

Droichead

**An integrated induction framework
for newly qualified teachers**

March 2016

Table of Contents

Section 1: Introduction.....	2
Section 2: Eligible Settings and Professional Practice.....	2
Settings in which the <i>Droichead</i> process can take place: primary	2
Settings in which the <i>Droichead</i> process can take place: post-primary	3
Professional Practice	3
Primary.....	3
Post-Primary.....	3
Section 3: The <i>Droichead</i> Process.....	3
Strand A: School-based Induction.....	3
Professional Support Team (PST)	3
<i>Droichead</i> Standards and Indicators of Good Practice	4
Professional Conversations.....	4
Observation and Feedback	5
<i>Taisce</i> : Portfolio-based learning	5
Maintaining Records of the <i>Droichead</i> process	6
Strand B: Additional Professional Learning Activities.....	6
NQT Cluster Meetings and other Professional Learning Events	6
Concluding the <i>Droichead</i> process	6
Informing the Teaching Council about the completion of the induction phase.....	7
Section 4: Consistency and Quality Assurance.....	7

Section 1: Introduction

This section sets out the Teaching Council's procedures for newly registered teachers undergoing *Droichead* (induction) in Ireland as per the Teaching Council Acts, 2001-2012.

The *Droichead* process is an integrated induction framework for newly qualified teachers. The process recognises that induction is a distinct phase, a socialisation process into the professional learning community of the school and into the profession, and therefore, an integrated framework is needed, which includes both school-based and additional professional learning activities to meet the needs of teachers as they begin their careers. It is applicable in primary, post-primary schools, and Centres for Education in which a post-primary curricular subject(s) is being taught.

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.

Collective professional confidence, shared professional responsibility and professionally-led regulation underpin *Droichead* as a collaborative process. These core values are reflected by recognising that the NQTs' experienced fellow professionals are best placed to support them through the induction phase, with a focus on progression, not perfection.

Following satisfactory completion of the *Droichead* process, a recommendation will be made by fellow professionals that the NQT is ready to move to the next phase on the continuum of teacher education. On receipt of this recommendation, the Teaching Council will remove the *Droichead* condition from the teachers' registration.

In order to fulfil the *Droichead* condition, a teacher is required to:

- a) complete a period of professional practice in an eligible setting (see Section 2)
- b) engage in the *Droichead* process, which includes a combination of both school-based induction and additional professional learning activities (see Section 3)
- c) have a recommendation made by (an) experienced fellow professional(s), following the *Droichead* process, that they are ready to move to the next phase on the continuum of teacher education.

Section 2: Eligible Settings and Professional Practice

Settings in which the *Droichead* process can take place: primary

A primary teacher will **normally** undertake the *Droichead* process when employed as a mainstream class teacher. As a general rule, paid employment in a permanent, temporary or substitute capacity is eligible, where the teacher is teaching all 11 subjects of the Primary School Curriculum, including Irish, to a mainstream class of pupils (single or multi-grade) for the entire school day.

Other than in exceptional circumstances, schools should deploy NQTs in a mainstream setting. In certain circumstances, where the NQT is the most appropriate teacher to support the needs of pupils, they may complete the *Droichead* process in one of the following roles:

- a) special class teacher in a mainstream school
- b) teacher in a special school
- c) full-time resource teacher of pupils with low-incidence disabilities (as defined by the DES)
- d) full-time learning support teacher
- e) a role which combines both c) and d) above (LS/RT post).

In the above cases, the period of employment must involve teaching the same cohort of pupils (save for exceptional absences). As part of the *Droichead* process, the school should also endeavour that there are opportunities for the

newly qualified teacher to teach in a mainstream setting, which would include the teaching and learning of *Gaeilge* in a mainstream class, in collaboration with the class teacher.

Settings in which the *Droichead* process can take place: post-primary

A post-primary teacher will normally undertake the *Droichead* process when employed in a recognised post-primary school. They may also undertake the *Droichead* process if employed to teach in a special school. As a general rule, paid employment in a permanent, temporary or substitute capacity is eligible.

A teacher may also complete the *Droichead* process where they are employed in one of the following roles:

- a) a special school where a proportion of the pupils attending the school are of post-primary age, and where the teacher is teaching a post-primary curricular subject(s) to such pupils, or
- b) a Centre for Education where a post-primary curricular subject(s) is being taught.

Professional Practice

Professional practice including (i) extended school placement (10 weeks) during initial teacher education and (ii) post-qualification practice, will be recognised and taken into account for the purposes of satisfying the *Droichead* condition.

The following sections outline the minimum requirements of post-qualification professional practice in primary and post-primary settings.

Primary

A primary teacher must complete a block of **60 consecutive school days** in an eligible setting from the date on which they were first appointed to a post recognised for *Droichead* purposes in a primary school. The teacher must register for the *Droichead* process with Limerick Education Centre, using the DR1 form.

Post-Primary

A post-primary teacher must complete **200 hours'** teaching employment in an eligible setting to include the teaching of a post-primary curricular subject(s) to a designated class on the school's timetable, or employment in a learning support, special needs or language support. The teacher must register for the *Droichead* process with Limerick Education Centre, using the DR1 form.

Section 3: The *Droichead* Process

When an NQT is employed in a *Droichead* school in an eligible setting and for the minimum period of professional practice, they register for the *Droichead* process with Limerick Education Centre using the DR1 form (as referenced in Section 2). An email confirmation is issued to the NQT from Limerick Education Centre confirming that they have registered for the *Droichead* process. This record should be retained, to be submitted with a completed Form A (see further details in Section 4).

There are two key strands of the *Droichead* process as an integrated induction framework for newly qualified teachers. The first strand is a school-based induction one (Strand A), through which the NQT is supported by a team of experienced colleagues (Professional Support Team). The second strand is made up of additional professional learning activities (Strand B), which involves attendance at NQT cluster meetings in local education centres, and one other professional learning event, relative to the needs of the NQT. Completion of the *Droichead* process involves both the school-based induction and additional professional learning activities.

Strand A: School-based Induction

Professional Support Team (PST)

Droichead is fundamentally about the NQT's professional journey and the process of their induction. A key part of this process is an NQT's engagement with more experienced colleagues, and reflection on the professional

conversations that take place on their own professional learning and practice. There are a number of ways in which a PST can be established:

1. **School PST:** The PST is a team of fully registered teachers in a school, ideally with five years' experience, including the principal, who work collaboratively to support and mentor the NQT during school-based induction, in the first stages of their professional journey.
2. **Inter-school PST:** If a principal is not in a position to establish a PST, perhaps due to school size, they may wish to consider linking with another school or schools to establish an inter-school PST.
3. **External PST member:** A principal may wish to establish a PST, involving internal school staff and one external PST member. A panel of external PST members can be accessed by contacting NIPT (see further details on www.teacherinduction.ie).

The roles and responsibilities of each PST member and the principal may vary in different school contexts, and are therefore agreed before the *Droichead* process commences. Supporting a newly qualified teacher during *Droichead* is always a collaborative process. However, the principal may choose not to be involved in making the recommendation to Council in relation to the NQT. In this scenario their role is solely to support the NQT's induction.

All members of the PST will have completed *Droichead* professional development provided by NIPT, and are assisted in their work through the provision of a range of supports and resources.

The PST is encouraged to take every opportunity to discuss issues and challenges as they arise, and to offer a range of supports that will enable the NQT to address those challenges and learn from them. The PST is also encouraged to seek additional support, advice and guidance when required. The more comprehensive the support offered, and the greater the degree of open engagement by all those involved, the better for the NQT.

When the NQT has completed their *Droichead* process, and the consensus of the PST is that they are ready to move to the next phase on the continuum of teacher education, the PST makes a recommendation to the Teaching Council to that effect.

***Droichead* Standards and Indicators of Good Practice**

The Council has set out the following standards to support the *Droichead* process, in guiding the NQT, with the PST, in relation to their professional learning and practice. Indicators of good practice and school context examples are further explored as part of professional development for the PST, facilitated by NIPT. In satisfactory completion of the *Droichead* process, the NQT will:

1. *have engaged professionally with school-based induction and additional professional learning activities*
2. *have demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students*
3. *have demonstrated an ability to engage in reflective practice that supports their professional learning and practice, both individually and collaboratively.*

When the PST has made a recommendation regarding the NQT's readiness to progress to the next phase of the continuum of teacher education, the Council will remove the *Droichead* condition from the teacher's registration. When all conditions have been met, the teacher will be deemed to be fully registered.

Professional Conversations

During the course of the *Droichead* process, an NQT will have a number of interactions with all members of the PST, called professional conversations. These conversations provide opportunities to exchange informal feedback on a one-to-one basis, and discuss issues arising in the course of the NQT's professional learning and practice and guidance to the NQT. Alternatively, a professional conversation may take the form of an arranged meeting between the NQT and some or all of the members of the PST.

The first professional conversation will be for the purposes of welcoming the NQT, discussing their areas of professional learning following initial teacher education, and agreeing an outline plan for the *Droichead* process. Other professional conversations will follow observations of the NQT's practice. Each professional conversation is a process which enables the NQT and the members of the PST, either individually or collectively, to share feedback in relation to the teaching and learning that was observed.

In recognition of the collegial nature of teaching, the practice of discussing emerging classroom challenges with colleagues (including members of the PST) is a very positive one. Therefore, the fact that an NQT seeks guidance or support with regard to a professional practice issue, as part of a professional conversation, should be viewed in a positive light and encouraged by members of the PST. 'It's a sign of strength to ask for support,' is an important underpinning principle for the *Droichead* process.

Observation and Feedback

Observations are part of a multi-faceted process of induction as they provide NQTs with opportunities to learn from their fellow professionals. They also provide grounding for PST members' advice and support throughout school-based induction.

Observation of other teachers teaching is a key element of the *Droichead* process. It is recommended that there would be at least two classroom observations carried out by the NQT, and that the exact number, and the classes observed, should be based on discussions between the NQT and PST members.

Observations by PST members of the NQTs' practice should focus on areas where the NQT feels that they need particular help and support. In this light, while all observations are arranged in advance, the NQT should be encouraged to teach in an area where they feel their learning need is greatest. It is recommended that there would be at least two classroom observations carried out by the PST. The PST will be best placed to determine, on a case-by-case basis, how many observations might be necessary and to co-ordinate these within the overall outline plan for the *Droichead* process. NQTs will have opportunities for professional conversations following observations of their practice by members of the PST.

Taisce: Portfolio-based learning

Professional conversations are central to the *Droichead* process. Portfolio-based learning is an important process to support the NQT in engaging in these conversations in a way that is effective and helpful. Therefore, as a self-directed learner, and to support reflective practice, NQTs will maintain a *Taisce*, (*arising* from the Gaelige translation *treasure trove*). Engaging in the process of portfolio-based learning enables the NQT to reflect on their professional learning, and identify and plan for areas in which they may need further support or guidance.

Droichead allows for a large measure of flexibility in the creation of *Taisce*, with the format and contents decided and owned by the NQT. Ideally, it should include key learning moments and insights from the *Droichead* process, including school-based induction i.e. observation of other teachers teaching, feedback following post-observation professional conversations with PST members, etc. Key learning moments from additional professional learning activities, including insights from cluster meetings and/or other professional learning events/conversations, may also be included. Emphasis is placed on the quality, rather than quantity, of these learning opportunities. It is also important to remember that the NQT chooses which moments and insights to reflect on, and on how they wish to capture that reflection.

The NQT, in collaboration with the PST, selects relevant items from their *Taisce* as a focus for the professional conversations, which are central to the *Droichead* process.

In maintaining their *Taisce*, NQTs 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 ensuring that their *Taisce* is stored securely.

Practical guidance on the process of portfolio-based learning is available to NQTs and PST members from the NIPT.

Maintaining Records of the *Droichead* process

A *Droichead* outline plan is created by the PST, in consultation with the NQT. Ideally the NQT will undertake the *Droichead* process for the duration of the time that they are in the position recognised for the *Droichead* process. Templates for the both the *Droichead* outline plan and the observation process, as well as guidance on the use of such templates will be provided by the NIPT. To facilitate the Council's quality assurance process and review mechanisms, schools are asked to retain records which they have created to support the *Droichead* process in line with their data protection policy.

In maintaining records, PST members 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.

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.

Strand B: Additional Professional Learning Activities

To complement the school-based induction strand outlined above, NQTs also engage in additional professional learning activities as part of the *Droichead* process.

NQT Cluster Meetings and other Professional Learning Events

NQTs should engage in one cluster meeting per term, in a local education centre. The meetings are facilitated by NIPT and in collaboration with the group of NQTs, the agenda is pre-set, with reference to a range of topics (based on the suite of workshops currently provided by the NIPT). The agenda also includes key elements of *Droichead* such as the observation process, professional conversations, *Taisce*, etc.

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. Typical learning activities might be, for example, participation in a workshop, a Professional Support Group, Teacher Professional Networks (subject associations), an online/blended learning activity, attendance at a conference, *Féilte*, etc.

Form A, containing all elements of the *Droichead* process, is submitted to the Teaching Council by the NQT when all strands (school-based induction and additional professional learning activities) have been completed.

Concluding the *Droichead* process

When an NQT is nearing the conclusion of the *Droichead* process, as per the indicative timeframe agreed at the start of the process, a professional conversation takes place between the NQT and the PST members. This conversation will also involve the NQT identifying areas of further professional learning (to be included on Form A). The purpose of this is to recognise that the PST is making a recommendation for the removal of the *Droichead* condition following the induction phase, thus laying the foundations for subsequent professional growth and learning for the next phase of the teachers' careers.

The minimum period following which a recommendation can be made by the PST to the Teaching Council is referenced in Section 2. It should be noted that these are absolute minimum periods of practice and the Council believes that, where the period of an NQT's practice in a school exceeds those thresholds, it is advisable to defer the making of a recommendation until nearer the end of their time at the school. It is also open to the PST to recommend an additional period of professional practice, so that the NQT may avail of further supports to aid their development.

At the end of the *Droichead* process, the PST may form an opinion that:

- a) a recommendation can be made to the Teaching Council that the NQT is ready to progress to the next phase of the continuum, or

- b) that a further period (or periods) of professional practice and additional supports are required before a recommendation can be made.

In relation to (b), if an NQT moves to another *Droichead* school, a new DR1 form is submitted to Limerick Education Centre.

Where, having regard to the practice of an NQT, the PST is uncertain as to the appropriateness of making a recommendation to the Teaching Council, the PST may wish to seek guidance through the telephone and email channels, which will be established to support PSTs. NIPT will be available to offer additional supports via its school support service. That service aims to support and guide the PST and the NQT, and incorporates phone/email support, school visits, action planning, etc. Where, following such supports, the PST still has concerns about confirming satisfactory completion of the *Droichead* process, it may decide that the NQT would benefit from an additional period of professional practice and further supports, before a recommendation can be made. At the end of this period, a further professional conversation with the PST will take place.

Following the provision of additional time and support from the PST and NIPT, the PST may decide to request assistance from the Inspectorate. In the first instance, the school contacts NIPT, who inform the PST of contact details for the relevant inspector, assigned to support the *Droichead* process. The school contacts the inspector by email or phone, and the inspector will provide advice, generally through phone contact. Following this, if the PST continues to have a difficulty making a recommendation to the Teaching Council in relation to the removal of the *Droichead* condition, the next step in the process is to request formal assistance from the Inspectorate via Form DR2OCI (available from LEC), which should be submitted by the principal to the Office of the Chief Inspector. The Inspectorate is committed to responding positively to all such applications when it is satisfied that genuine efforts have been made to engage in the *Droichead* process and the PST are unable to make a recommendation.

The input of the Inspectorate should only be sought where other supports, guidance and advice have not addressed the difficulties the NQT is experiencing. If an NQT has not demonstrated that they have made progress in relation to the *Droichead* standards within the timeframe envisaged at the beginning of the process, it may be a matter of requiring more time and further guidance, rather than an immediate request for assistance from the Inspectorate.

Informing the Teaching Council about the completion of the induction phase

When both strands of the *Droichead* process (school-based induction and additional professional learning activities) have been completed, and assuming the PST is ready to make a recommendation to the Teaching Council, the NQT will be in a position to submit a completed Form A (see Appendix A) to the Teaching Council. NQTs are also required to attach a copy of the email from Limerick Education Centre confirming that they have registered for the *Droichead* process (see Section 3). The Council will check the form and, if all is in order, it will remove the condition of *Droichead* as appropriate on the NQT's registration record and confirm this to the teacher in writing.

In order to be granted full registration, an NQT must meet the requirements of *Droichead* and any other registration conditions applied.

Section 4: Consistency and Quality Assurance

Given that the outcome of the *Droichead* process has a significant bearing on the NQT's professional journey, a number of mechanisms are in place to assure the quality and consistency of the *Droichead* process nationally:

- a) Professional development, including cluster meetings, for all PST members include discussions regarding the *Droichead* standards and indicators of good practice. In this way, the recommendations that PSTs make to the Council are moderated.
- b) NIPT provide support to *Droichead* schools who employ an NQT.
- c) *Droichead* Quality Assurance (DQA) panels, comprising an independent chairperson, a practising teacher from the relevant sector and a person with expertise in the support and/or evaluation of teaching and learning at school level, are established by the Teaching Council. The DQA panel visits a sample of

schools where the *Droichead* process has taken place and discusses the process with the Principal, the PST and the NQT. Such visits are pre-arranged and take place in a spirit of collegiality and collaboration. Following its review, the DQA panel submits an anonymised report to the Teaching Council setting out its findings and recommendations in relation to the process. The report is considered by the Council and, following ratification, is published on the Council's website and circulated to the NIPT and the Inspectorate.

- d) The principal ensures that the *Droichead* process has been properly conducted.
- e) The Inspectorate has an important quality assurance role through providing additional support and advice to PSTs who have a difficulty making a recommendation to the Teaching Council in relation to the removal of the *Droichead* condition.
- f) A review mechanism is in place where NQTs wish to raise concerns about aspects of the *Droichead* process.

The Council will engage with the Department of Education and Skills and its agencies regarding the implementation of this policy, and to ensure its consistency with the overall policies as may be determined by the Minister from time to time. This will include the development of guidance for the transition from the policy on probation to the new *Droichead* policy.

Appendix A

Droichead Forms

(Sample – For Information Purposes only)

- Primary
- Post Primary

2016 – 2017

Droichead Form

PRIMARY

For use by teachers who commence the *Droichead* process after 22 August 2016

Introduction

In order to fulfil the *Droichead* condition, **a teacher is required to:**

- (a) complete a period of professional practice in an eligible setting
- (b) engage in the *Droichead* process, which includes a combination of both school-based induction and additional professional learning activities
- (c) have a recommendation made by (an) experienced fellow professional(s), following the *Droichead* process, that they are ready to move to the next phase on the continuum of teacher education.

This form provides the evidence for the Council that all requirements of *Droichead* (as set out in (a) – (c) above) have been met. **This form should be completed and submitted to the Teaching Council by teachers who have completed the *Droichead* process which was commenced after 22 August 2016.**

This form may be completed by teachers in recognised primary schools where, during the induction phase of their career, they have been deemed to have:

- *completed a required minimum period of post-qualification professional practice (60 days)*
- *engaged professionally with the school-based induction and additional professional learning activities*
- *demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students*
- *demonstrated an ability to engage in reflective practice that supports their professional learning and practice both individually and collaboratively.*

This form should be posted to the address below and accompanied by a copy of the initial email from Limerick Education Centre confirming that the teacher has registered for *Droichead* using the DR1.

The Teaching Council
Block A
Maynooth Business Campus
Maynooth
Co. Kildare
W23Y7X0

Section 1:
Confirmation by the teacher who has engaged in the *Droichead* process

Forename		Registration Number	
Surname			
Address		Phone	
		Email	
Formal School Name		School Roll Number	
School Address			
Total number of consecutive teaching days in this school	Insert no of days	From: _insert date_ To: _insert date_	
Setting in which <i>Droichead</i> took place¹ (Please tick as appropriate)	Mainstream Class Teacher		
	Special class teacher in a Mainstream School		
	Teacher in a Special School		
	Full-time Resource Teacher		
	Full-time Learning Support Teacher		
	Combination of Learning Support and Resource teaching		

I confirm that I:

- have engaged professionally with school-based induction
- have attended one Cluster Meeting per term (insert details below):

Date(s) of Attendance:

Education Centre Stamp:

- have engaged in at least one other Professional Learning Activity, relevant to my needs as identified in consultation with the PST (insert details below):

Title, Date, Duration:

- have collaborated with my PST to identify the following area(s) of interest for my future professional learning

Signature (of teacher who has engaged in the *Droichead* process): _____

Date: _____

¹ Please refer to *Droichead- an integrated framework for newly qualified teachers* (March 2016) for more details on eligible settings.

Section 2: Recommendation to the Teaching Council by the Professional Support Team

I/We confirm that the information given above is accurate, and with regard to the induction phase, the teacher named in Section 1 has:

- *completed a required minimum period of post-qualification professional practice (60 Days)*
- *engaged professionally with the school-based induction and additional professional learning activities*
- *demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students*
- *demonstrated an ability to engage in reflective practice that supports their professional learning and practice, both individually and collaboratively*

and has therefore fulfilled the *Droichead* condition, and is ready to progress to the next phase of the continuum of teacher education.

Role (e.g. Principal, PST Member. External PST member)	Name(s) (print in BLOCK CAPITALS)	Signature(s)	Registration Number	Date

School Name & Roll Number	Official School Stamp
	AFFIX SCHOOL STAMP HERE



2016 – 2017

***Droichead* Form** **POST-PRIMARY**

For use by teachers who commence the *Droichead* process after 22 August 2016

Introduction

In order to fulfil the *Droichead* condition, **a teacher is required to:**

- (a) complete a period of professional practice in an eligible setting
- (b) engage in the *Droichead* process, which includes a combination of both school-based induction and additional professional learning activities
- (c) have a recommendation made by (an) experienced fellow professional(s), following the *Droichead* process, that they are ready to move to the next phase on the continuum of teacher education.

This form provides the evidence for the Council that all requirements of *Droichead* (as set out in (a) – (c) above) have been met. **This form should be completed and submitted to the Teaching Council by teachers who have completed the *Droichead* process which was commenced after 22 August 2016.**

This form may be completed by teachers in recognised post-primary schools where, during the induction phase of their career, they have been deemed to have:

- *completed a required minimum period of post-qualification professional practice (200 hours)*
- *engaged professionally with the school-based induction and additional professional learning activities*
- *demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students*
- *demonstrated an ability to engage in reflective practice that supports their professional learning and practice both individually and collaboratively.*

This form should be posted to the address below and accompanied by a copy of the initial email from Limerick Education Centre confirming that the teacher has registered for *Droichead* using the DR1.

The Teaching Council
Block A
Maynooth Business Campus
Maynooth
Co. Kildare
W23Y7X0

Section 1:**Confirmation by the teacher who has engaged in the *Droichead* process**

Forename		Registration Number	
Surname			
Address		Phone	
		Email	
Formal School Name		School Roll Number	
School Address			
Total number of teaching hours in this school (Insert dates)	Insert no of hours	From: _insert date_ To: _insert date_	
Setting in which <i>Droichead</i> took place ¹ (Please tick as appropriate)	Teacher in a recognised Post-Primary school		
	Teacher in a Special School		
	Teacher in a Centre for Education		

I confirm that I:

- have engaged professionally with school-based induction
- have attended one Cluster Meeting per term (insert details below):

Date(s) of Attendance**Education Centre Stamp:**

- have engaged in at least one other Professional Learning Activity, relevant to my needs as identified in consultation with the PST (insert details below):

Title, Date, Duration:

- have collaborated with my PST to identify the following area(s) of interest for my future professional learning

Signature (of teacher who has engaged in the *Droichead* process): _____**Date:** _____

¹ Please refer to *Droichead- an integrated framework for newly qualified teachers* (March 2016) for more details on eligible settings.

Section 2:

Recommendation to the Teaching Council by the Professional Support Team

I/We confirm that the information given above is accurate, and with regard to the induction phase, the teacher named in Section 1 has:

- *completed a required minimum period of post-qualification professional practice (200 hours)*
- *engaged professionally with the school-based induction and additional professional learning activities*
- *demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students*
- *demonstrated an ability to engage in reflective practice that supports their professional learning and practice, both individually and collaboratively*

and has therefore fulfilled the *Droichead* condition, and is ready to progress to the next phase of the continuum of teacher education.

Role (e.g. Principal, PST Member. External PST member)	Name(s) (print in BLOCK CAPITALS)	Signature(s)	Registration Number	Date
School Name & Roll Number		Official School Stamp AFFIX SCHOOL STAMP HERE		