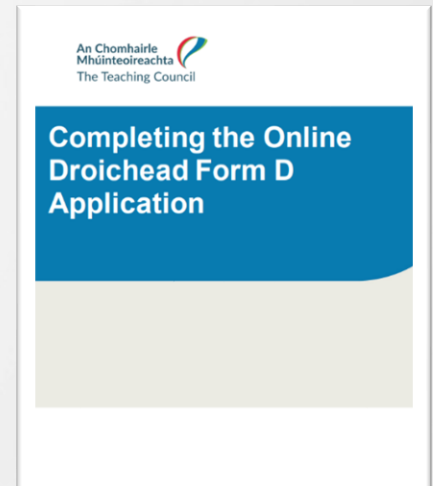


Completing the Online Form D



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An Chomhairle
Mhúinteoireachta
The Teaching Council

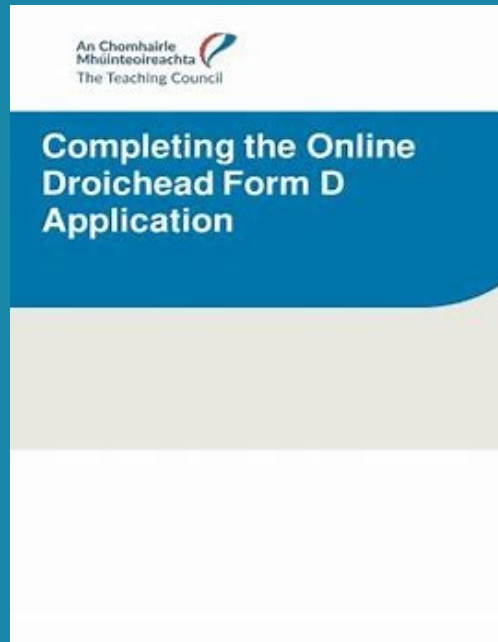


(Teaching Council 2022)

Completing the Online Form D



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Form Ds must be completed accurately

Falsification of information is taken very seriously by the Teaching Council

The Teaching Council conducts a thorough review of all Form Ds received

PST members receive an email from the Teaching Council once the Droichead condition has been removed from an NQT's registration

Outcome B



Oide

Joint declaration by NQT and PST is not signed



Re-engage with the Oide Droichead Induction Division



Additional time to facilitate further support may be needed

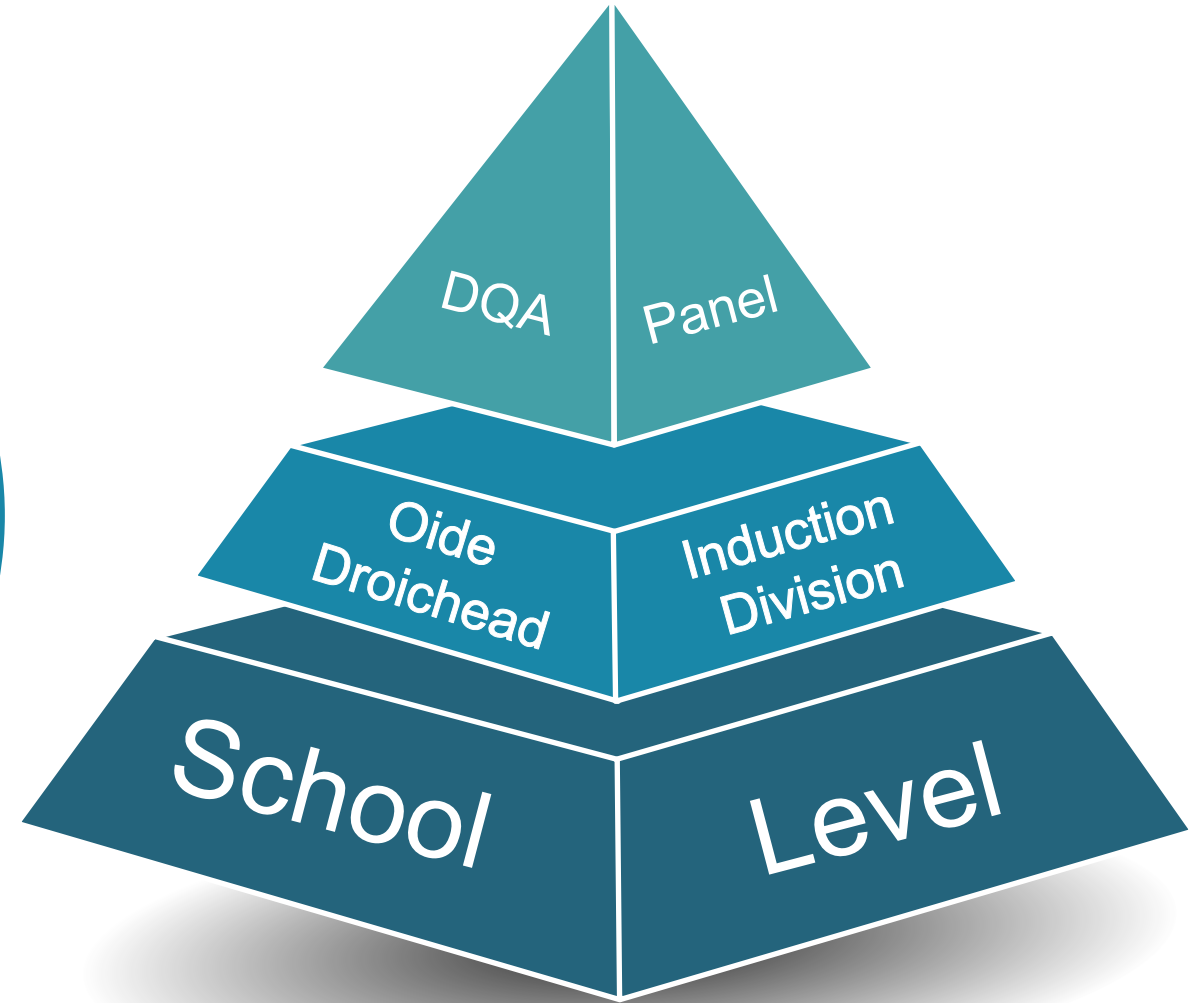


Consistency and Quality Assurance



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‘A number of mechanisms are in place to assure the quality and consistency of the Droichead process nationally’



(Teaching Council 2017, p. 7)



Some Suggestions...



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The Principal's Role in Fostering a Culture of Learning in which Droichead can Flourish: Some Suggestions

"As a leader of learning in the school, the principal, while not necessarily involved in the Droichead process, fosters a learning culture in which Droichead can flourish, and supports the PST in facilitating a quality induction process" (Teaching Council 2017, p.7)

- Principals who participated in previous **Droichead Information Sessions for Principals** contributed the following suggestions
- Principals engaged in collaborative reflection on 'fostering a learning culture in which Droichead can flourish' and offered suggestions around supporting the PST in facilitating a quality induction process
- Please note some light editing was undertaken to facilitate comprehension

Feedback from collaborative reflection on 'fostering a learning culture in which Droichead can flourish'

- **Building on the school's existing culture which supports learning by all - pupils, staff and principal**
- Consensus/buy-in from staff
- Staff CPD - comes from staff
- Introduction and understanding of what's involved
- Investment (in staff)
- Time
- Affirm needs and benefits
- Teachers working together / staff collaboration
- Regular review
- Needs a leader
- Be positive about Droichead – creating a positive culture around it

Section 5: In Conclusion



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Benefits of the Droichead Process



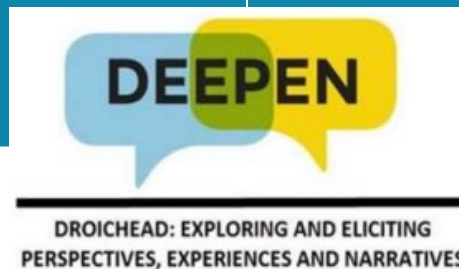
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PST Members

- 98% of PST members reported that involvement in Droichead led to additional skill development
- 100% of the respondents stated that they had a positive relationship with their NQTs
- PST members stated that the Droichead process was of high quality and that they felt very included in the process

Principals

- 96% of school leaders report a high level of skill development through engagement with the Droichead process
- Most frequently mentioned skills:
 - Leadership skills – 73 %
 - Communication skills – 58%
 - Teamwork – 55%




(Uí Choistealbha and Ní Dhuinn 2021)


Benefits of the Droichead Process: NQTs




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‘I had an amazing PST who made me feel supported and treated me as a professional.’




‘I developed through observation of others and on-hand constructive feedback from the PST.’



‘It’s great to get feedback from other teachers that doesn’t involve grading. It is very positive.’



‘My PST members encouraged me to teach to my style and I felt supported to do my best.’




‘My PST gave me lots of support throughout the year leading to a positive year of learning for me.’



DROICHEAD: EXPLORING AND ELICITING
PERSPECTIVES, EXPERIENCES AND NARRATIVES

(Uí Choistealbha and Ní Dhuinn 2021)

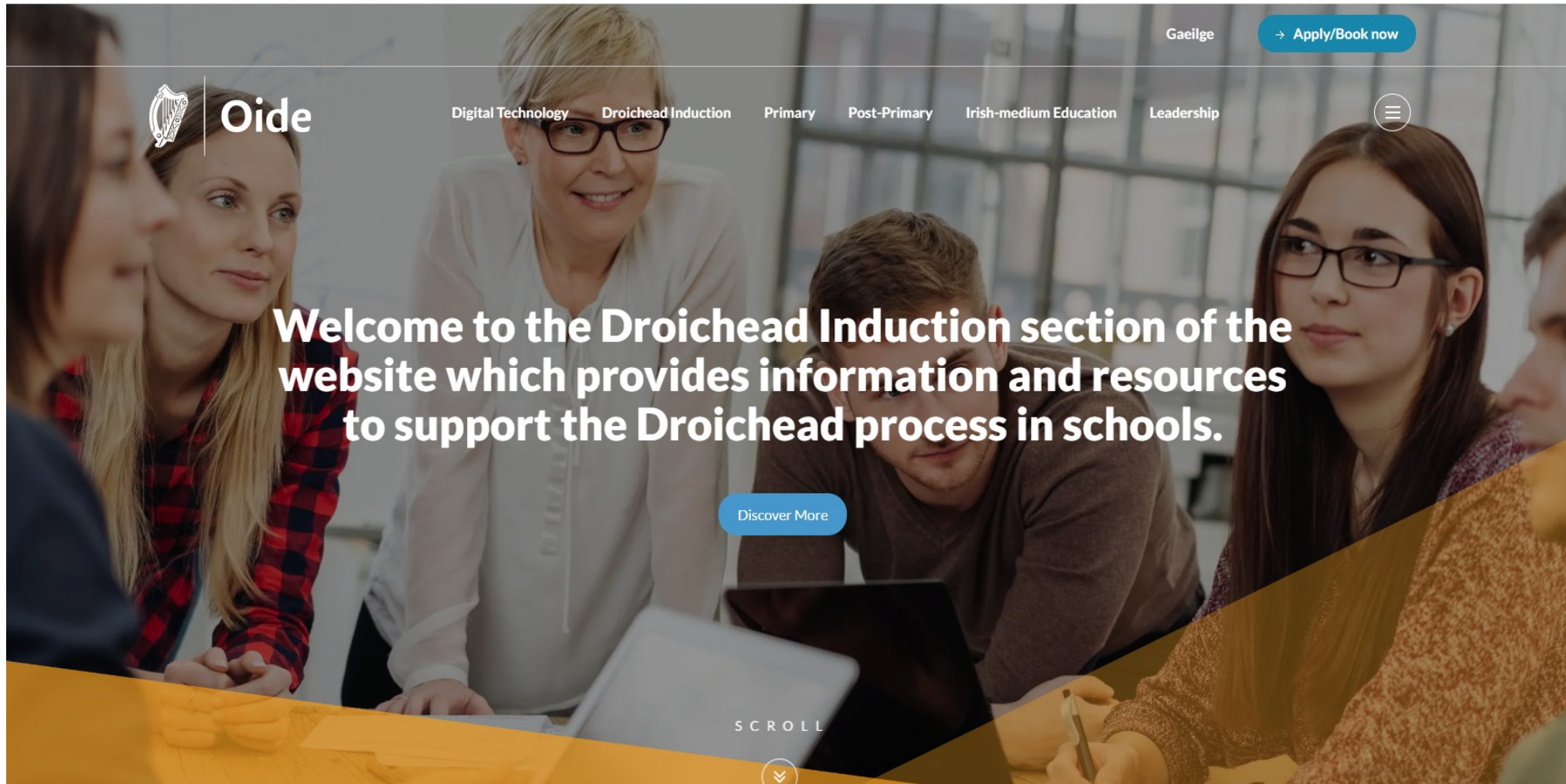
To ask for is a sign of strength... | Oide

- www.oide.ie/droichead/home (online induction supports)
- www.teachingcouncil.ie (registering for the process)
- If you require support, please email primarydroicheadsupport@oide.ie
- conditions@teachingcouncil.ie (teacher registration queries)
- Folláine le Chéile: 1800 411 057 24 hours/365 days 
Text 'Hi' to 087 1452056 and request a call back
- NQTs are advised to consult official websites/channels only for information where possible e.g <https://oide.ie/droichead/home/> or www.teachingcouncil.ie

Droichead Induction Division



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Ár mBuíochas

To ask for support is a sign of strength