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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Droichead a threorú i gComhthéacs Scoile Uile

Leading Droichead in a Whole- School Context

 @Oide_Droichead

 @oidedroicheadinduction



Inniu... Today...



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



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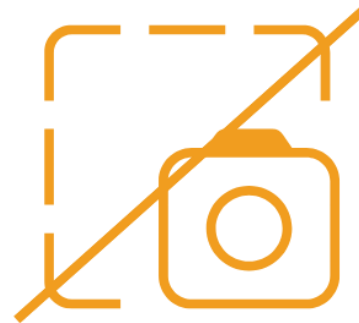
Materials



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

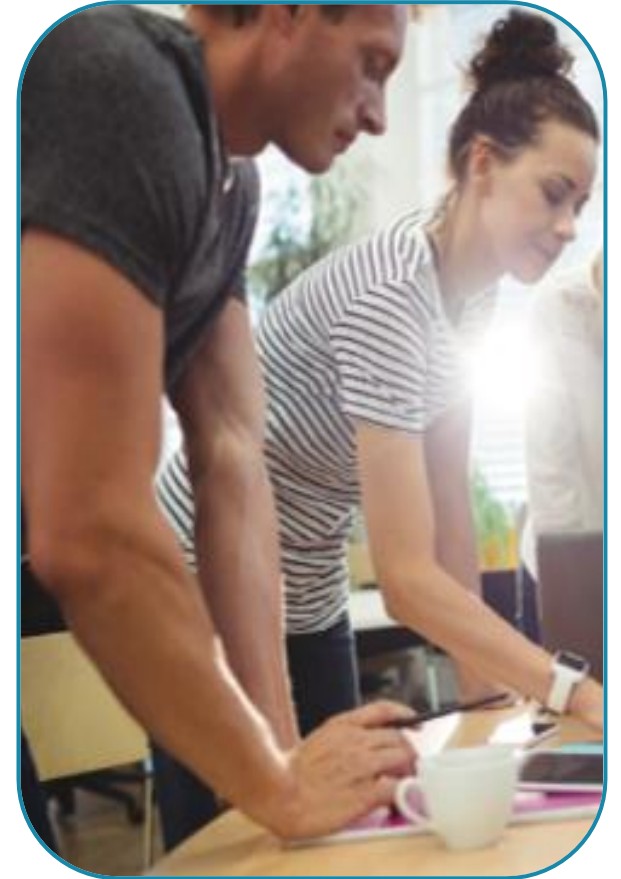
If there is anything we can do to enhance your learning experience today,
please let us know

Túslitreacha agus Acrainmneacha Initialisms and Acronyms



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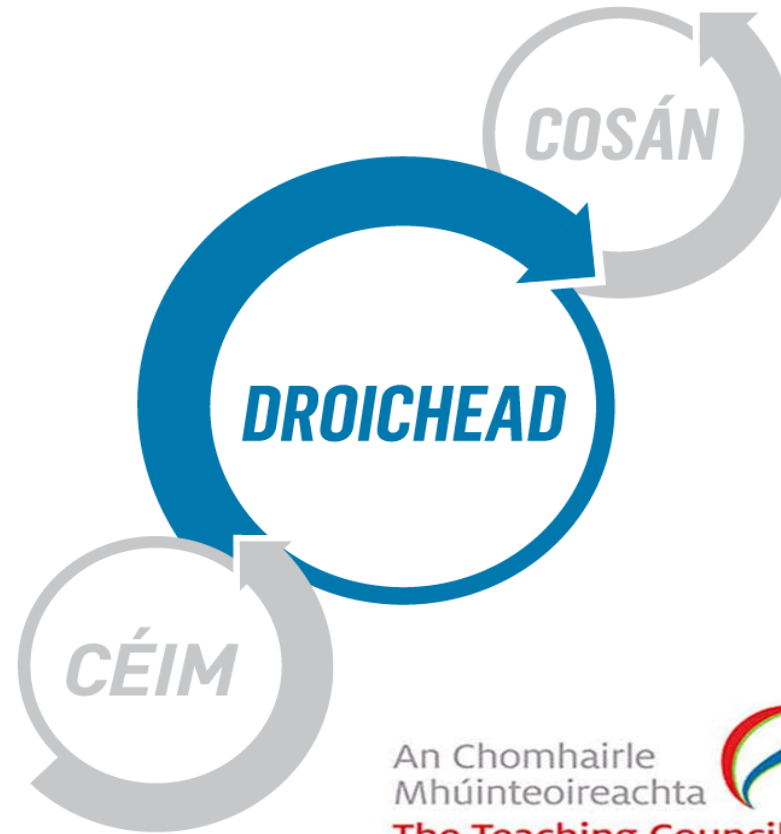
NQT:	Newly Qualified Teacher
PST:	Professional Support Team
PLL:	Professional Learning Leader
LAOS:	Looking at Our School
HEI:	Higher Education Institution
ITE:	Initial Teacher Education
DEEPEN:	Droichead: Exploring and Eliciting Perspectives, Experiences and Narratives



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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“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

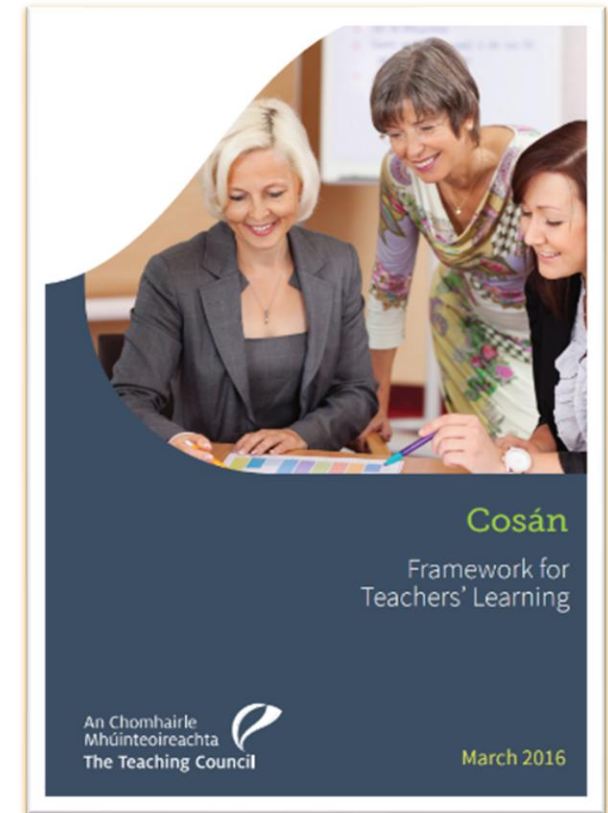
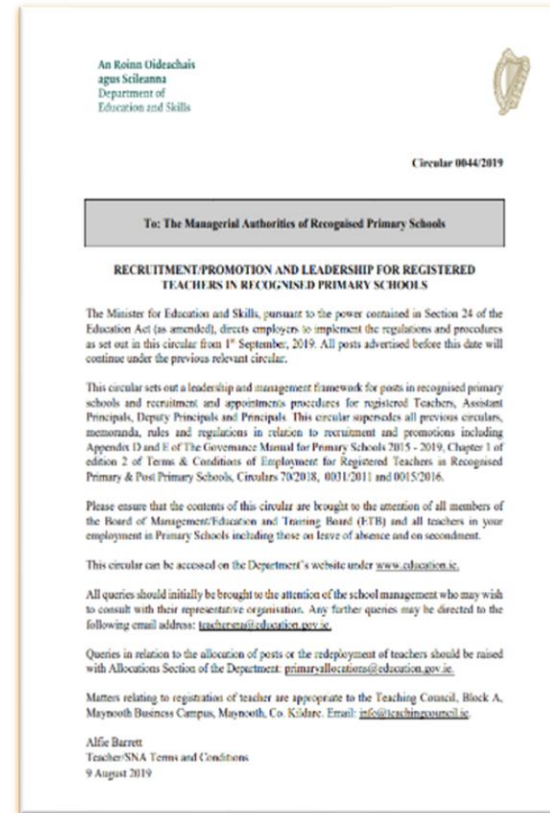
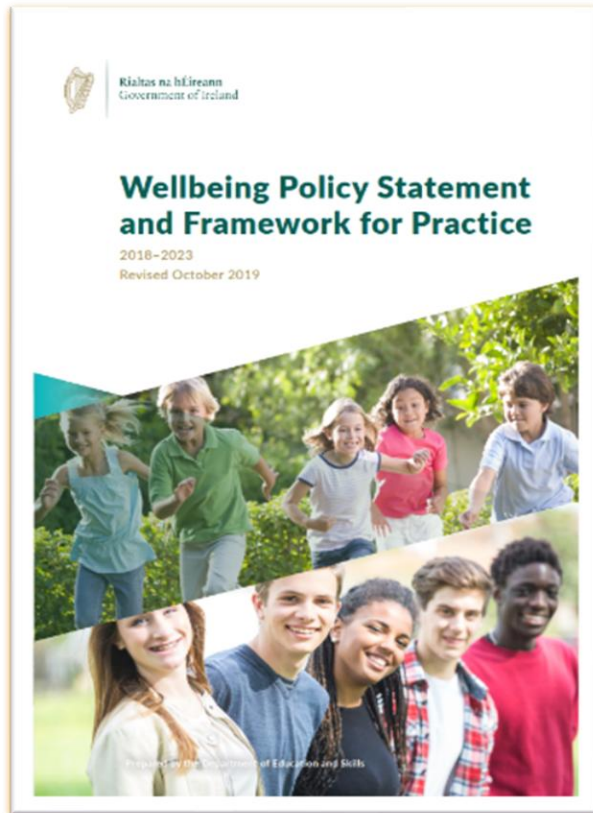
Section One: Droichead Overview



Na Naisc a Dhéanamh Making the Connections



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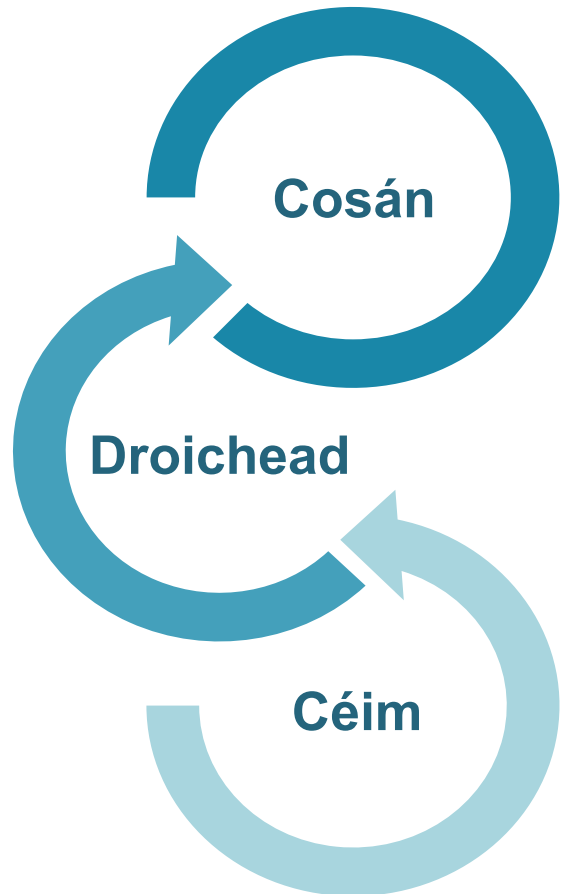
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An Leanúntas in Oideachas Múinteoirí

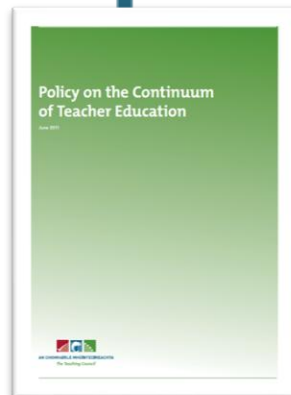
The Continuum of Teacher Education



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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 Ionductaithe 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)



An Chomhairle Mhúinteoireachta: An Coinníoll Droichead

Teaching Council: The Droichead Condition

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 Droichead

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



Uasdátú ar Shuíomhanna Updates to Settings



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“It is possible to complete Droichead if a NQT has secured a post on a supply panel, or a principal release time post.”



(Teaching Council, 2025, p.8)



NQT engages in Droichead for the full period of their contract, which must exceed 60 days



A minimum of one, of the two PST members required, must be from the base school



Principal of the base school must act in an oversight role



PST and NQT must ensure they have the prior consent and agreement of all schools in the cluster



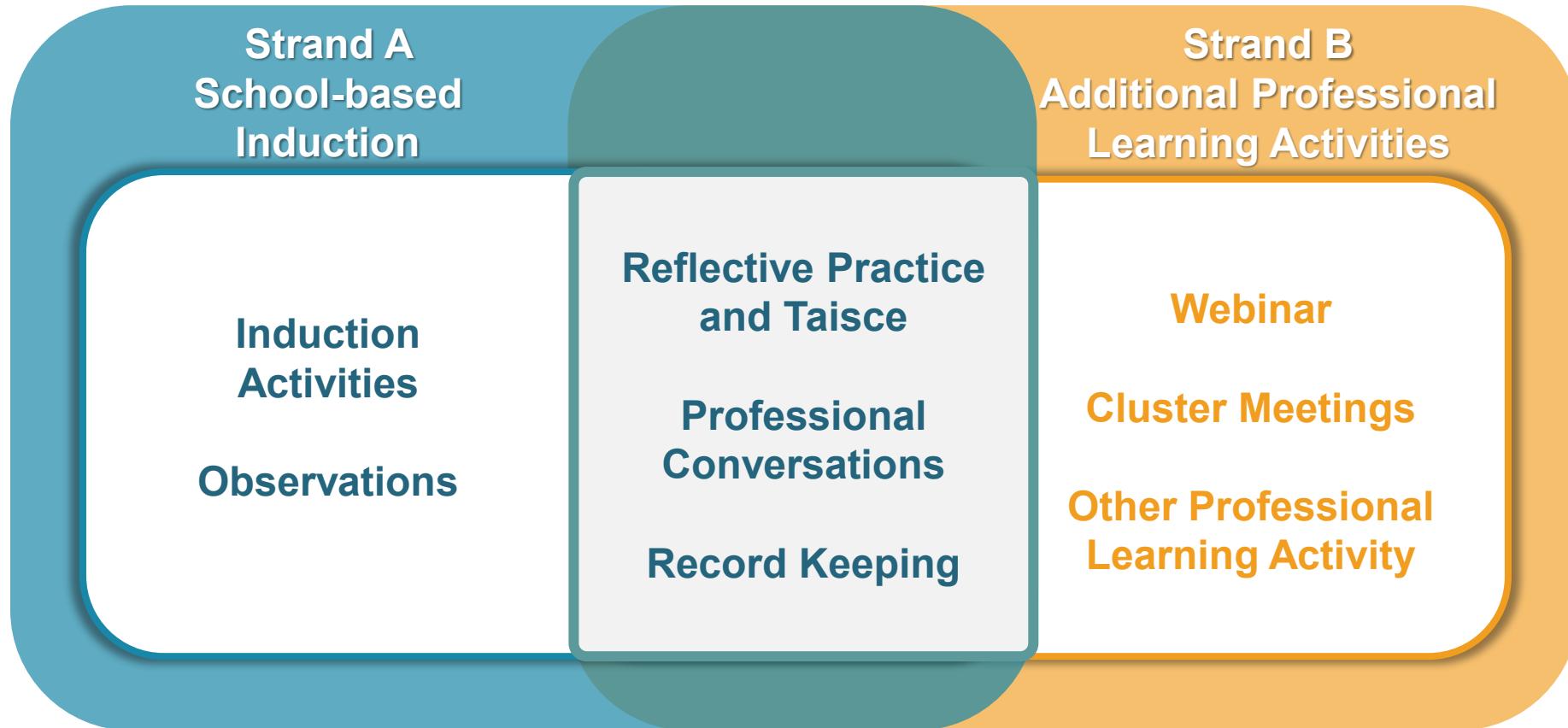
Form D must be signed by the PST in the base school

Ag Tabhairt faoi Droichead

Engaging in Droichead



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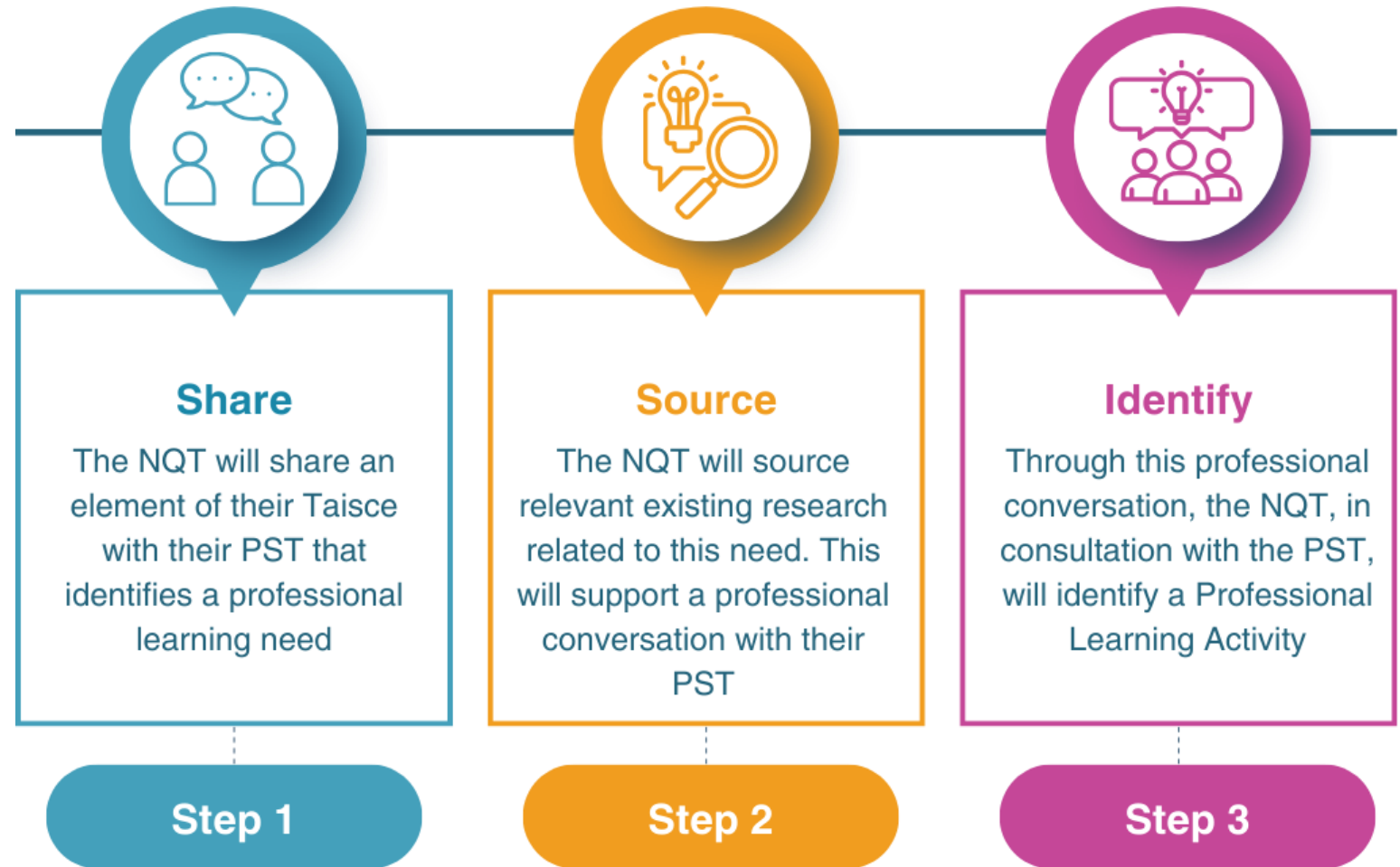


Uasdátú ar an bPróiseas Foghlama Punannbhunaithe: Taisce Updates to the Portfolio-Based Learning Process: Taisce



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From September
2026 onwards...



Uasdátú ar Shnáithe B

Updates to Strand B



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All NQTs must complete all elements of the Cluster Meeting requirement during the timeframe of their engagement with Droichead

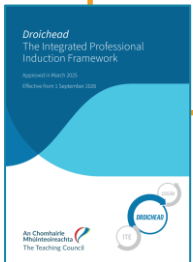
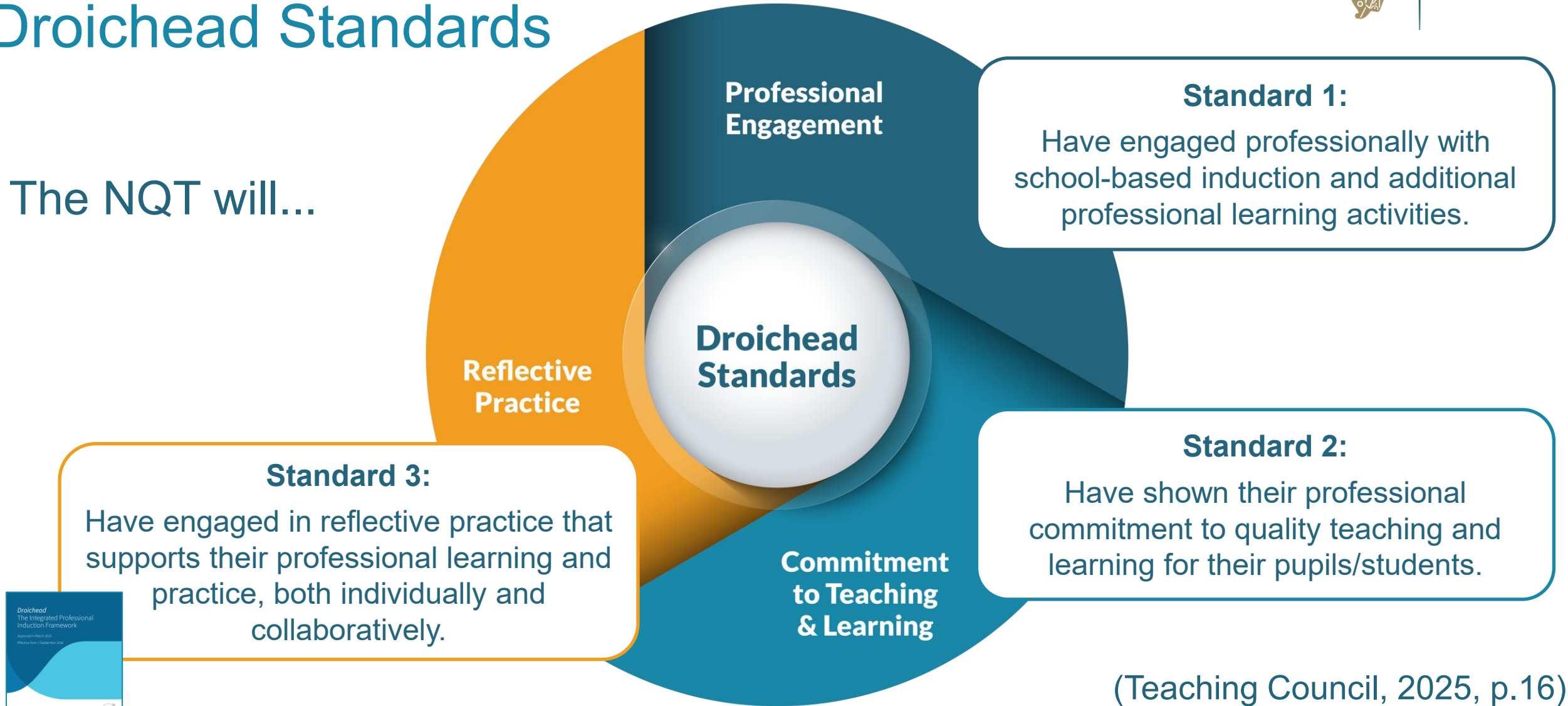


Caighdeáin Droichead Droichead Standards



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The NQT will...



(Teaching Council, 2025, p.16)

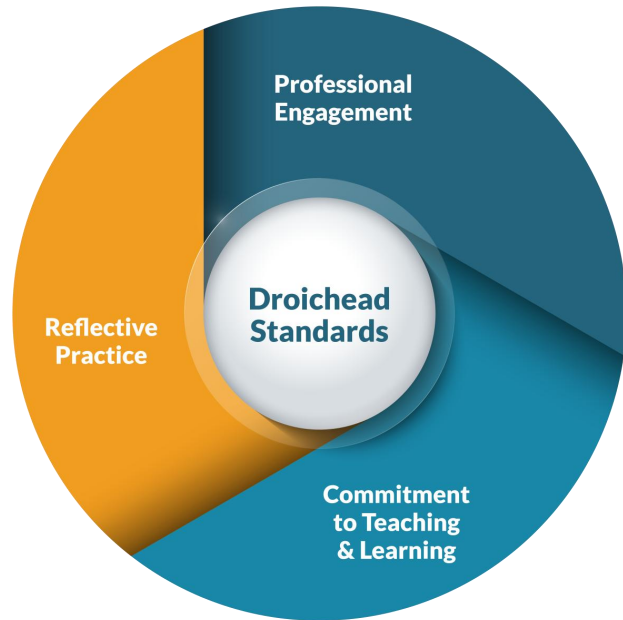
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Caighdeáin Droichead Droichead Standards



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Cuid a Dó: Róil agus Freagrachtaí

Section Two: Roles and Responsibilities

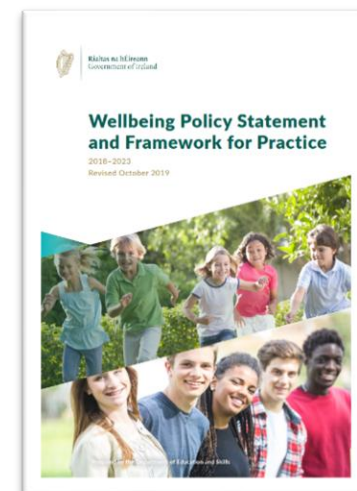
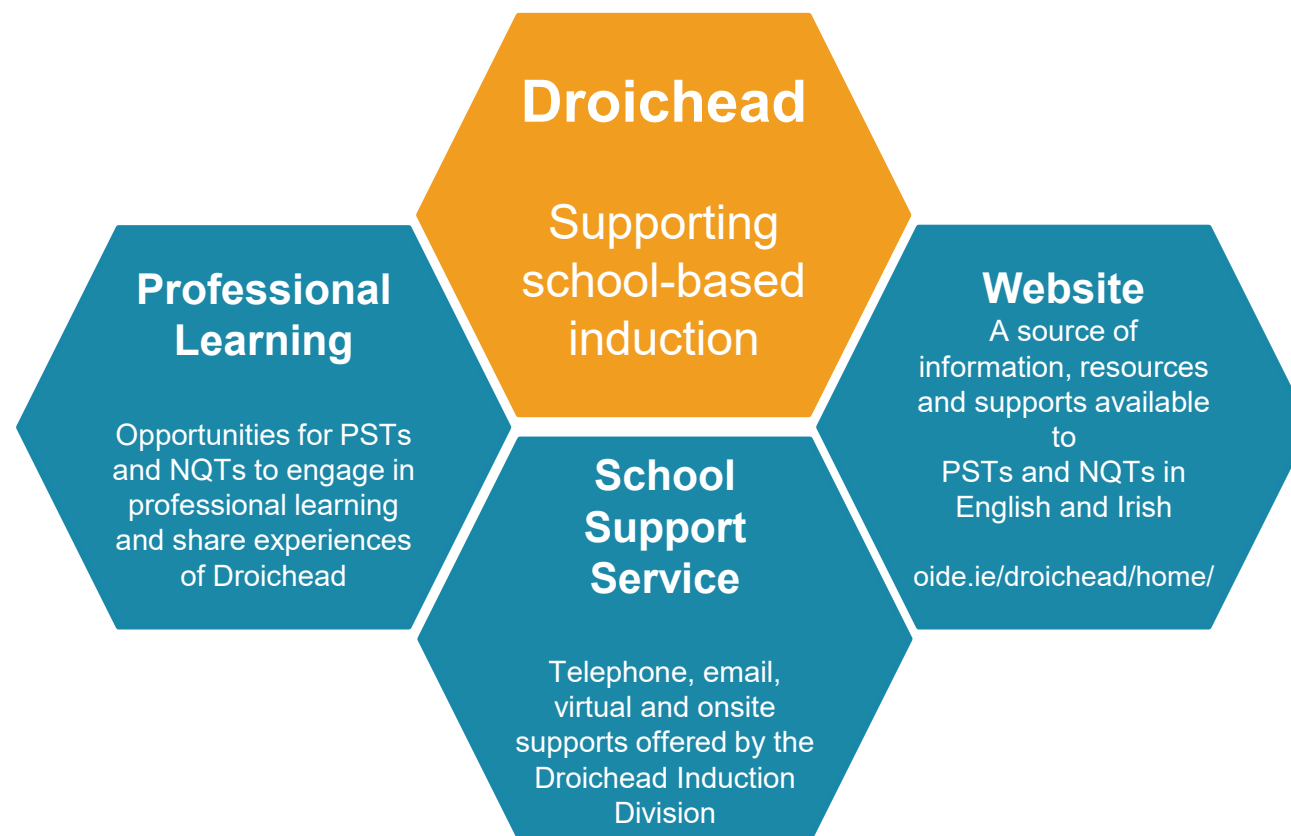


An Rannán Ionduchtúcháin Droichead

The Droichead Induction Division



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Supporting the Professional
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Foireann Tacaíochta Gairmiúla (FTG) Professional Support Teams (PSTs)



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Supporting an NQT through Droichead is **collaborative**, 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 - Róil agus Freagrachtaí

Droichead - Roles and Responsibilities



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Droichead – Roles & Suggested Responsibilities for Professional Support Team(PST) Members and Newly Qualified Teachers (NQTs)

Droichead

The main objective of Droichead 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' for the next phase of their career (Teaching Council, 2025, p.4).

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, 'through their engagement in Droichead, they have participated in a quality teaching and learning process' (Teaching Council, 2025, p.4).

PST Suggested Responsibilities

'The roles and responsibilities of PST members may vary in different school contexts and are therefore agreed before the Droichead process commences' (Teaching Council, 2025, p.9).

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 the responsibilities of mentoring are common 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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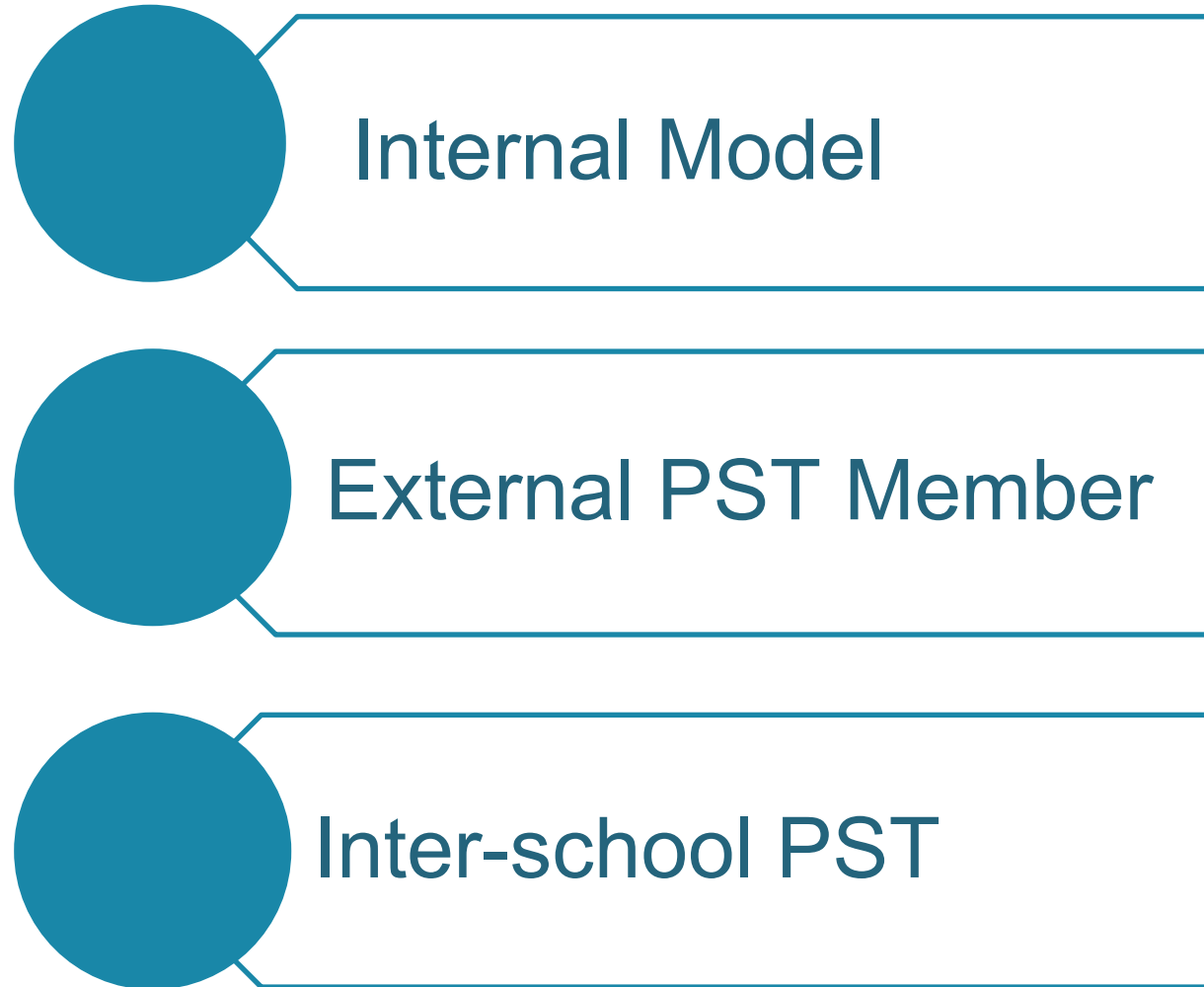
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Samhlach FTG PST Models



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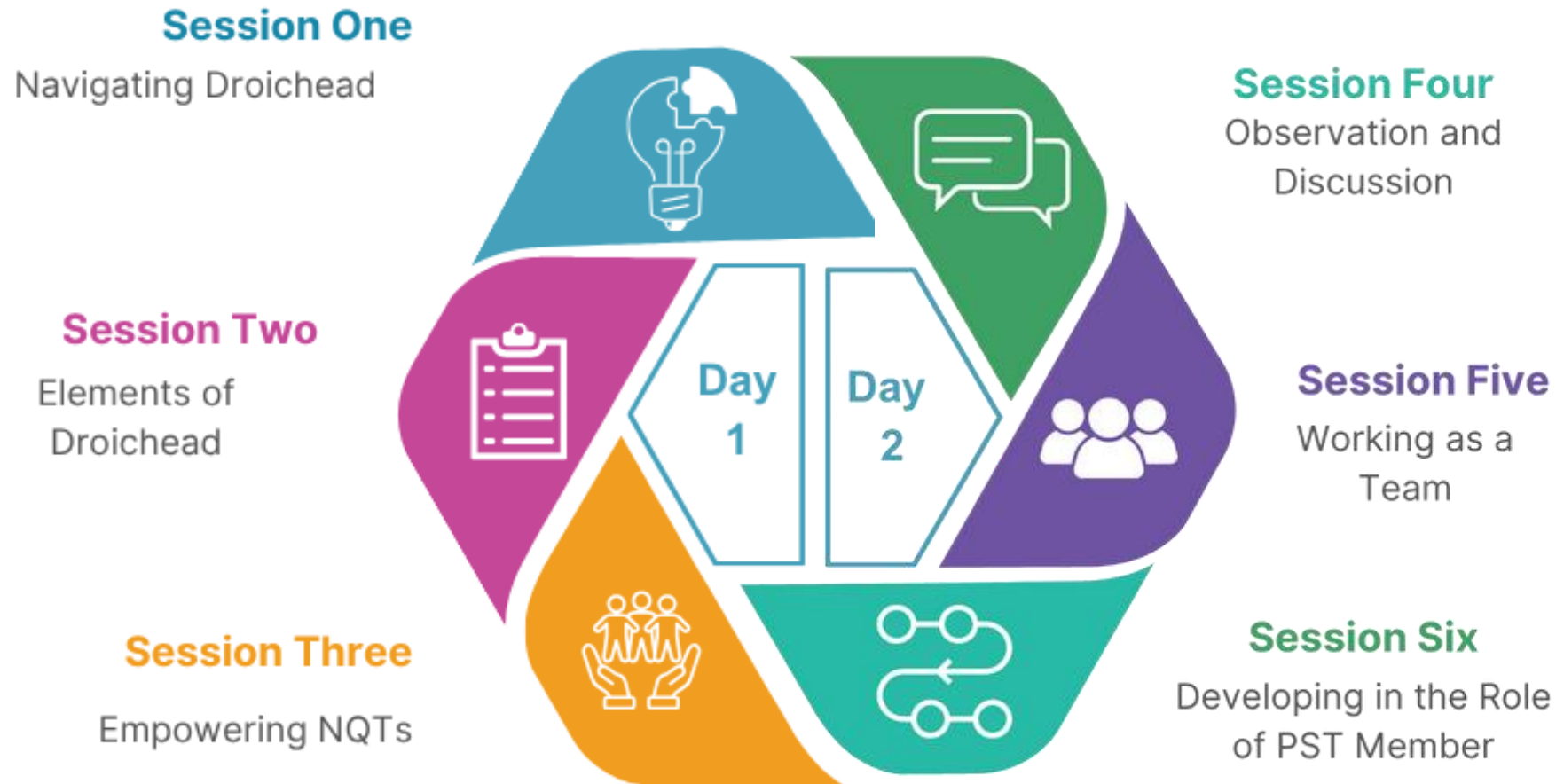


Forbhreathnú ar Oiliúint na Foirne Tacaíochta Gairimiúla

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

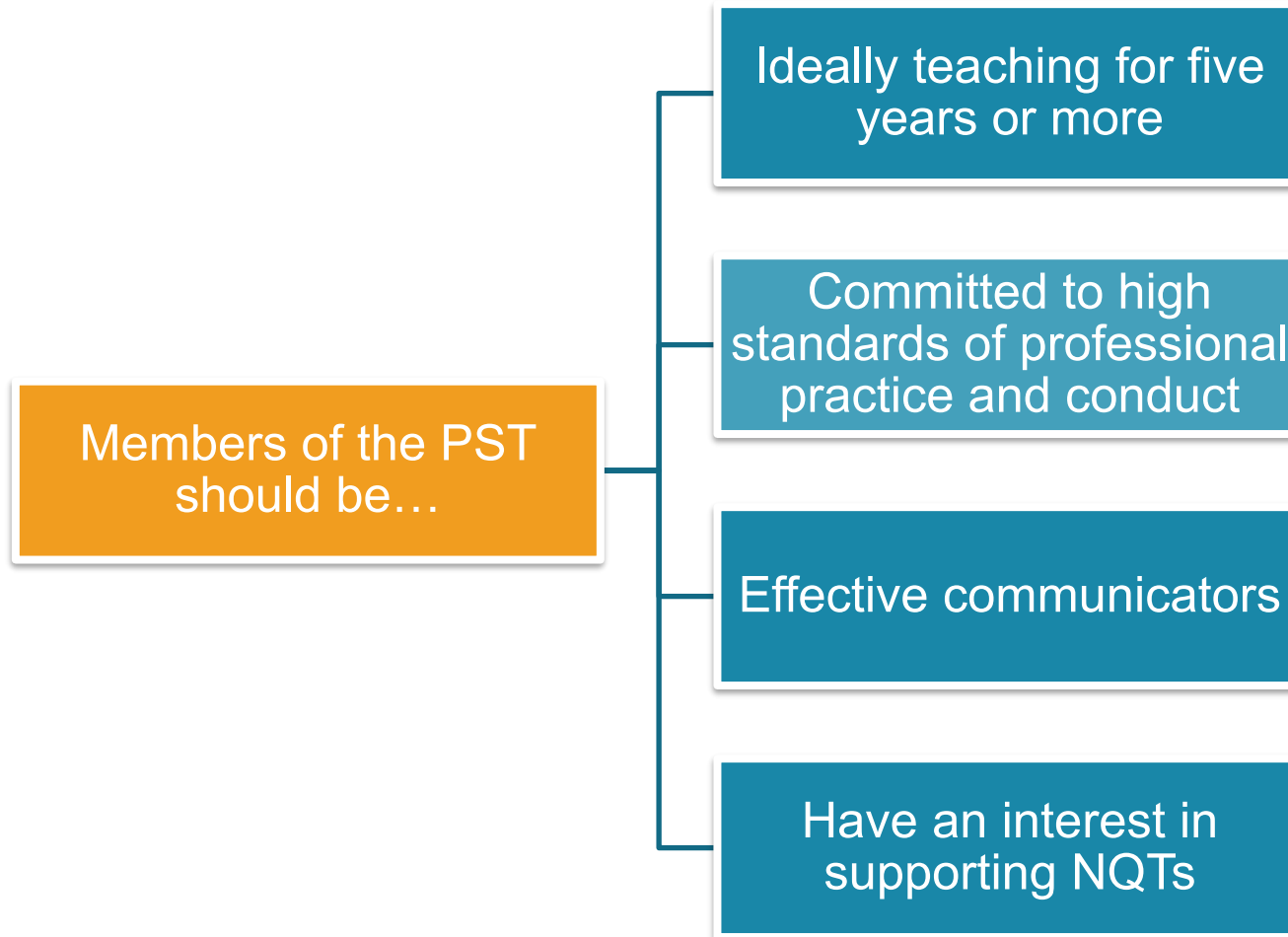


Seal s'agaibhse anois....d'FTG a bhunú

Over to you.....Forming your PST



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Breakout Room



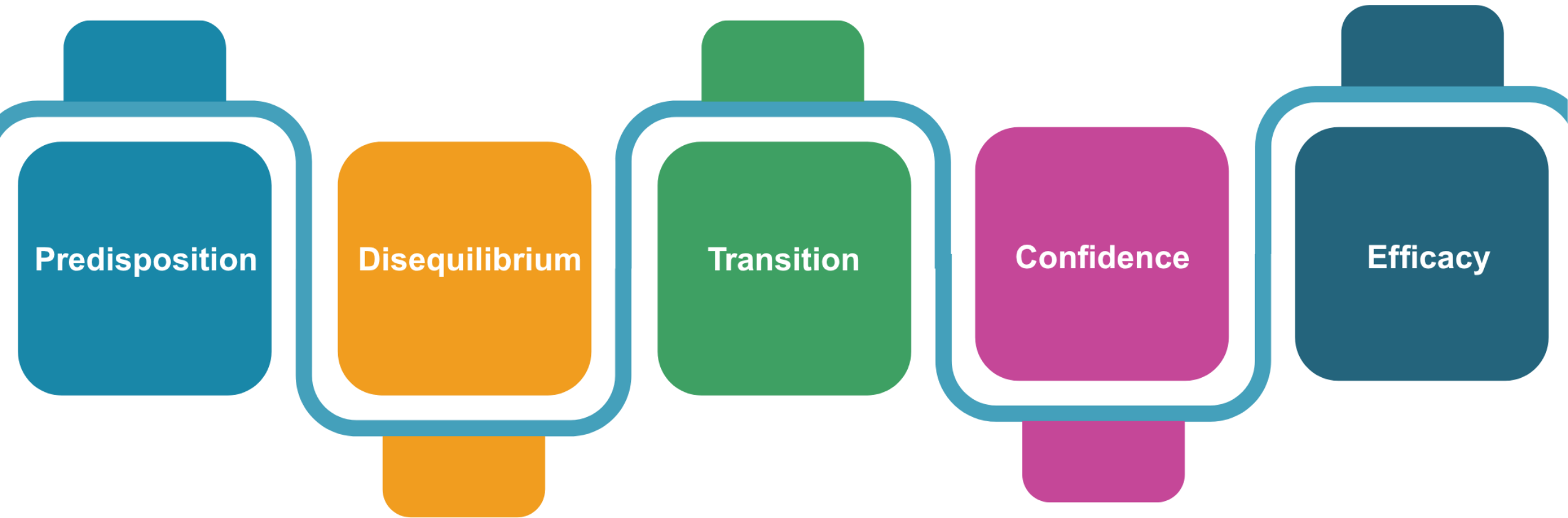
Whole Group Discussion

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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Róil agus Freagrachtaí Gach Múinteora

Roles and Responsibilities of All Teachers



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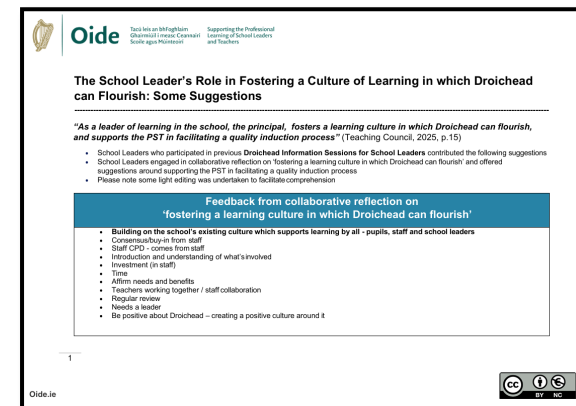
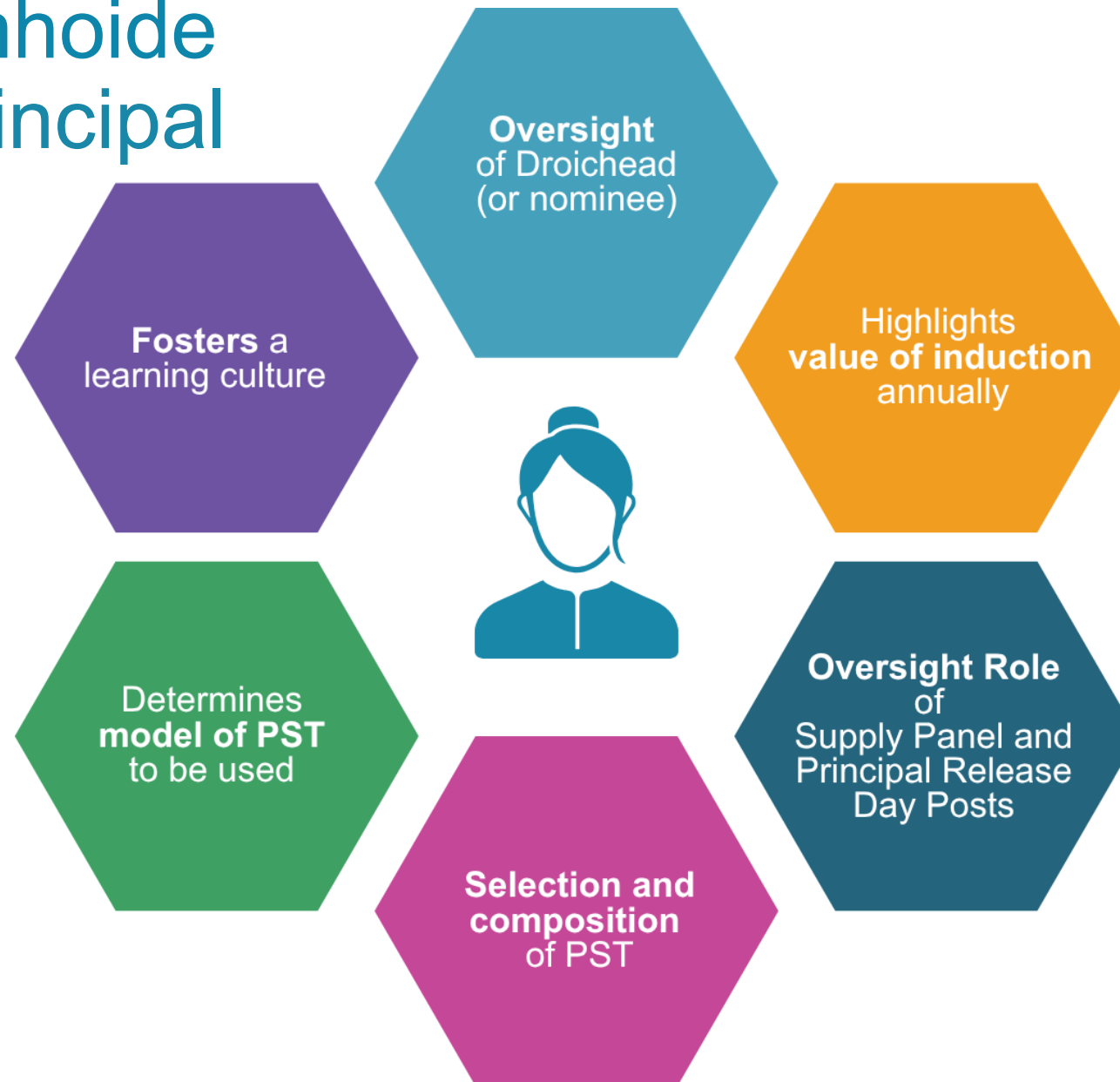
- Share information about the school's context, systems and initiatives
- Facilitate an observation by the NQT
- Share experience and expertise
- Encourage engagement in the social dimension of school life



Ról an Phríomhoide Role of the Principal



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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)

- Registering and Training**
 - Select the Professional Support Team (PST) members
 - Register for training: <https://oide.ie> go to the Apply/Book now button or contact primarydroicheadsupport@oide.ie
 - The PST attends professional learning offered by the Oide Droichead Induction Division
- Planning for Droichead (PST)**
 - Initial PST meeting/s. Sample agenda available on [Droichead Supports](#)
 - Agree PST and NQT Roles and Responsibilities
 - Prepare a draft Droichead Outline Plan
 - Finalise the Welcome Pack
 - Begin to formulate the Induction Policy
 - Arrange whole-school presentation to staff

Please see [Droichead Supports](#) for relevant samples and templates referenced above.

Engaging in Droichead with an NQT

- Applying to Commence Droichead**

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

The PST arranges an initial meeting with the NQT(s). Sample agenda available on [Droichead Supports](#). The PST and the NQT use the [Droichead standards](#) to guide their professional practice. 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 **scheduled quarterly professional conversations**. The PST provides induction activities in line with the NQT's emerging needs, and the PST and NQT maintain records of the school-based induction activities using the [Droichead Standards and Induction Plan](#) if desired.

The NQT will share **one element** of their Taisce with their PST that identifies a professional learning need. The NQT will source relevant **existing research** related to this need which 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**.

NQTs must complete an **online webinar** which outlines the steps in Droichead. Then the NQT will engage in **two** Cluster Meetings; a **General Cluster Meeting** that focuses on the broad issues of professional practice and **one Focused Cluster Meeting** contextualised to the needs of the NQT. Information regarding Cluster Meetings, including the Cluster Meeting Calendar, and Important Information and Protocols for NQTs, is available on the [Cluster Meeting section](#) of our website.

There are **two types of observation** in Droichead; observation **by** the NQT, where the NQT observes a PST member or other experienced teacher, which must happen a **minimum of two times** and observation **of** the NQT, by the PST, which must happen a **minimum of two times**. The NQT should teach the same **cohort of pupils** for the duration of their engagement in Droichead, selected by the NQT at the outset of the process.
- Concluding Droichead**

The NQT and PST have a professional conversation nearing the conclusion of Droichead. The 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 Droichead. Form D is then re-uploaded in its entirety 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 Droichead with a view to enhancing it (if required) for the next year.

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Sracphlean Droichead Droichead Outline Plan



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Droichead - Outline Plan Template - 2026.2027

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

December 2026							January 2027							February 2027						
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					1	2		1	2	3	4	5	6	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28						
							31													

March 2027							April 2027							May 2027						
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		1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
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28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Droichead	
PST Members Supporting NQT:	_____ _____ _____
Date Confirmation Email Received:	_____
Tentative End Date:	_____

Strand B: Cluster Meetings	
NQTs are required to:	- complete the Online Webinar - attend the General Cluster Meeting (GCM) - select and attend one Focused Cluster Meeting (FCM)
Proposed Dates to Attend:	
Webinar	_____
GCM	_____
FCM	_____

Strand A	
Proposed Dates for:	
Observations <u>by</u> the NQT	_____ _____ _____
Observations <u>of</u> the NQT	_____ _____ _____

Strand B: Other Professional Learning Activity	
NQTs should engage in one other professional learning activity (PLA), identified by themselves in accordance with their professional learning needs, in consultation with their PST.	
Other PLA:	_____
Proposed Date to Attend:	_____

Induction Activities	
Observation <u>by</u> the NQT	
Observation <u>of</u> the NQT	
Other Induction Activities	

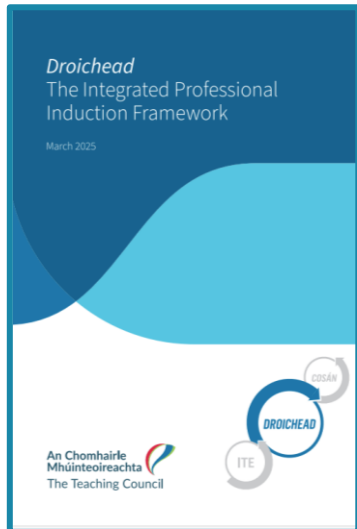
Meetings	
Professional Support Team (PST)	
PST & NQT(s)	
Scheduled Quarterly Professional Conversations	

Whole Staff	
Droichead Information Session	
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 learning, teaching 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.



Interactive
Activity

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



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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	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 ^a attain the stated learning outcomes for the term and year
	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
	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
	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
	Teachers' collective / collaborative practice
Leadership and Management	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
	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
	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
	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
	Developing leadership capacity

^a 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 outcomes⁹

Standards	Statements of effective practice	Statements of highly effective practice
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	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' 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, and this is often linked to having a clear sense of attainable learning outcomes.	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.
Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	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.
Pupils demonstrate the knowledge, skills and understanding required by the curriculum	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.

⁹ 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)

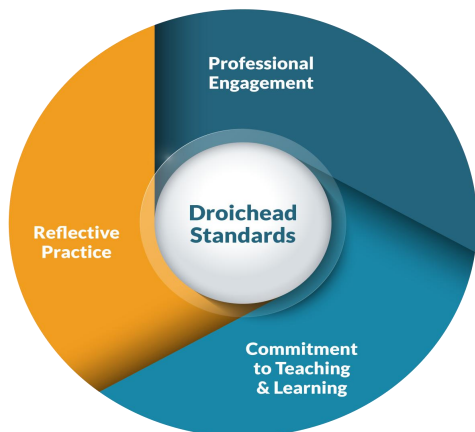
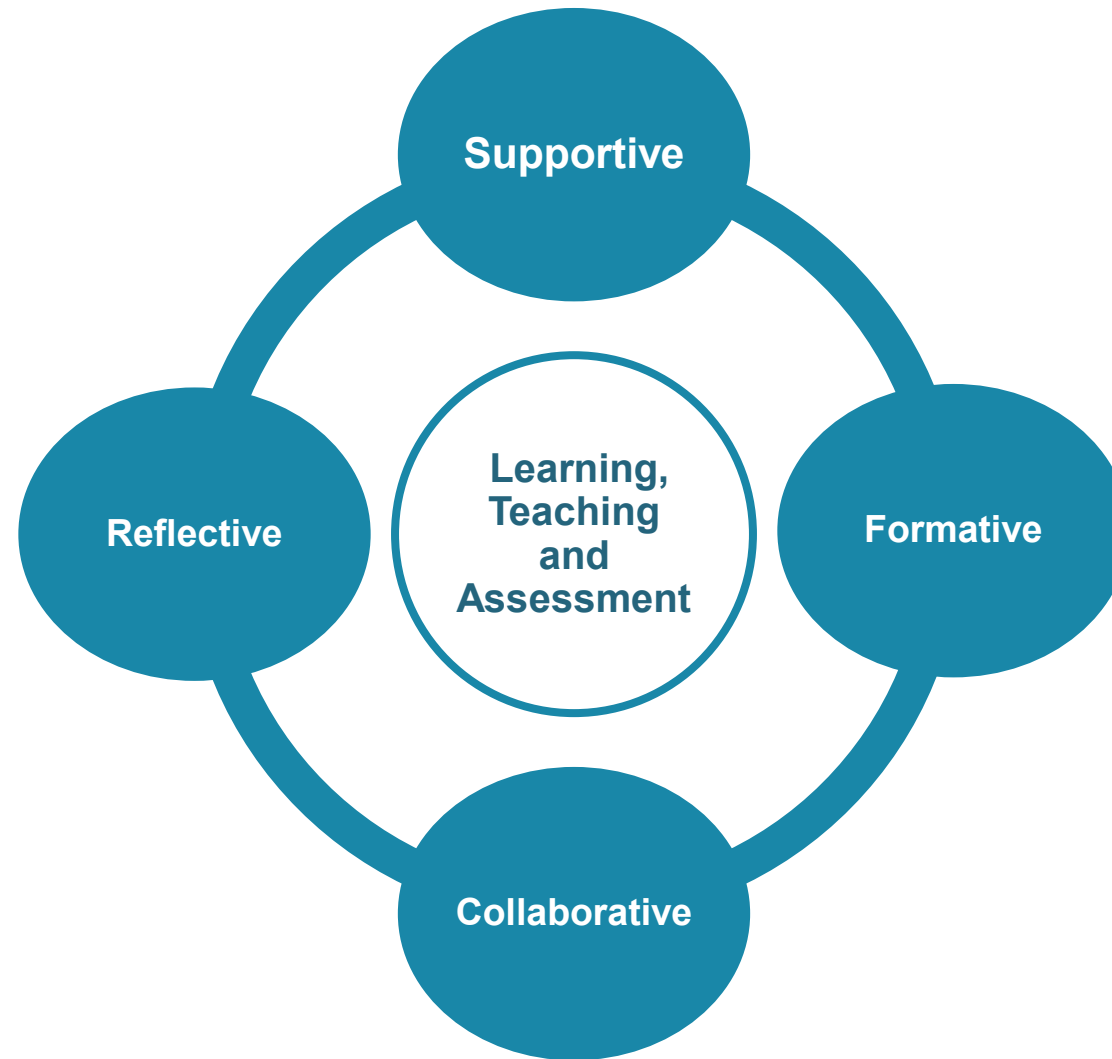
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Breathnóireacht agus Plé Observation and Discussion



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Samhail Bhreathnóireachta Droichead

Droichead Observation Model



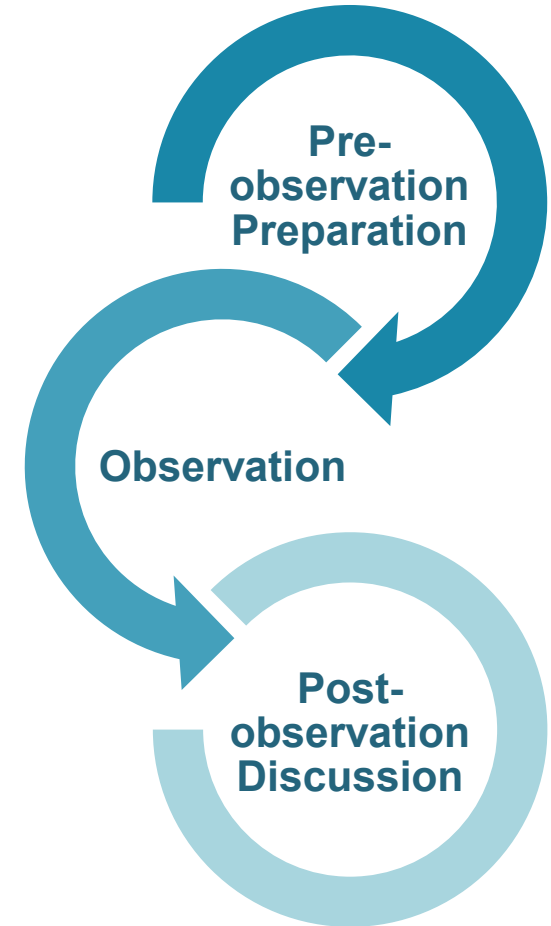
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**NQT Observes
Experienced
Teacher**

**Minimum of 2
observations by
the NQT**

**PST Observes
NQT**

**Minimum of 2
observations of
the NQT**

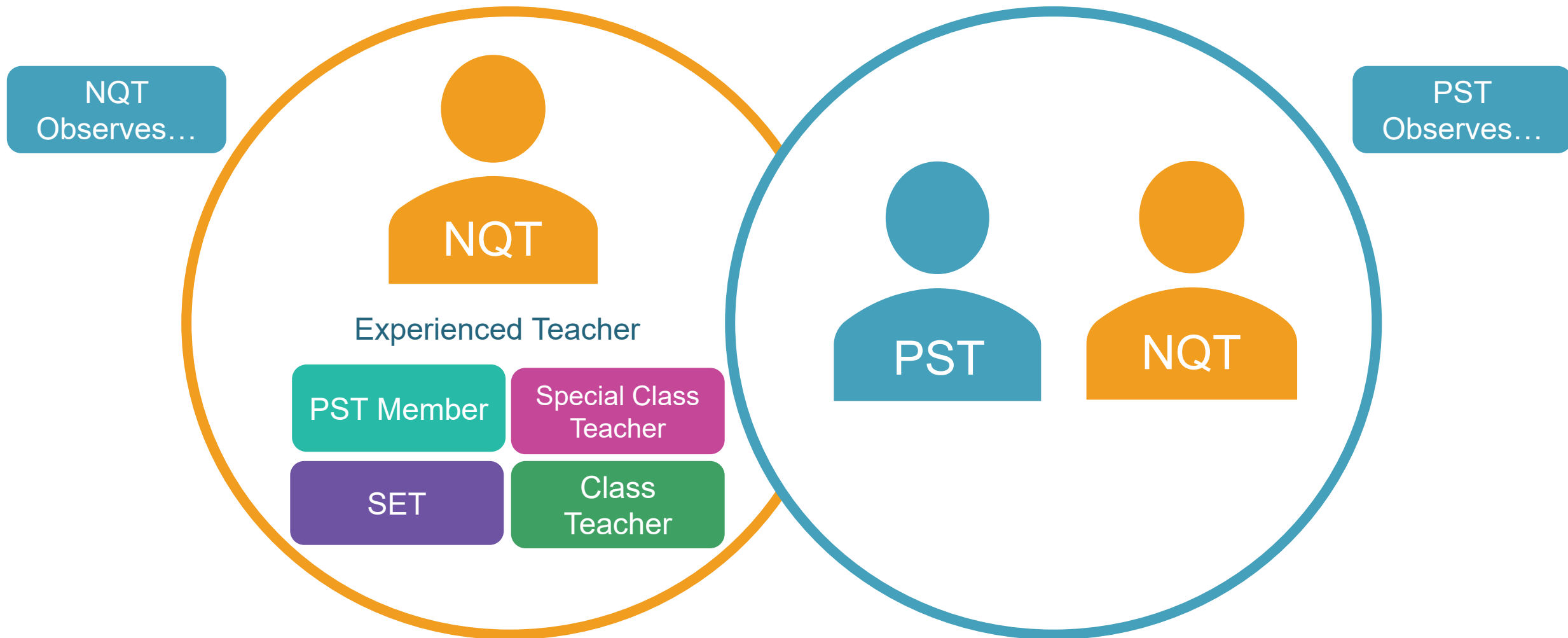


Samhail Bhreathnóireachta Droichead

Droichead Observation Model



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Eolas ar Am Scaoilte Release Time



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- Limited discretionary time —
contact
primarydroicheadsupport@oide.ie
- 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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Supporting the Professional
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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 Ceathair:

Coiméad Taifead agus
Droichead a Thabhairt
chun Críche

Section Four:

Record-keeping and
Concluding Droichead



Dualgais agus Freagrachtaí Obligations and Responsibilities



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- 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 Droichead leaves a school, they should be given a copy of the relevant records which the school holds in relation to that NQT.’

(Teaching Council, 2025, p.13)

Droichead a Thaifeadadh Recording Droichead



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- ☐ 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



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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	
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, scheduled quarterly professional conversations; meeting to conclude the process	Each Meeting: agenda/minutes e.g. initial meeting with NQT; records of professional conversations, scheduled quarterly professional conversations; meeting to conclude the process
The Induction Records - Droichead Standards and Induction Plan document - Post-Observation Records	The Induction Records - 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)
"A review process is in place where NQTs or the PST wish to raise concerns about aspects of the Droichead process. This process includes an informal stage, at school level, and a more formal stage at Oide level. It also allows for unresolved issues to be escalated to the Teaching Council, via its Droichead Quality Assurance panel" (Teaching Council, 2025, p.14)	

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.

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, 2025, p.13)

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Droichead a Thabhairt chun Críche

Concluding Droichead



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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.

An Chomhairle
Mhúinteoireachta



The Teaching Council

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



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How to complete the Droichead Form D

Before you begin your Form D, it is important to note that there are a number of steps to this process. These steps are detailed below.

Step 1: Commencing Form D and downloading the Joint Declaration

1. Login to your **Login/My Registration** portal account
2. Click on **My Conditions**
3. Click on **View Details** against your Droichead condition
4. Click **Form D Application**

You are required to complete the Form D application in the order it appears before you.

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

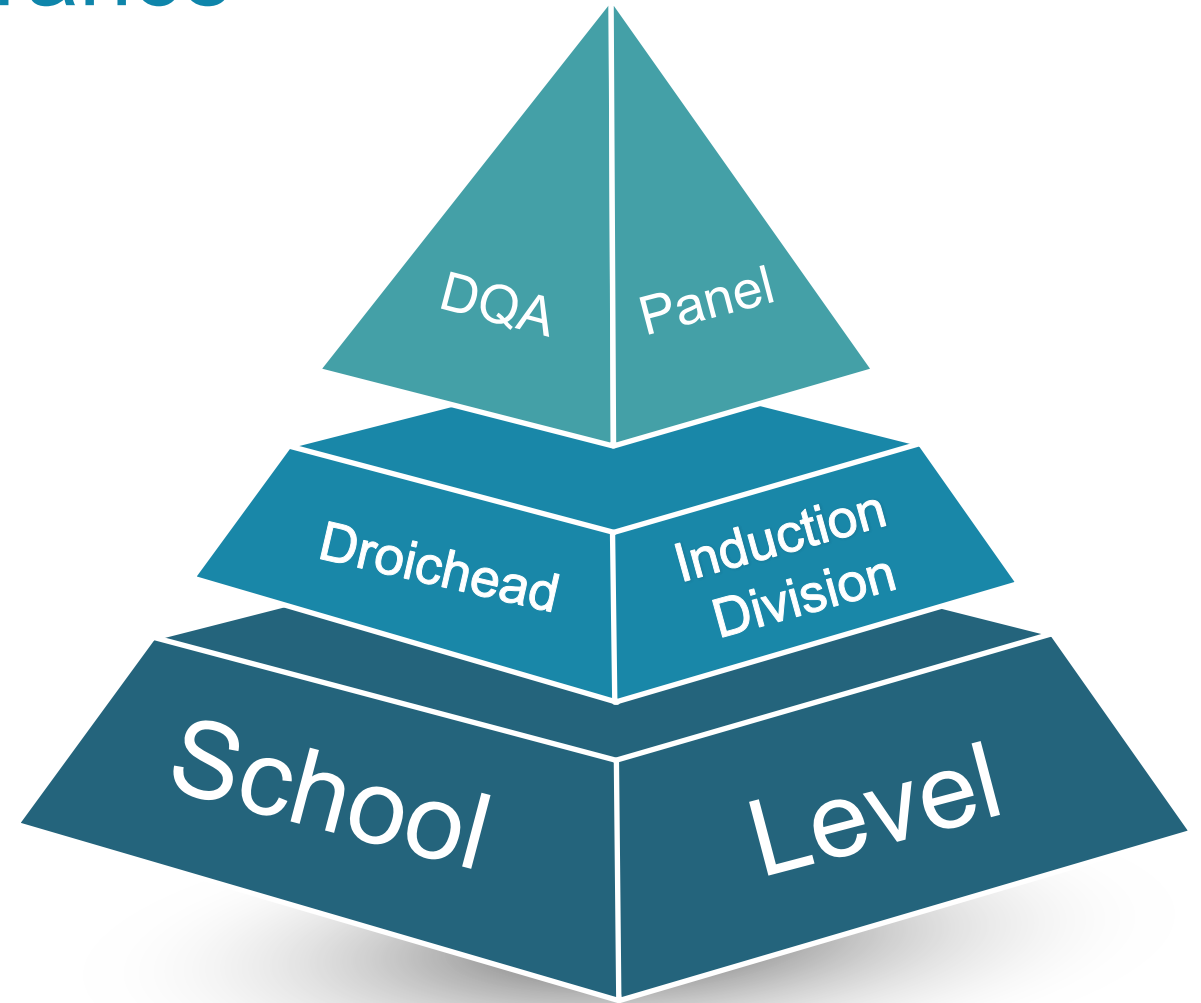
PST members receive an email from the Teaching Council once the Droichead condition has been removed from an NQT's registration

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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Supporting the Professional
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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”

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

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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

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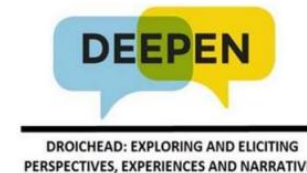
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Section Five: In Conclusion



Buntáistí a Bhaineann le Droichead

Benefits of Droichead



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PST Members	Principals
• 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 Droichead was of high quality and that they felt very included	• 96% of school leaders report a high level of skill development through engagement with Droichead • Most frequently mentioned skills: • Leadership skills – 73 % • Communication skills – 58% • Teamwork – 55% (Uí Choistealbha and Ní Dhuinn, 2021)

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
- ✓ Apply for Droichead: www.teachingcouncil.ie/registration
- ✓ Contact the Teaching Council: conditions@teachingcouncil.ie

An Chomhairle
Mhúinteoireachta
The Teaching Council



Folláine le Chéile Wellbeing Together



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Email:

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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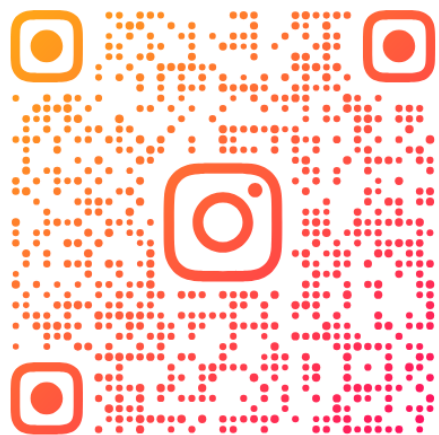
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Bí inár leanúint! Follow us!



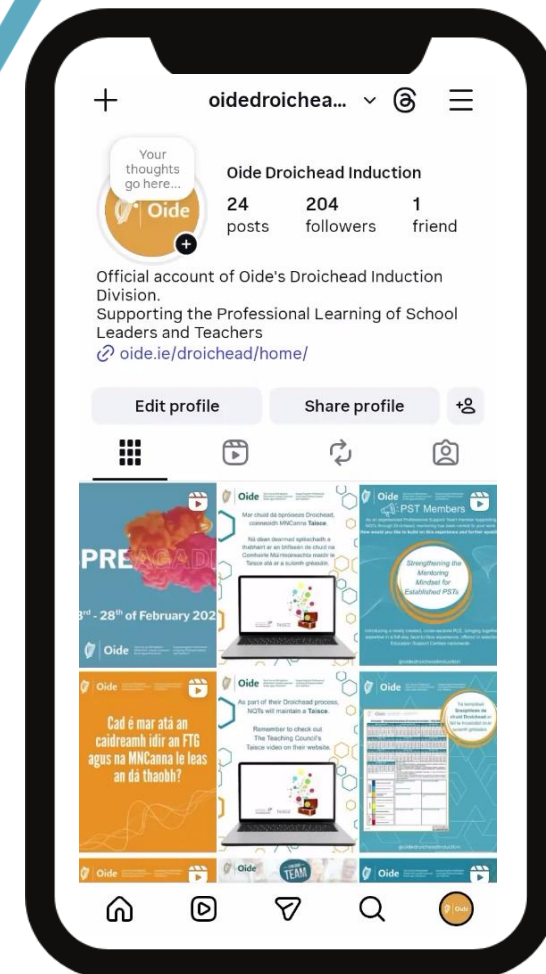
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@OIDEDROICHEADINDUCTION

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Ár mBuíochas

To ask for support is a sign of strength