



# Oide

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Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



## Seisiún Eolais Droichead do Cheannairí Scoile

## Droichead Information Session for School Leaders

Inniu...  
Today...



Oide



# Ag Obair Le Chéile Go Cianda... Working Together Remotely...



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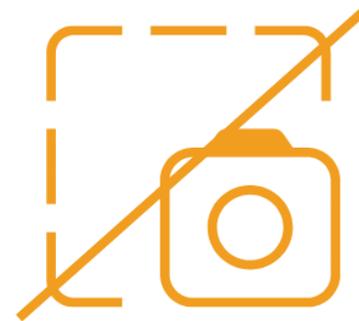
Materials



Screen Name



Confidentiality



No screenshots

# Ag Obair Le Chéile Go Cianda... Working Together Remotely...



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Audio and Video Settings



Online Presence

# Do Chuid Foghlama, Do Bhealach Your Learning, Your Way



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Choice



Flexibility



Consider

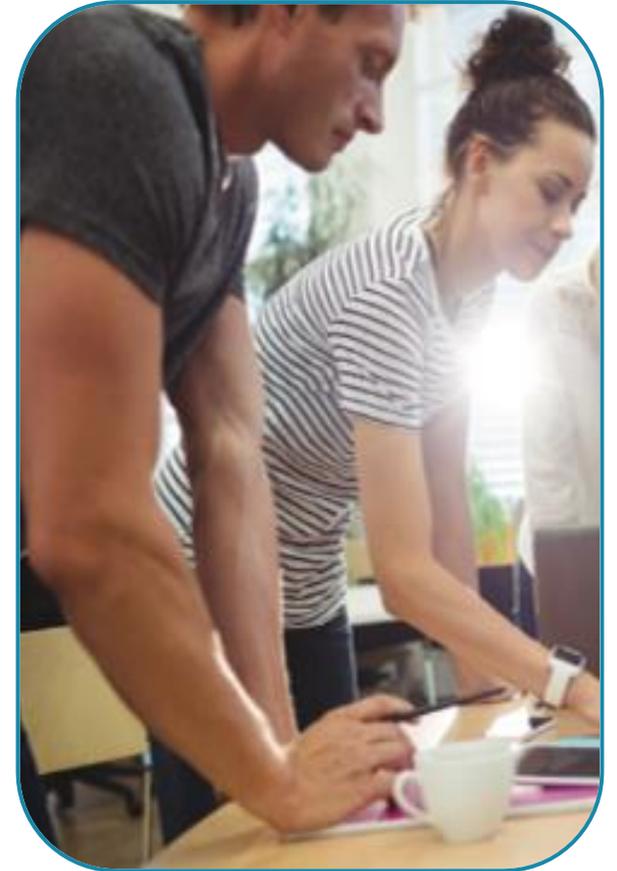
If there is anything we can do to enhance your learning experience today,  
please let us know

# Túslitreacha agus Acrainmneacha Initialisms and Acronyms



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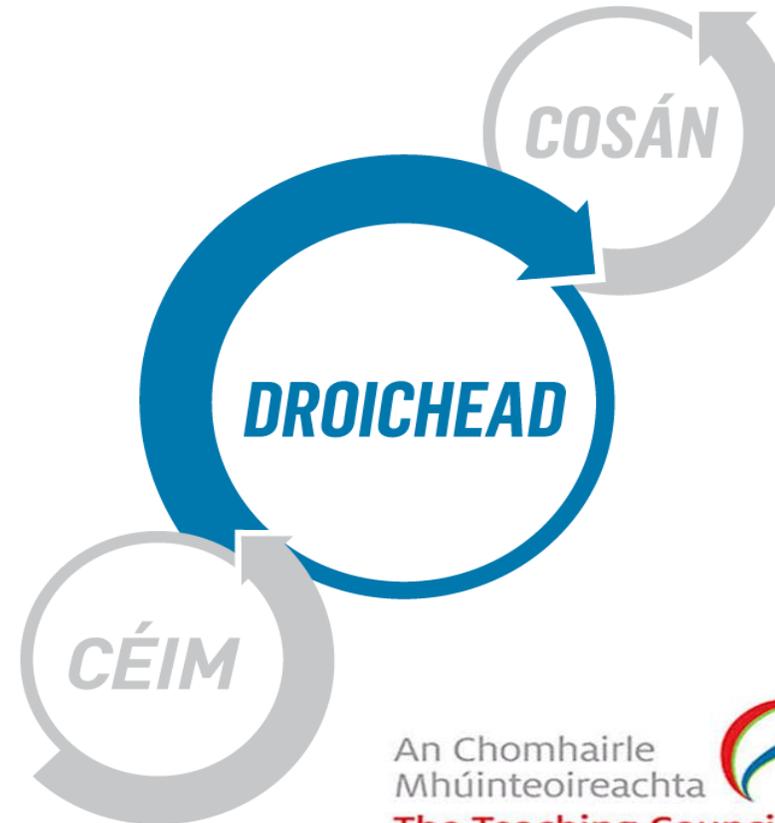
<b>NQT:</b>	Newly Qualified Teacher
<b>PST:</b>	Professional Support Team
<b>PLL:</b>	Professional Learning Leader
<b>LAOS:</b>	Looking at Our School
<b>HEI:</b>	Higher Education Institution
<b>ITE:</b>	Initial Teacher Education
<b>DEEPEN:</b>	Droichead: Exploring and Eliciting Perspectives, Experiences and Narratives



# Do Scoil agus Droichead Your School and Droichead



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An Chomhairle  
Mhúinteoireachta

The Teaching Council



Interactive  
Activity

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# Chugat Anois... Over to You...



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Supporting the Professional  
Learning of School Leaders  
and Teachers

“As a leader of learning in the school, the principal fosters a learning culture in which Droichead can flourish, and supports the PST in facilitating a quality induction process”

(Teaching Council, 2025, p15)

## The School Leader's Role at Different Stages of the Droichead Process

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

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



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Individual  
Reflection

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## Cuid a hAon: Forléargas Droichead

## Section One: Droichead Overview



# Na Naisc a Dhéanamh Making the Connections



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 **Riailtas na hÉireann**  
Government of Ireland

## Wellbeing Policy Statement and Framework for Practice

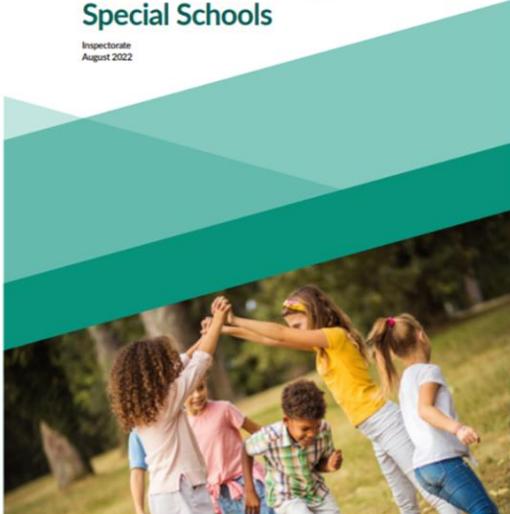
2018–2023  
Revised October 2019



Inspectorate  
August 2022

 **An Roinn Oideachais**  
Department of Education

## Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools



Inspectorate  
August 2022

**An Roinn Oideachais**  
agus **Scléarma**  
Department of  
Education and Skills



**Circular 0044/2019**

**To: The Managerial Authorities of Recognised Primary Schools**

### RECRUITMENT, PROMOTION AND LEADERSHIP FOR REGISTERED TEACHERS IN RECOGNISED PRIMARY SCHOOLS

The Minister for Education and Skills, pursuant to the power contained in Section 24 of the Education Act (as amended), directs employers to implement the regulations and procedures as set out in this circular from 1<sup>st</sup> September, 2019. All posts advertised before this date will continue under the previous relevant circular.

This circular sets out a leadership and management framework for posts in recognised primary schools and recruitment and appointments procedures for registered Teachers, Assistant Principals, Deputy Principals and Principals. This circular supersedes all previous circulars, memoranda, rules and regulations in relation to recruitment and promotions including Appendix D and E of The Governance Manual for Primary Schools 2015–2019, Chapter 3 of edition 2 of Terms & Conditions of Employment for Registered Teachers in Recognised Primary & Post-Primary Schools, Circulars 70/2018, 001/2011 and 0015/2016.

Please ensure that the contents of this circular are brought to the attention of all members of the Board of Management/Education and Training Board (ETB) and all teachers in your employment in Primary Schools including those on leave of absence and on secondment.

This circular can be accessed on the Department's website under [www.education.ie](http://www.education.ie).

All queries should initially be brought to the attention of the school management who may wish to consult with their representative organisation. Any further queries may be directed to the following email address: [teacherstaff@education.gov.ie](mailto:teacherstaff@education.gov.ie).

Queries in relation to the allocation of posts or the redeployment of teachers should be raised with Allocations Section of the Department: [primaryallocations@education.gov.ie](mailto:primaryallocations@education.gov.ie).

Matters relating to registration of teacher are appropriate to the Teaching Council, Block A, Maynooth Business Campus, Maynooth, Co. Kildare. Email: [info@teachingcouncil.ie](mailto:info@teachingcouncil.ie)

Alfie Barrett  
Teacher/SNA Terms and Conditions  
9 August 2019



**Cosán**  
Framework for  
Teachers' Learning

An Chomhairle  
Mhúinteoireachta  
The Teaching Council

March 2016

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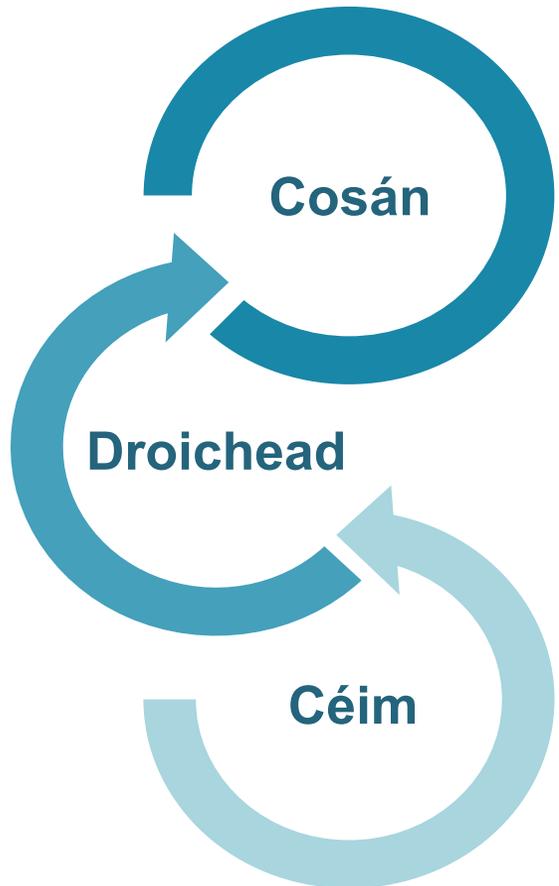
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# An Leanúntas in Oideachas Múinteoirí

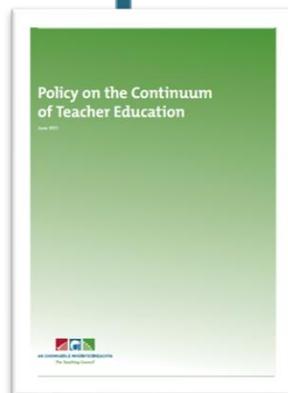
## The Continuum of Teacher Education



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“ ... induction is a distinct phase, of the continuum of teacher education, a socialisation process into the teaching profession... ”



(Teaching Council 2011, p.5)

# Droichead: An Chreatlach Ionduchtaithe Ghairmiúil Chomhtháite



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## Droichead: The Integrated Professional Induction Framework

“  
The purpose of the Droichead process is to support the professional learning of the NQTs during the induction phase, in a non-evaluative manner, thus laying the foundations for subsequent professional growth and learning.  
”

(The Teaching Council 2025, p. 4)





## Droichead Requirements

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 minimum per week for the full academic year

Early Intervention classes are not eligible settings for the Droichead process

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

Supply Panel and Principal Release Day posts are eligible for the **full duration** of the NQT's contract

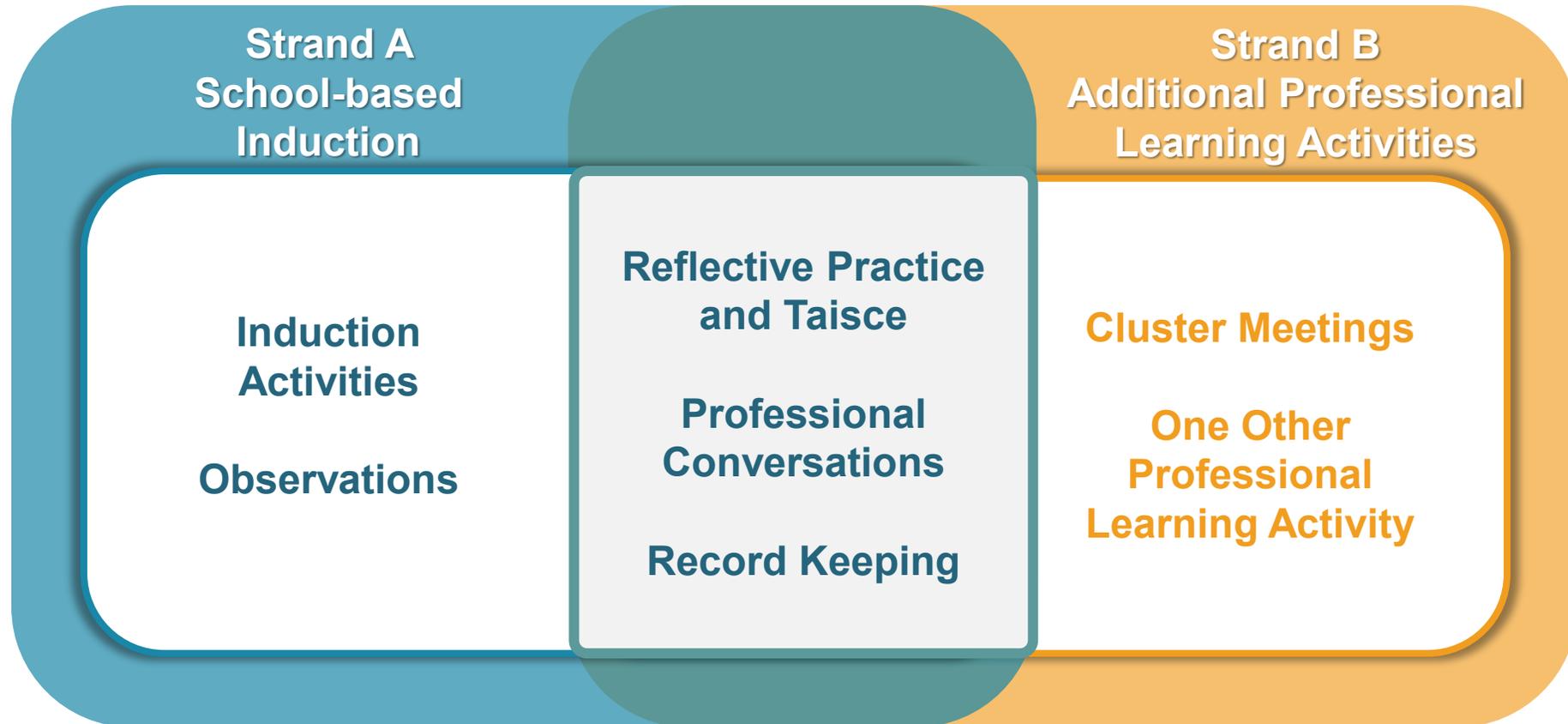


# Páirt a Ghlacadh i bPróiseas Droichead

## Engaging in the Droichead Process



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# Caighdeán Droichead Droichead Standards



Oide

The NQT will...



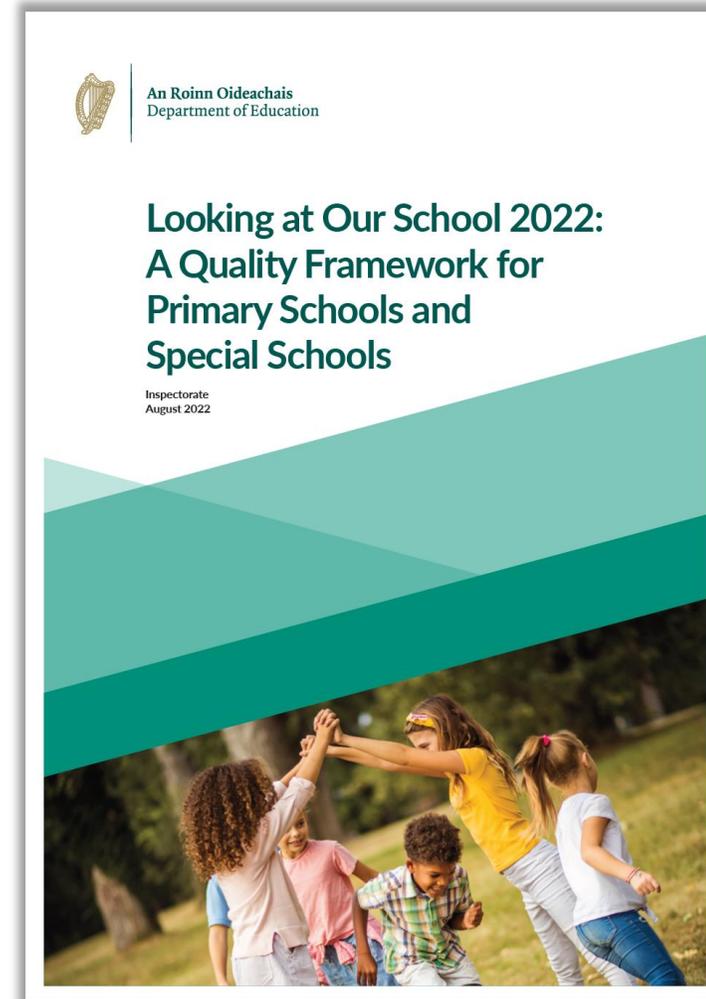
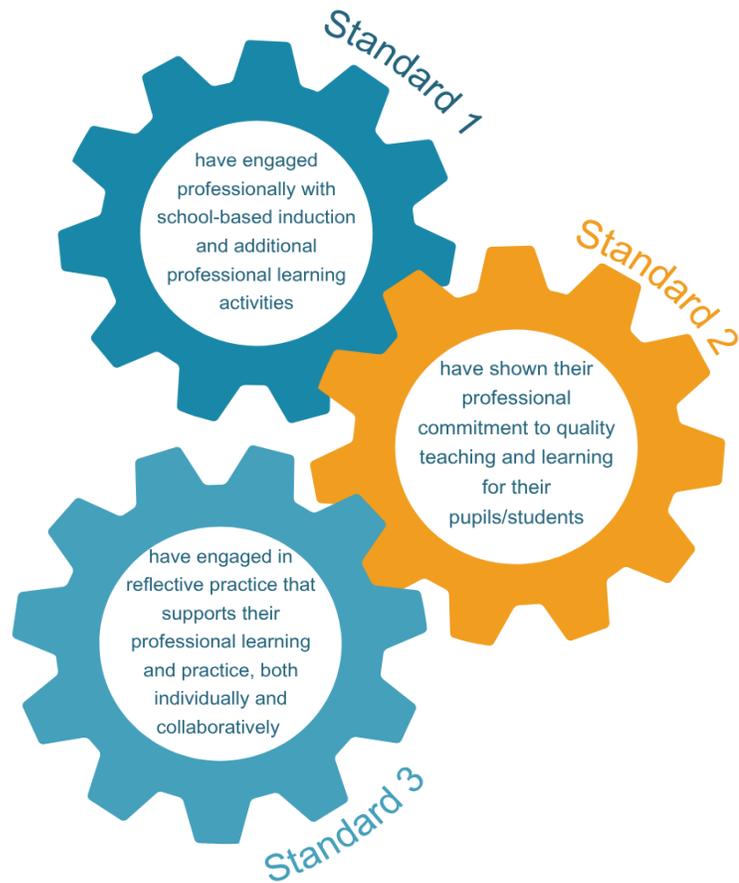
An Chomhairle  
Mhúinteoireachta  
**The Teaching Council**

(Teaching Council, 2025, p.16)

# Caighdeáin Droichead Droichead Standards



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## Cuid a Dó: Róil agus Freagrachtaí

## Section Two: Roles and Responsibilities

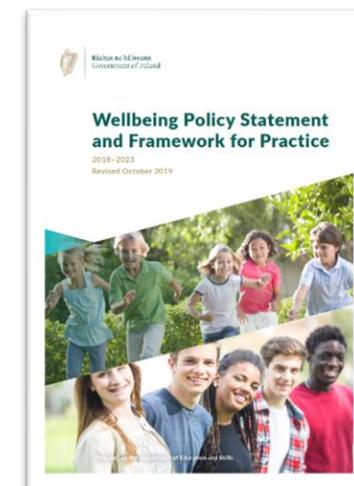
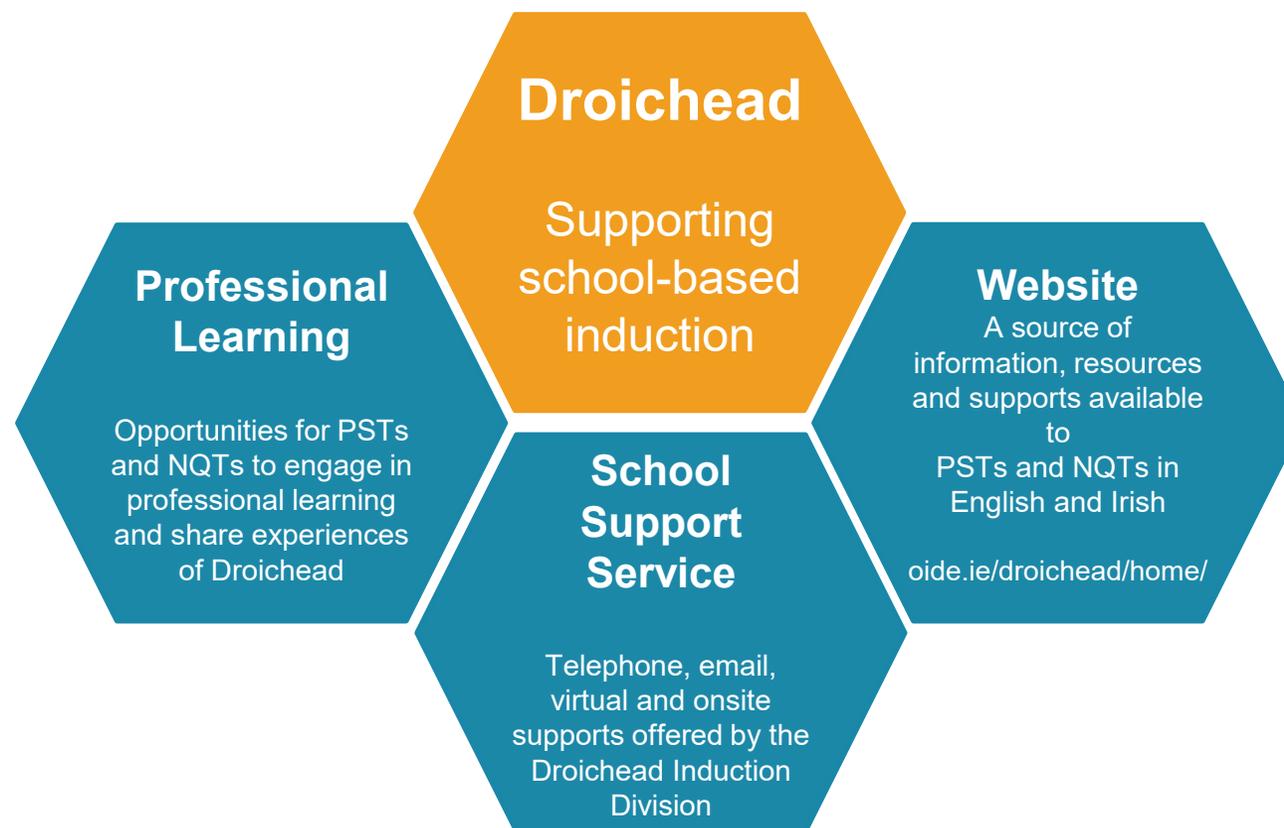


# An Rannán Ionduchtúcháin Droichead

## The Droichead Induction Division



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Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

# Foireann Tacaíochta Gairmiúla (FTG) Professional Support Teams (PSTs)



Oide



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 - Ról agus Freagrachtaí

## Droichead - Roles and Responsibilities



Oide

 **Oide** Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

### 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.

1



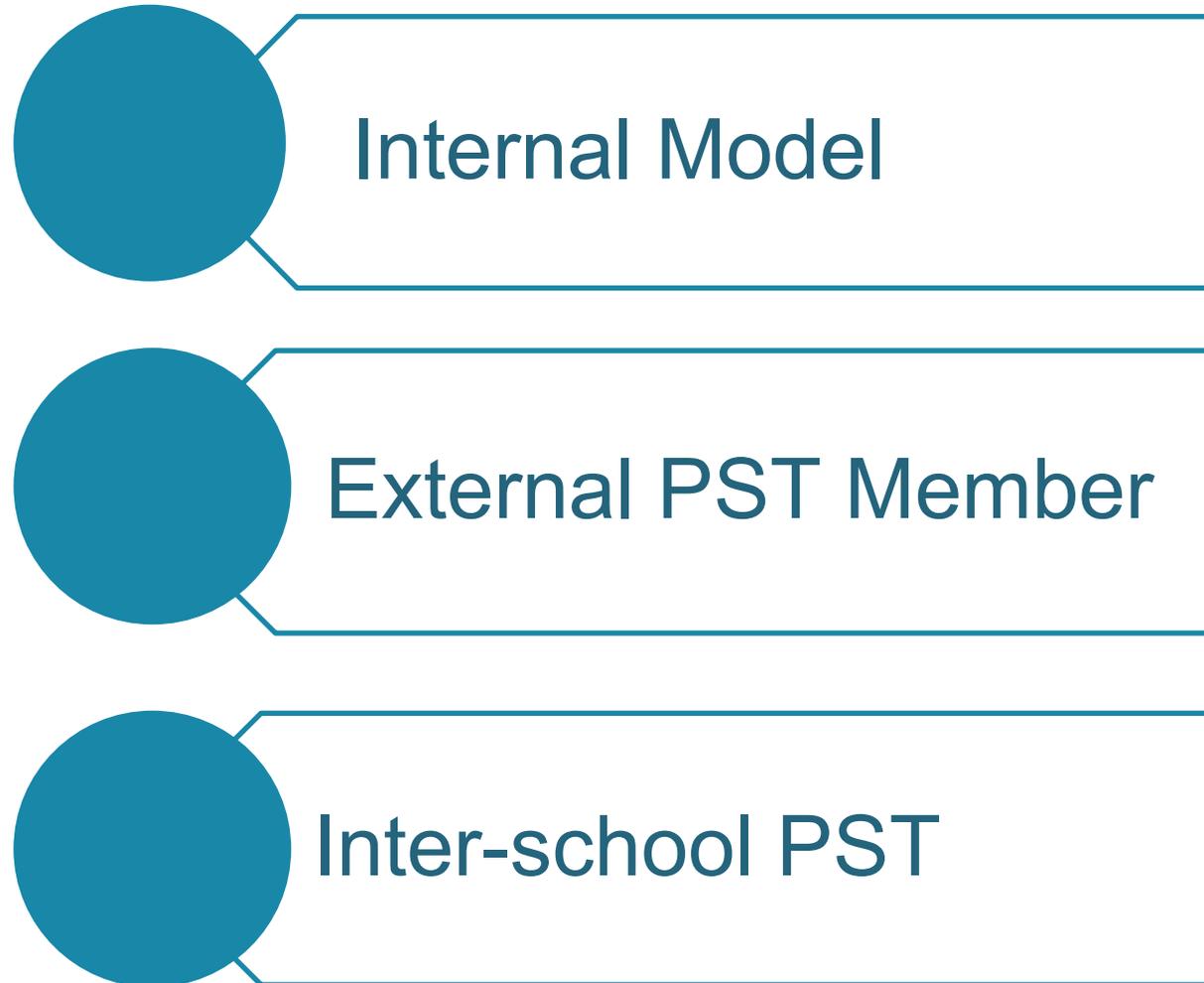
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# Samhlach FTG PST Models



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# Forbhreathnú ar Oiliúint na Foirne Tacaíochta Gairimiúla

## Professional Support Team Training Overview



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# Baill FTG PST Members



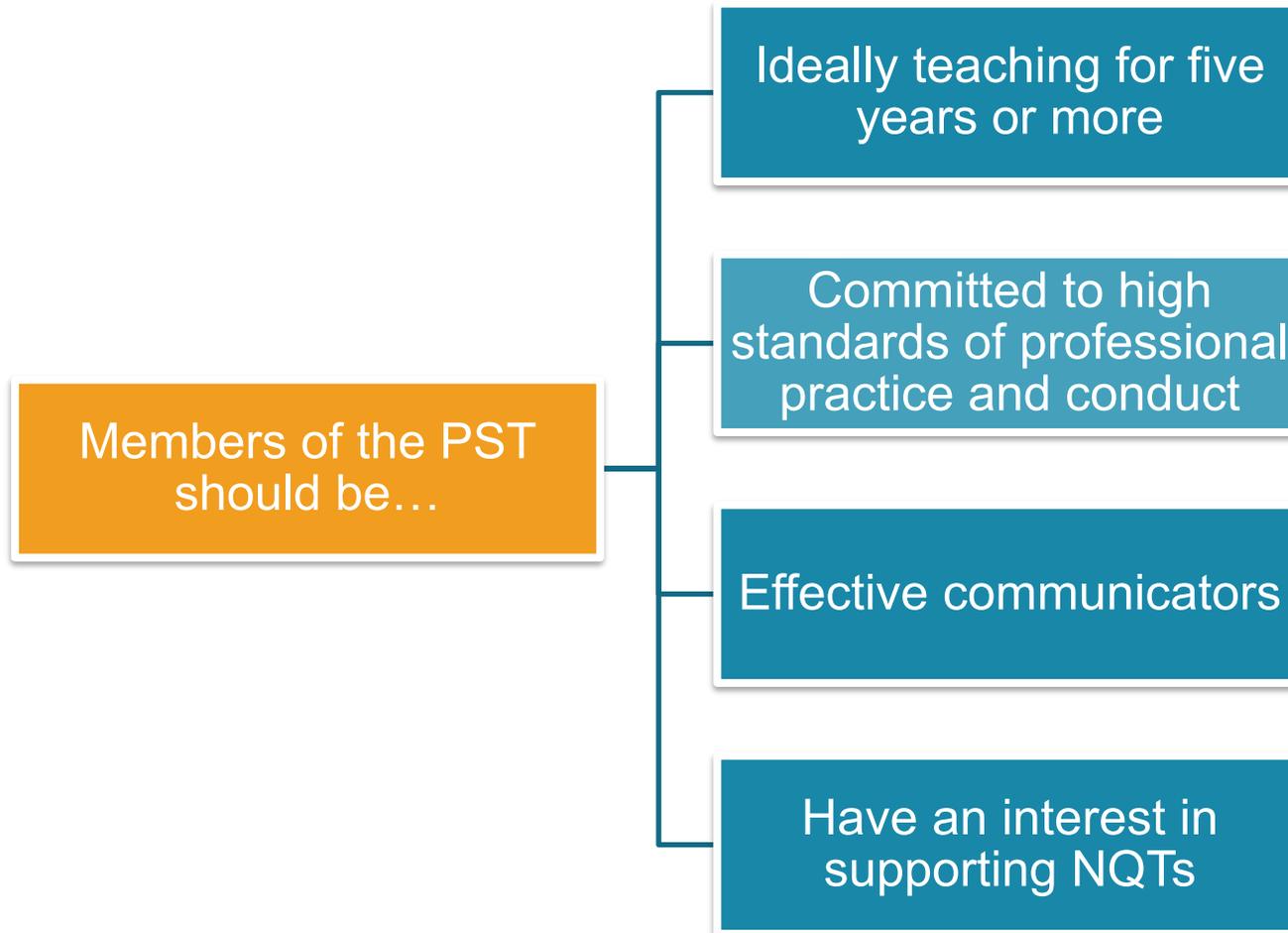
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- ✓ Fully registered with The Teaching Council
- ✓ Registered PST member
- ✓ Statement issued
- ✓ Eligible to sign Form D



# Seal s'agaibhse anois....d'FTG a bhunú

## Over to you.....Forming your PST



Breakout Room



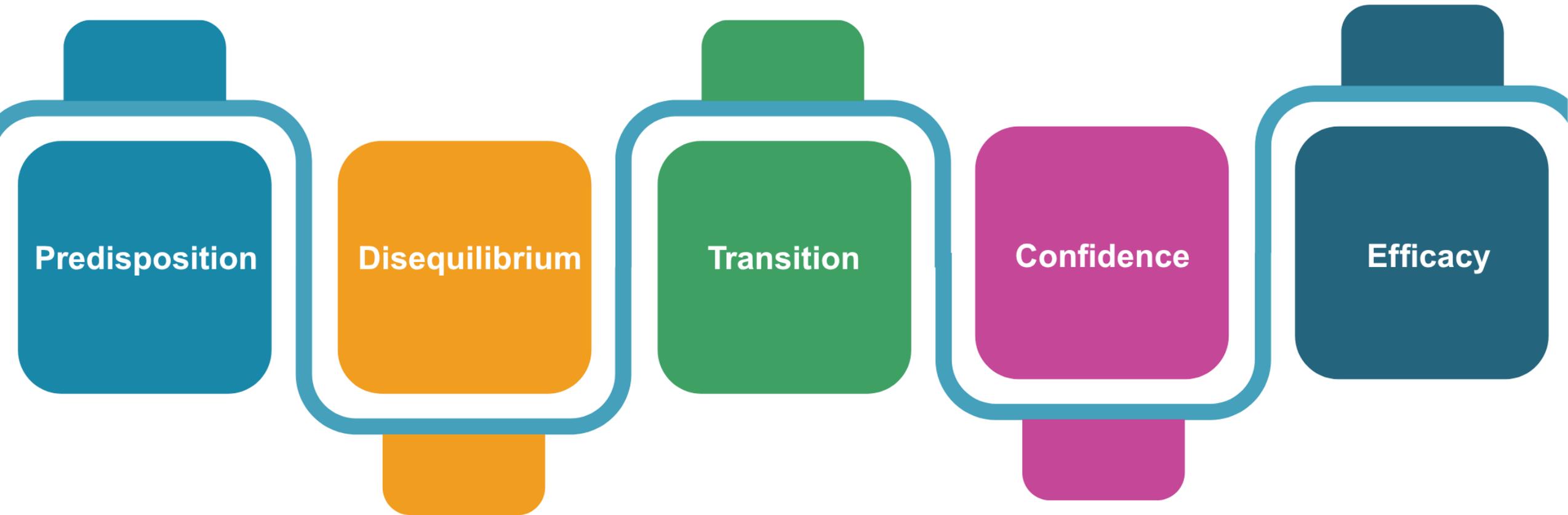
Whole Group Discussion

# Céimeanna Forbartha an Mheantóra

## Stages of Mentor Development



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(Portner 2005)

# Róil agus Freagrachtaí an MNC NQTs' Roles 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

# Uasdátú ar Riachtanais Shnáithe A

## Update to Strand A Requirements



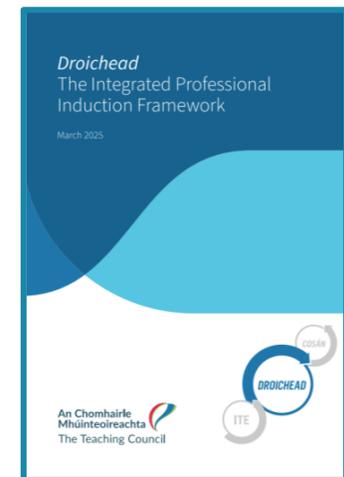
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As per the revised  
Droichead Policy  
(Teaching Council, 2025),  
from September 2026  
onwards...

The NQT will share an element of their Taisce with their PST that identifies a professional learning need.

The NQT will source relevant existing research related to this need. This will support a professional conversation with their PST.

Through this professional conversation, the NQT, in consultation with the PST, will identify a Professional Learning Activity.



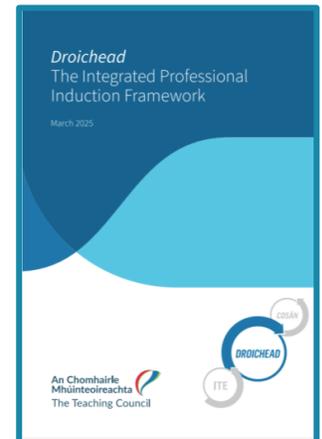
# Uasdátú ar Riachtanais Shnáithe B

## Update to Strand B Requirements



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From September 2026 onwards, all NQTs are required to ...



# Róil agus Freagrachtaí Gach Múinteora

## Roles and Responsibilities of All Teachers



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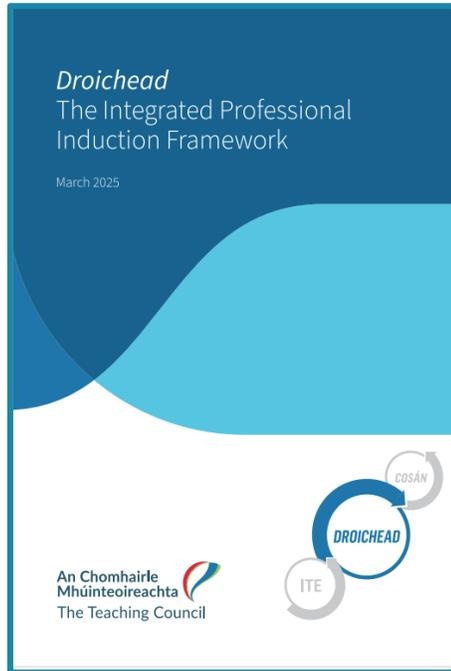
- Share information about the school's context, systems and initiatives
- Facilitate an observation by the NQT
- Share experience and expertise
- Encourage engagement in the social dimension of school life



# Ról an Phríomhoide Role of the Principal



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(Teaching Council, 2025)

Fosters a learning culture

Highlights the value of induction

Oversees Droichead

Selects PST

Supports PST and NQTs

Oversees supply panel and release posts as base school principal

# Chugat Anois... Over to You...



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**“As a leader of learning in the school, the principal fosters a learning culture in which Droichead can flourish, and supports the PST in facilitating a quality induction process”**

(Teaching Council, 2025, p15)

The School Leader's Role at Different Stages of the Droichead Process		
How can I foster a learning culture in which Droichead can flourish...		
Before...	During...	After...

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Individual  
Reflection



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## Cuid a Trí:

# Próiseas Ionductaithe ar Ardchaighdeán

## Section Three:

# A Quality Induction Process



# Droichead – Príomhchéimeanna

## 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: <https://oide.ie/droichead/> or contact [primarydroicheadsupport@oide.ie](mailto:primarydroicheadsupport@oide.ie)
  - The PST attend training with the Droichead Induction Division
- 2. Planning the process**
  - Initial PST meeting/s
  - Agree PST and NQT Roles and Responsibilities
  - Prepare a draft Droichead Outline Plan
  - Finalise the Welcome Pack
  - Begin to formulate the Induction Policy
  - Arrange presentation to whole staff

Please see [Strand A: School-based Induction](#) for relevant samples and templates referenced above.

#### Engaging in the process with an NQT

- 3. Activating the process**

NQT applies online via [www.teachingcouncil.ie](http://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. Sample agenda available on [Strand A: School-based Induction](#)
- 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 Droichead Induction Division via the school's nominated Link Person.

NQTs engage in **one cluster meeting per term**. Information regarding Cluster Meetings, including the Cluster Meeting Calendar and Cluster Meetings: Important Information and Protocols for NQTs, is available on the [Cluster Meetings section](#) of our website. 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.

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# Sracphlean Droichead Droichead Outline Plan



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## Droichead - Outline Plan Calendar Template (with key) - 2025.2026

Sep 2025							Oct 2025							Nov 2025						
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		1	2	3	4	5	6	7	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28	22	23	24	25	26	27	28
28	29	30					28	29	30	31				29	30					

Dec 2025							Jan 2026							Feb 2026						
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	6	7	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28	22	23	24	25	26	27	28
28	29	30	31				29	30	31											

Mar 2026							Apr 2026							May 2026						
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	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31					29	30					

June 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**Please Note**

- 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 Division will communicate with schools on a regular basis to ensure that up-to-date information is available to PSTs and NQTs.

Induction Activities	Observation <u>by</u> the NQT	Date Confirmation Email Received:	PST Members Supporting NQT:
	Observation <u>of</u> the NQT	Tentative End Date:	
	Other Induction Activities	Cluster Meeting Dates:	Other Professional Learning Activity:
Meetings	Professional Support Team	Observation <u>by</u> the NQT:	Observation <u>of</u> the NQT:
	PST & NQT(s)		
WholeStaff	Quarterly Review		
	Droichead Information		
	School Holidays		

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# Gníomhaíochtaí Ionductaithe Samplacha

## 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.



# Ag Úsáid ABSA (2022) chun MNCanna a Chumhachtú Using LAOS (2022) to Empower NQTs



Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools

## Quality Framework for Primary Schools and Special Schools - Overview

Domains	Standards
Learning and Teaching	<b>Learner outcomes</b> Pupils: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge, skills and attitudes to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the curriculum <sup>a</sup> attain the stated learning outcomes for the term and year
	<b>Learner experiences</b> Pupils: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	<b>Teachers' individual practice</b> The teacher: has the requisite curriculum knowledge, pedagogical knowledge and classroom management skills selects and uses preparation and assessment practices that progress pupils' learning selects and uses teaching approaches appropriate to the intended learning outcomes and to pupils' learning needs responds to individual learning needs and differentiates learning and teaching activities as necessary
	<b>Teachers' collective / collaborative practice</b> Teachers: value and engage in professional learning and professional collaboration work together to devise learning opportunities for pupils across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
	<b>Leading learning and teaching</b> School leaders: promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil manage the planning and implementation of the school curriculum foster teacher professional learning that enriches teachers' and pupils' learning
Leadership and Management	<b>Managing the organisation</b> School leaders: create and maintain a positive school culture and a safe, healthy and purposeful learning environment, and sustain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	<b>Leading school development</b> School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	<b>Developing leadership capacity</b> School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of pupil participation, pupil leadership and parent participation build professional networks with other school leaders

<sup>a</sup> Pupils in primary schools follow the primary curriculum. Pupils/students in special schools follow an appropriate and differentiated school curriculum. Teachers in these schools may draw on a range of curricula from a variety of sources, depending on pupils'/students' learning needs.

Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools

## Statements of practice – Learning and teaching

### Domain 1: Learner outcomes<sup>a</sup>

Standards	Statements of effective practice	Statements of highly effective practice
<b>Pupils enjoy their learning, are motivated to learn and expect to achieve as learners</b>	Pupils' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing. Pupils are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.	Pupils' enjoyment in learning is evident and arises from a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing. Pupils are motivated to learn through having a clear sense of attainable and challenging learning outcomes.
	Pupils have a positive image of themselves as learners and demonstrate this in their approach to their learning.	Pupils have a positive image of themselves as confident and capable learners and demonstrate this in their approach to their learning.
<b>Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships</b>	Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations, and to support their wellbeing.	Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They apply this knowledge thoughtfully to manage situations and support their wellbeing.
	Pupils have the skills to modify and adapt their behaviour when required.	Pupils have the skills to modify and adapt their behaviour when required, and recognise the need to do so themselves.
	Pupils apply critical thinking and problem-solving skills in their approach to their learning.	Pupils apply critical thinking and problem-solving skills in their approach to their learning and develop as autonomous learners.
<b>Pupils demonstrate the knowledge, skills and understanding required by the curriculum</b>	Pupils demonstrate an enquiring attitude towards themselves and those around them.	Pupils demonstrate an enquiring and open-minded attitude towards themselves and those around them.
	Pupils' knowledge, skills and understanding of concepts for each area of the curriculum are developed to a high standard. The values, learning dispositions and attitudes for each curriculum area are promoted appropriately.	Pupils' knowledge, skills and understanding of concepts for each area of the curriculum are developed to a very high standard. The values, learning dispositions and attitudes for each curriculum area are promoted appropriately.
	Pupils demonstrate knowledge, skills and understanding for the specific curriculum areas and subjects of the curriculum at a high standard in accordance with the outcomes, skills and concepts of the curriculum.	Pupils demonstrate knowledge, skills and understanding for the specific curriculum areas and subjects of the curriculum at a very high standard in accordance with the outcomes, skills and concepts of the curriculum.
	They demonstrate the appropriate values, learning dispositions and attitudes arising from their engagement with specific curriculum areas and subjects.	They confidently and competently demonstrate the appropriate values, learning dispositions and attitudes arising from their engagement with specific curriculum areas and subjects.
	The overall attainment of the pupils is improving or is at a good standard in accordance with the outcomes and skills of the curriculum.	The overall attainment of the pupils is improving or is at a very good standard in accordance with the outcomes and skills of the curriculum.
	Pupils can engage in creative processes individually and collaboratively that develop their knowledge, skills and understanding and result in new and innovative ideas and solutions.	Pupils can engage in creative processes individually and collaboratively that transform their knowledge, skills and understanding resulting in new and innovative ideas and solutions that have value in real world applications.

<sup>a</sup> In considering the statements of practice within this domain, account should be taken of pupils' abilities, stage of development, identified strengths and learning needs.



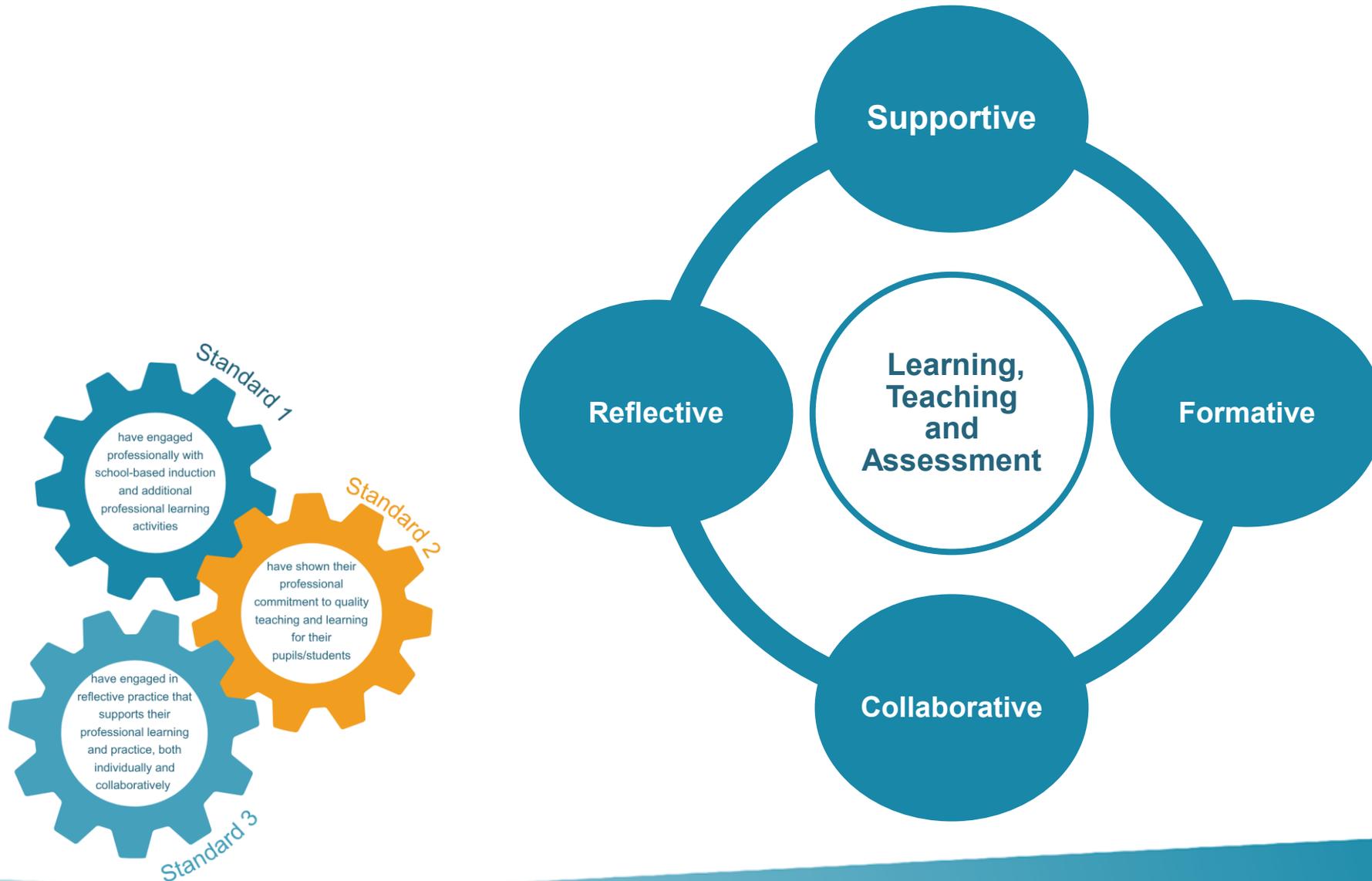
LAOS (DE 2022, p.25, p.30)

# Breathnóireacht agus Plé

## Observation and Discussion



Oide



# Samhail Bhreathnóireachta Droichead

## Droichead Observation Model



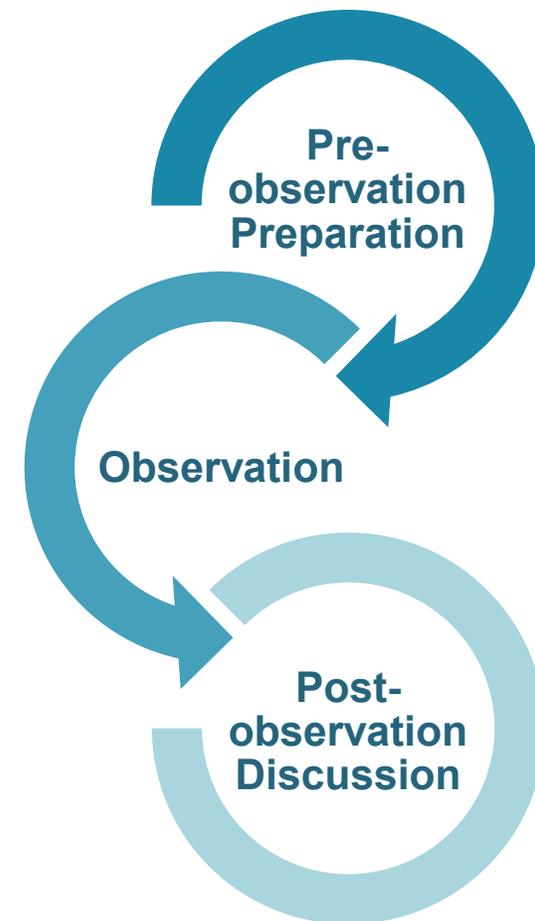
Oide

**NQT Observes Experienced Teacher**

**Minimum of 2 observations by the NQT**

**PST Observes NQT**

**Minimum of 2 observations of the NQT**

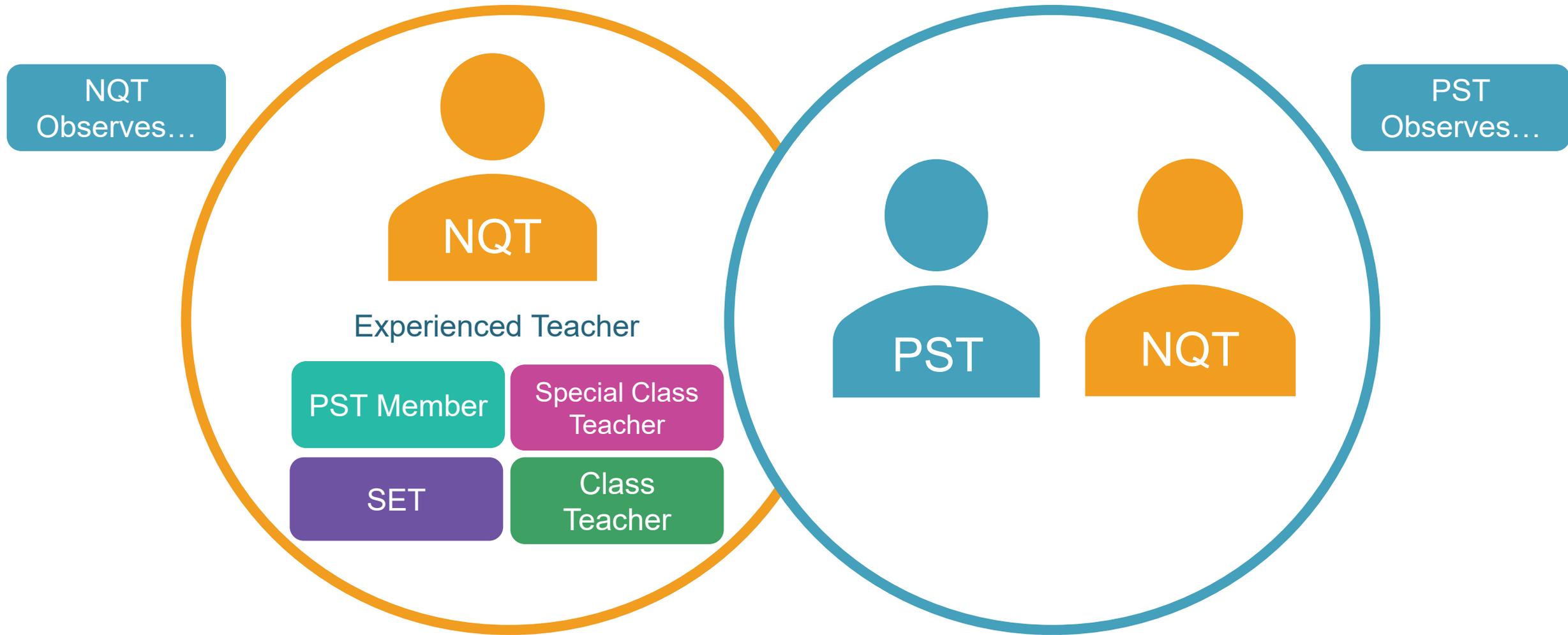


# Samhail Bhreathnóireachta Droichead

## Droichead Observation Model



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# Eolas ar Am Scaoilte Release Time



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

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

# Chugat Anois... Over to You...



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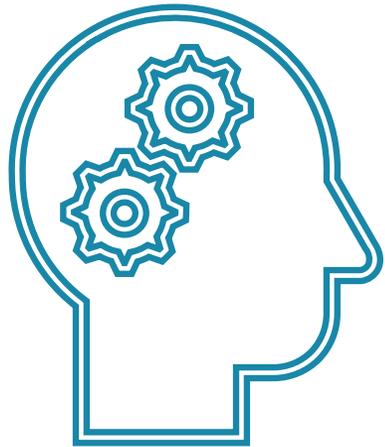
**“As a leader of learning in the school, the principal fosters a learning culture in which Droichead can flourish, and supports the PST in facilitating a quality induction process”**

(Teaching Council, 2025, p15)

## The School Leader’s Role at Different Stages of the Droichead Process

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

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



Oide.ie



Individual  
Reflection



# Oide

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## Cuid a Ceathair:

Coiméad Taifead agus an  
Próiseas a Thabhairt chun  
Críche

## Section Four:

Record-keeping and  
Concluding the Process



# Dualgais agus Freagrachtaí Obligations and Responsibilities



- Ethical considerations
- Privacy of others
- Confidentiality of information
- School's data protection policy
- Storage? Electronic format?

‘Where a NQT who has completed some or all of the *Droichead* process leaves a school, they should be given a copy of the relevant records which the school holds in relation to that process.’

(Teaching Council 2025, p.13)

# Próiseas Droichead a Thaifeadadh Recording the Droichead Process



Oide

- ❑ Confirmation Email
- ❑ Droichead Outline Plan
- ❑ Droichead Standards Induction Plan
- ❑ Templates for Observations and Action Planning
- ❑ Record of Release Time
- ❑ Minutes of Meetings
- ❑ Review and Reflection
- ❑ Taisce
- ❑ Form D

 **Oide** Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

**Droichead - Record Keeping and the Droichead Process:**  
**Suggested Records - Primary**

To facilitate the Teaching Council's quality assurance process, schools are asked to retain records which they have created to support the Droichead process for a minimum of one year and after that, in line with their data protection policy.

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

"A review process is in place where NQTs or the PST wish to raise concerns about the Droichead process. This process includes an informal stage, at school level, and a more formal stage at NIPT level. It also allows for unresolved issues to be escalated to the Teaching Council, via its Droichead Quality Assurance panel"  
(Teaching Council, 2017, p.7.)

1.1.7.2 In maintaining records, the PST should respect the privacy of others and the confidentiality of information garnered during the course of the process. They should also be mindful of ethical and data protection considerations, anonymising data where appropriate and taking any measure necessary to restrict access to sensitive information.

1.1.7.3 Where an NQT who has completed some or all of the Droichead process leaves a school, they should be given a copy of the relevant records which the school holds in relation to that process.  
(Teaching Council, 2017, p.6.)

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# An Próiseas a Thabhairt chun Críche Concluding the Process



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## Outcome A

The joint declaration on Form D is completed by the PST and the NQT

## Outcome B

The joint declaration is not completed.  
Additional time may be required.

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Mhúinteoireachta   
The Teaching Council

# An Fhoirm D a Chomhlánú ar Líne Completing the Online Form D



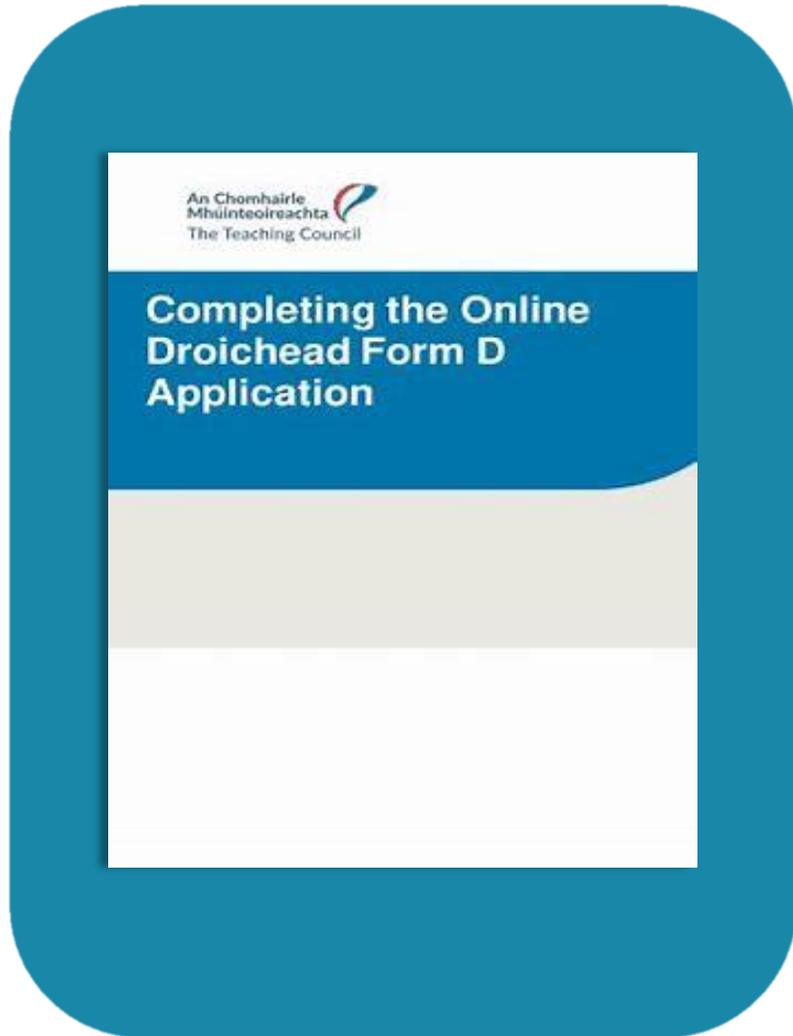
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# An Fhoirm D a Chomhlánú ar Líne Completing the Online Form D



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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

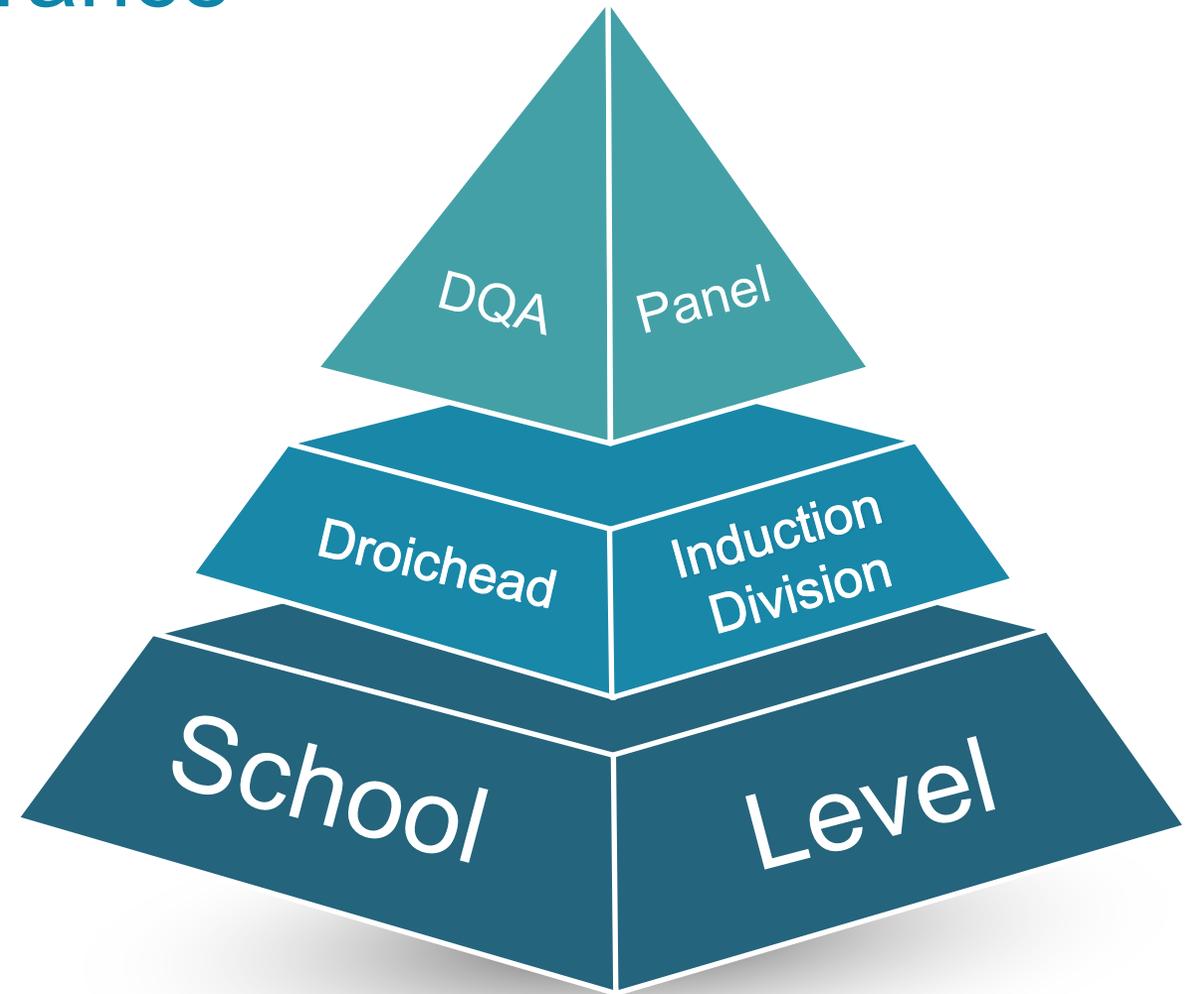
# Comhsheasmhacht agus Dearbhú Cáilíochta Consistency and Quality Assurance



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

(Teaching Council, 2025, p. 15)



# Chugat Anois... Over to You...



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“As a leader of learning in the school, the principal fosters a learning culture in which Droichead can flourish, and supports the PST in facilitating a quality induction process”

(Teaching Council, 2025, p15)

## The School Leader's Role at Different Stages of the Droichead Process

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

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



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Individual  
Reflection

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# Roinnt Moltaí... Some Suggestions...



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## The School Leader'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, fosters a learning culture in which Droichead can flourish, and supports the PST in facilitating a quality induction process"* (Teaching Council, 2025, p.15)

- School Leaders who participated in previous **Droichead Information Sessions for School Leaders** contributed the following suggestions
- School Leaders 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 school leaders**
- 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

1

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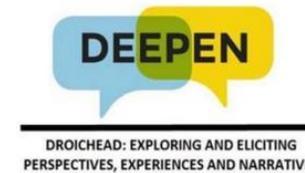
# Cuid a Cúig: Mar Fhocal Scoir

## Section Five: In Conclusion



# Buntáistí a Bhaineann leis an bPróiseas Droichead

## Benefits of the Droichead Process



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PST Members	Principals
<ul style="list-style-type: none"><li>• 98% of PST members reported that involvement in Droichead led to additional skill development</li><li>• 100% of the respondents stated that they had a positive relationship with their NQTs</li><li>• PST members stated that the Droichead process was of high quality and that they felt very included in the process</li></ul>	<ul style="list-style-type: none"><li>• 96% of school leaders report a high level of skill development through engagement with the Droichead process</li><li>• Most frequently mentioned skills:<ul style="list-style-type: none"><li>• Leadership skills – 73 %</li><li>• Communication skills – 58%</li><li>• Teamwork – 55%</li></ul></li></ul> <p>(Uí Choistealbha and Ní Dhuinn 2021)</p>

# Tacaíocht Bhreise Additional Support



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- ✓ The Droichead Induction Division: <https://oide.ie/droichead/home/>
- ✓ Contact the Primary Droichead Induction Team: [primarydroicheadsupport@oide.ie](mailto:primarydroicheadsupport@oide.ie)
- ✓ Register for Droichead: [www.teachingcouncil.ie/registration](http://www.teachingcouncil.ie/registration)
- ✓ Contact the Teaching Council: [conditions@teachingcouncil.ie](mailto:conditions@teachingcouncil.ie)
- ✓ Your local Education Support Centre: [www.esci.ie](http://www.esci.ie)

An Chomhairle  
Mhúinteoireachta  
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ESCI  Ionaid Tacaíochta Oideachais na hÉireann  
Education Support Centres Ireland

# Folláine le Chéile Wellbeing Together



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**spectrum**  
.life 

**24/7**  
**365 days a year**

**Employee Assistance Service**

**Email:**  
[eap@spectrum.life](mailto:eap@spectrum.life)

**Register for your wellbeing app:**  
<https://wellbeingtogether.spectrum.life/login>

**Providing  
Counselling  
Online  
Cognitive  
Behavioural  
Therapy**

**Freephone:**  
**1800 411 057**

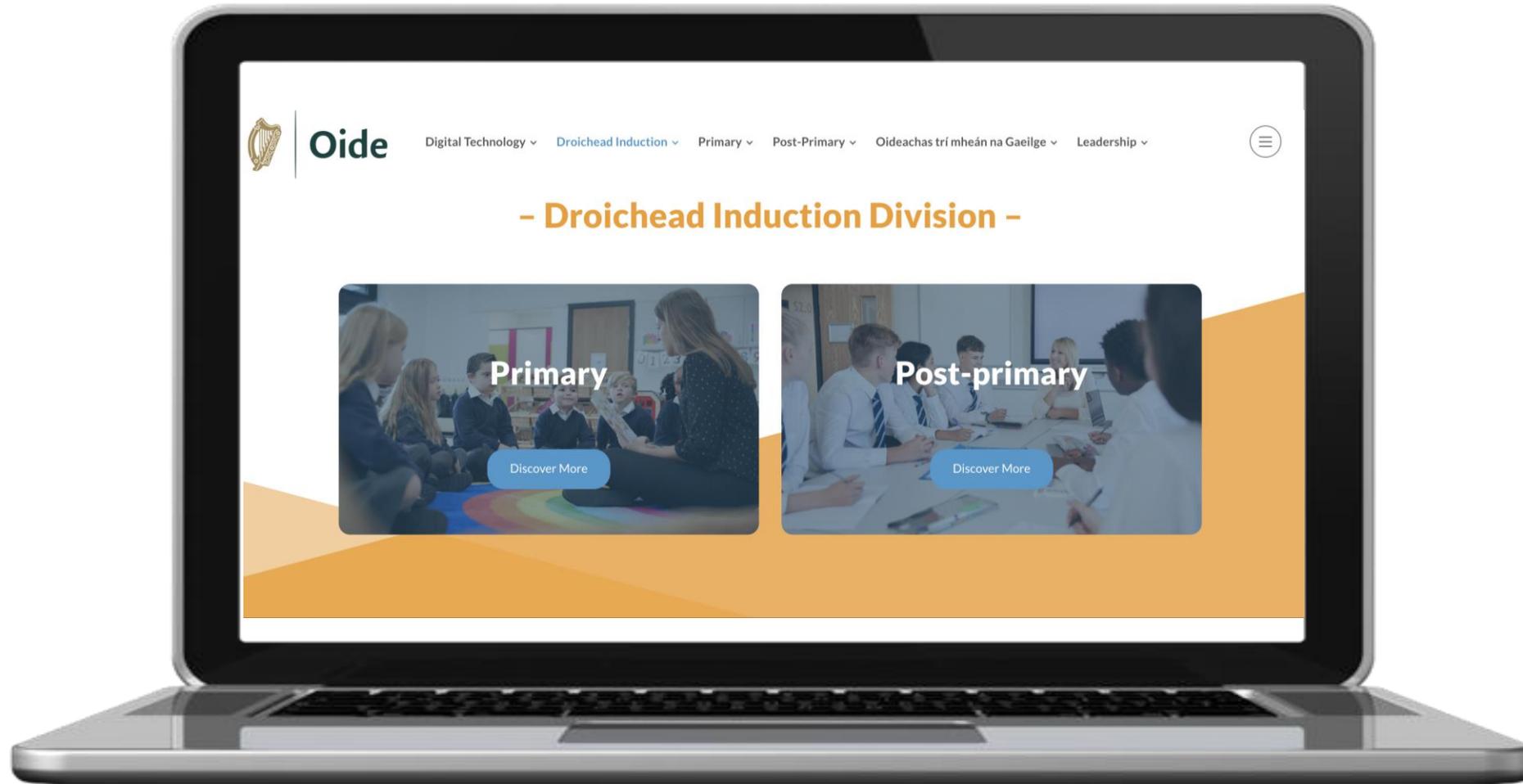
**SMS:**  
**087 145 2056**

**WhatsApp:**  
**Text 'Hi' to**  
**087 369 0010**

# Acmhainní ar an Suíomh Gréasáin Website Resources



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# Bí inár leanúint! Follow us!



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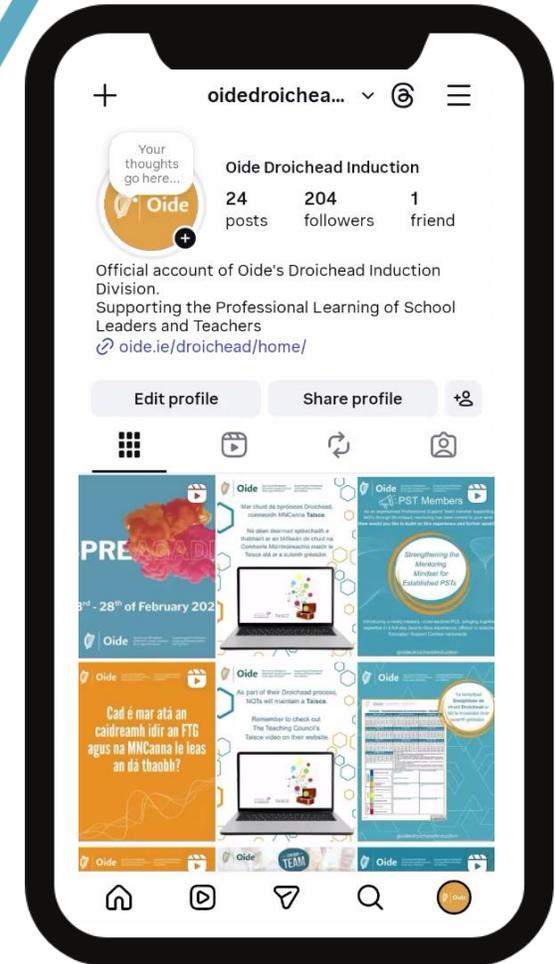


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## The Droichead Induction Division is now on Instagram

## Scan the QR code to follow

## US



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## Ár mBuíochas

To ask for support is a sign of strength