



# **NIPT Induction Workshop Programme 2018-2019**

## **Information Booklet for Newly Qualified Teachers**

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## 1. Welcome Letter

September 2018

Dear NQT,

Fáilte go dtí an Clár Náisiúnta Ionductaithe do Mhúinteoirí 2018-2019.

Having completed your initial teaching qualification you are now entering the next phase on the continuum of teacher education. We wish to assure you that the National Induction Programme for Teachers (NIPT) will be here to support you throughout the year ahead.

The Induction Workshop Programme is a flexible learning programme, funded by the Department of Education and Skills, and designed to meet the particular professional learning needs of newly qualified teachers (NQTs). The programme, coordinated by the National Induction Programme for Teachers, builds on the learning that took place during initial teacher education. It can be tailored by an NQT to his or her particular circumstances. Subject to an overall minimum of 20 hours of professional learning, NQTs may combine school-based professional learning activities with off-site workshops. Engagement in the Induction Workshop Programme is a requirement for all NQTs not engaging in the *Droichead* process, who wish to be fully registered with the Teaching Council.

Professional development (PD) will be central to your success and effectiveness as a teacher as you make your way along the continuum of teacher education. The NIPT Induction Programme is the starting point for that process of professional development, and we hope that you enjoy and benefit from participation in the programme. We welcome feedback from you throughout the year, thus enabling the NIPT to innovate and develop the Induction Workshop Programme.

We, at the National Induction Programme for Teachers, look forward to supporting you as you embark on the induction phase of your career and we take this opportunity to wish you every success in the future. Go n-éirí leat ar an mbealach!

Le gach dea-ghuí,



**Máirín Ní Chéileachair**

**NIPT National Coordinator**

## 2. About NIPT

The National Induction Programme for Teachers (NIPT) supports the induction of newly qualified teachers (NQTs), both primary and post-primary, into the teaching profession in Ireland.

NIPT Purpose: To support the professional growth of teachers during the induction phase

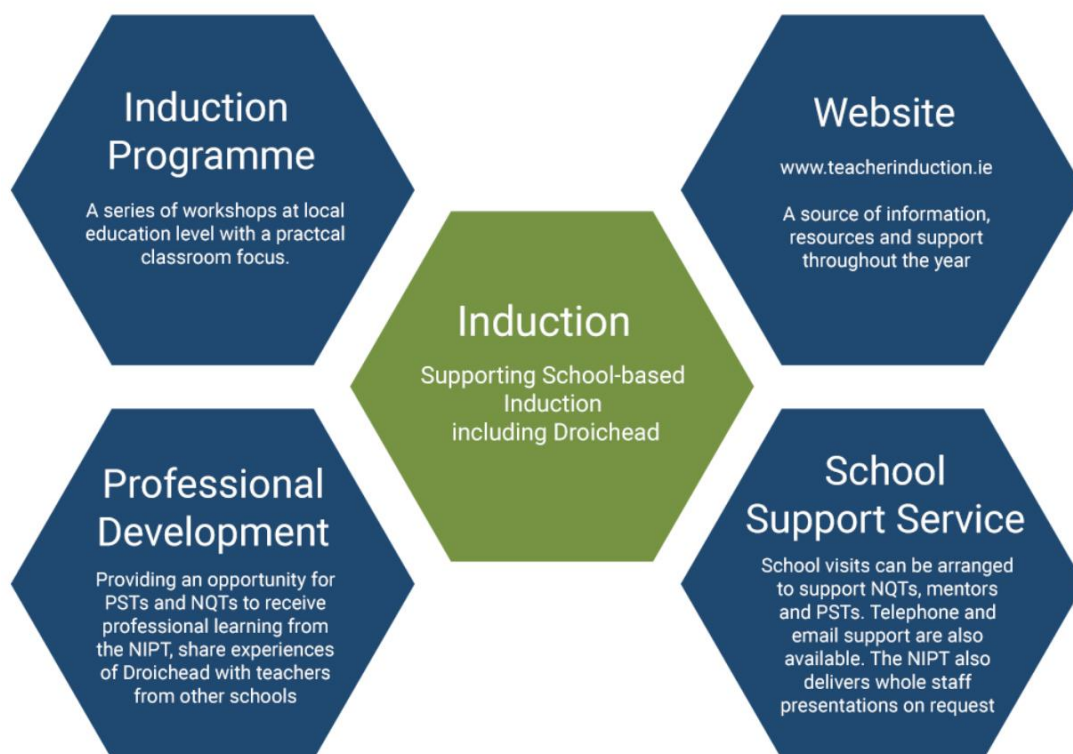
NIPT Vision: Quality induction for every teacher

NIPT Motto: To ask for support is a sign of strength

The main objective of induction is towards promoting the professional development of NQTs by way of systematic support in their first year of teaching, thus laying the foundations for subsequent professional growth and development. Wong, (2004) describes induction as:

*"...a comprehensive, coherent, and sustained professional development process aimed to train, support and retain new teachers and represents the first part of a lifelong professional development programme".*

**NIPT provides 5 pillars of support:**



To find out more about NIPT, please visit [www.teacherinduction.ie](http://www.teacherinduction.ie) where you can access further information, support and resources.

## 3. Induction Workshop Programme Overview 2018-2019

What is the Induction Workshop Programme?	<ul style="list-style-type: none"> <li>The NIPT Induction Workshop Programme is a series of two-hour workshops, designed to support the professional development of Newly Qualified Teachers (NQTs).</li> <li>The programme, run in collaboration with ATECI (Association of Education Centres of Ireland), Department of Education and Skills (DES) and the Teaching Council, is facilitated by practising teachers from local schools, in each of the 21 full-time education centres</li> <li>The topics for the workshops are informed by feedback from NQTs, facilitators, schools, national and international research and system needs.</li> <li>It is a registration requirement with the Teaching Council for NQTs in non-<i>Droichead</i> schools to complete 20 hours of Professional Development (PD).</li> </ul>
What is the function of a workshop?	<ul style="list-style-type: none"> <li>To afford NQTs with an opportunity to engage in professional dialogue with other NQTs on topics pertinent to every day classroom practice.</li> <li>To build on learning from Initial Teacher Education (ITE).</li> <li>To further develop professional knowledge, skills and attitudes.</li> <li>To foster professional relationships with other NQTs from both primary and post- primary sectors.</li> <li>To share learning experiences and encourage reflective practice.</li> </ul>
What is the structure of a workshop?	<ul style="list-style-type: none"> <li>Each workshop is two hours in duration, with approximately 20-25 participants.</li> <li>Connections are actively made to prior learning by reflecting on key messages from ITE.</li> <li>A series of activities guide the discussion and afford NQTs an opportunity to reflect on theory in practice.</li> <li>A variety of methodologies are used to promote discussion.</li> <li>NQTs are encouraged to share knowledge and expertise.</li> <li>An NQT booklet complements content in each workshop.</li> <li>References are made to current and relevant DES documentation e.g. School Self-Evaluation, Looking at our School, Well-Being in Schools, Child Protection.</li> </ul>
What are the challenges?	<ul style="list-style-type: none"> <li>Connecting with a wide variety of initial teacher education providers.</li> <li>Meeting the professional and pedagogical needs of NQTs who find themselves teaching in a wide variety of contexts.</li> <li>Accommodating the needs of NQTs who are not teaching.</li> <li>Ensuring a standardised and consistent workshop programme experience for all NQTs.</li> <li>Providing for flexibility within the organisation of the workshop programme, to accommodate the varied needs of NQTs, while also recognising the logistical arrangements at local education centre level.</li> </ul>
How have we responded to the challenges?	<ul style="list-style-type: none"> <li>Acknowledging 6 hours of school-based professional development for NQTs in non-<i>Droichead</i> schools with an NIPT Mentor.</li> <li>Providing two cross-sectoral workshops on a non-teaching day</li> <li>Providing two online workshops: Planning at Primary and Post-Primary level and Supporting Students with SEN at Post-Primary level.</li> </ul>
What happens when the Induction Workshop Programme is completed?	<ul style="list-style-type: none"> <li>An NQT does not need to notify any organisation of completion of his/her Induction Workshop Programme requirement. At the end of each month, data received from all education centres relating to your Induction Programme requirement will be collated and transferred to the Teaching Council. The Teaching Council will then remove the Induction Programme requirement from the registration of those NQTs who have completed the 20 hour professional development requirement.</li> <li>Continued support and professional development is offered through the local education centre and other support services.</li> </ul>

#### 4. The NIPT NQT Induction Workshop Programme in Association with ATECI

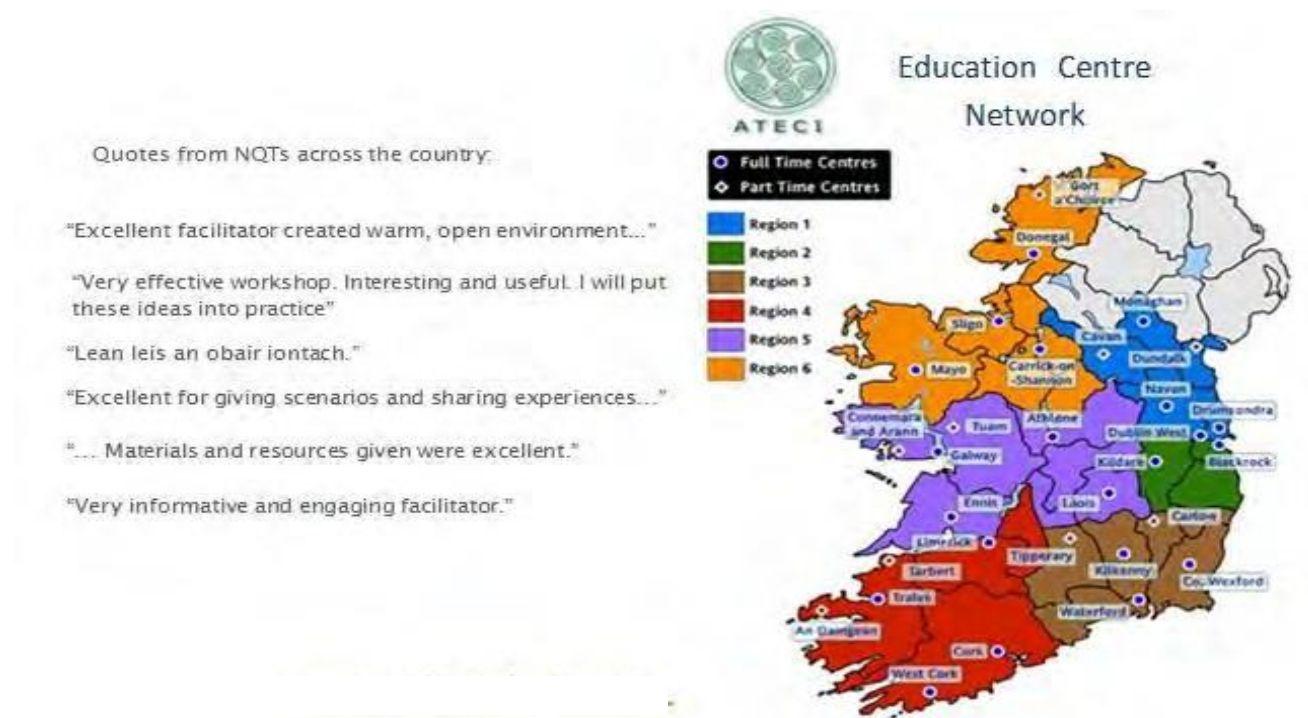
The NIPT, in collaboration with the Education Centre Network (ATECI), facilitates an Induction Workshop Programme for newly qualified primary and post-primary teachers (NQTs). The Induction Workshop Programme consists of a series of 13 primary and 12 face-to-face post-primary workshops, facilitated by practising teachers who have received training from NIPT. It is a Teaching Council registration requirement for NQTs in non-*Droichead* schools who have completed their initial teacher education since July 2012 to participate in the Induction Workshop Programme. In recent years, more flexibility and choice have been built into the Workshop Programme.

The **induction** workshops are interactive and based on practical learning experiences. Opportunities are afforded to NQTs to build on the learning experiences at Initial Teacher Education (ITE) level and to engage in professional dialogue with other NQTs, based on current learning experiences and needs. Three of the **induction** workshops are delivered on a cross-sectoral basis to both primary and post-primary NQTs and the remaining workshops are delivered on a sector-specific basis. Feedback from NQTs and NIPT facilitators indicates that NQTs benefit from sharing ideas and experiences with NQTs from both sectors.

The series of workshops is offered through each of the 21 full-time education centres throughout the country. NQTs can register for the NIPT Induction Workshop Programme, whether in employment or not, with their local full-time education centre.

Please visit [www.ateci.ie](http://www.ateci.ie) for details of all education centres and register with your local education centre to attend NIPT Induction Workshops.

NQTs who are **teaching outside of Ireland** and who have queries regarding the Induction Workshop Programme should contact the Teaching Council at [info@teachingcouncil.ie](mailto:info@teachingcouncil.ie).





## 5. NQT Workshops (Primary)

<p><b>Teacher Professionalism and Well-Being (Cross-Sectoral) NIPTWS01:</b> This workshop is designed to provide NQTs with an opportunity to explore and reflect on some of the professional issues that may arise for NQTs as they begin their teaching career. Key aspects include the Teaching Council Code of Professional Conduct for Teachers, working with other adults in a professional setting, caring for the voice, getting started with planning and maintaining a work/life balance.</p>	<p><b>Planning and Preparation: What is required? NIPTWS02:</b> This workshop is designed to support NQTs to plan in a focused, effective and efficient manner. Requirements regarding planning, preparation and recording of progress are discussed and clarified. This workshop uses the guidelines for long-term planning and short-term planning and provides examples of planning templates which can be used to support NQTs' work over the year. Opportunities to discuss strategies and share ideas will be a central element of this workshop.</p>
<p><b>Classroom Management &amp; Organisation:</b> What do I need to focus on? NIPTWS03 This workshop provides NQTs with an opportunity to reflect on the concept of an effective teaching and learning environment. The following topics are explored in this context: positive relationships, the social and learning environment, effective classroom organisation, a systematic approach to responding to behaviour, and teacher attitudes and behaviours. Opportunities to discuss strategies and share ideas will be a central element of this workshop.</p>	<p><b>Supporting Parents in Education NIPTWS04:</b> This workshop focuses on the importance of developing positive working relationships with parents. NQTs are encouraged to work closely with parents to achieve optimum learning outcomes for their pupils/students. Effective communication skills and strategies for building positive relationships are explored through discussion and role-play. Parent-teacher meetings, both formal and informal, are a key focus of this workshop.</p>
<p><b>Assessment: Analysing Classroom Evidence NIPTWS06:</b> The aim of this workshop is to build on prior knowledge in relation to assessment methodologies. Resources from <a href="http://www.ncca.ie">www.ncca.ie</a> including Assessment in the Primary School Curriculum: Guidelines for Schools, The Aistear Toolkit and ACTION website are key references for the workshop.</p>	<p><b>Literacy: Teaching and Managing a Reading Lesson NIPTWS08:</b> This workshop will focus on the planning, organisation and teaching of a reading lesson, using a range of texts. A key component of the workshop will be exploring the use of a variety of reading procedures, skills and comprehension strategies.</p>
<p><b>Differentiation - Responding to the Needs of all Learners NIPTWS07:</b> This workshop provides NQTs with an opportunity to consider and discuss how to respond to the diverse needs of all learners in the classroom. Key elements of the workshop include a discussion on the concept of differentiation, the role of the teacher and the practical implementation of a number of differentiation strategies. Scenario-based discussion and teacher reflection are an integral part of this workshop.</p>	<p><b>Behaviour for Learning NIPTWS09:</b> This workshop builds on the Classroom Management workshop by focusing on teaching behaviour(s) essential for learning. The Behavioural, Emotional and Social Difficulties: A Continuum of Support -Guidelines for Teachers (NEPS: 2010) is a key reference for this workshop which aims to give NQTs an understanding of the Classroom Support Process and the development and use of Individual Behaviour Support Plans. Relevant case studies and resources will be examined and participants' own concerns will also be explored.</p>
<p><b>Numeracy: Developing Good Practice in Mathematics Teaching- How? NIPTWS11:</b> The focus of this workshop is the practical implementation of the principles of good mathematics teaching in everyday classroom practice. Emphasis is placed on the development of number sense, mathematical language, problem-solving skills, and mental and oral maths activities in the classroom. ** LITERACY AND NUMERACY FOR LEARNING AND LIFE: The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020 (DES: 2011) is a key reference document for this workshop.</p>	<p><b>Individual Education Planning for Pupils with Special Educational Needs (Primary) NIPTWS15:</b> This workshop will support NQTs to plan for pupils with special educational needs. It complements the workshop Planning and Preparation: What is required? A practical activity-based approach is used to explore the Individualised Education Planning (IEP) rationale, IEP/school support plan content and process, the IEP/school support plan writing and reviewing. The workshop also explores the on-line and face-to-face supports available to you from SESS.</p>
<p><b>Multi-Grade Teaching in the Primary School NIPTWS14:</b> This interactive workshop focuses on four main areas from a multi-grade perspective: differentiation, teaching methodologies, classroom management and planning. Opportunities are afforded NQTs to engage with a variety of methodologies throughout the workshop. Strategies and resources for NQTs subbing in multi-grade settings are explored.</p>	<p><b>Múineadh na Gaeilge NIPTWS12:</b> Is é príomhchuspóir na ceardlainne seo ná deiseanna a thabhairt do na rannpháirtithe a bheith ag obair i ngrúpaí. Cuirfear béim ar úsáid na teanga agus ar struchtúr an cheachta Ghaeilge, an cur chuige cumarsáide, acmhainní, measúnú agus araile. Beidh deis ag na rannpháirtithe freisin plé le cásanna difriúla ó thaobh mhúineadh na Gaeilge.</p>
<p><b>Inclusion (Cross-Sectoral) NIPTWS13:</b> This interactive workshop will focus on the classroom environment and classroom planning to support inclusion. NQTs will be given an opportunity to reflect on their own individual values, behaviours and attitudes which will determine inclusive practice in their classrooms. Emphasis will be placed on how to develop strategies to ensure that pupils/students with special educational needs are included</p>	<p><b>Child Protection and Safety (Cross-Sectoral) NIPTWS10:</b> This workshop is informed by Circular 0081/17 (DES), the Child Protection Procedures for Primary and Post-Primary Schools (DES: 2017) and the Children First document-National Guidance for the Protection and Welfare of Children (2017). Key responsibilities for teachers with regard to child protection and safety are outlined, including reasonable grounds for concern, mandated persons, threshold of harm, dealing with disclosures, route of referral and procedures for reporting and recording.</p>

## 6. NQT Workshops (Post-Primary)

<p><b>Teacher Professionalism and Well-Being (Cross-Sectoral) NIPTWS01:</b> This workshop is designed to provide NQTs with an opportunity to explore and reflect on some of the professional issues that may arise for NQTs as they begin their teaching career. Key aspects include the Teaching Council Code of Professional Conduct for Teachers, working with other adults in a professional setting, caring for the voice, getting started with planning and maintaining a work/life balance.</p>	<p><b>School Self-Evaluation and Planning NIPTWS02:</b> This workshop is designed to assist NQTs to plan in a focused, effective and efficient manner. School Self-Evaluation and Junior Cycle are referenced and discussed as well as the implications for the planning process are explored. Requirements regarding planning, preparation and recording of progress are presented. This workshop provides examples of planning templates that can be used to support NQTs' work over the year. Opportunities to discuss and share strategies and ideas will be a central element of this workshop.</p>
<p><b>Evidence Based Behavioural Support NIPTWS09:</b> This workshop builds on the learning at ITE in exploring the additional needs that can be experienced by some students in the area of behaviour management. It will aim to give NQTs an understanding of a range of behaviour management strategies suitable for managing individual and group behaviour. Support materials and resources from DES support services are explored, such as NBSS. There are additional online extension materials if the NQT would like to investigate elements of classroom management.</p>	<p><b>Numeracy for All NIPTWS11:</b> This workshop will focus on how to connect and develop the numeracy dimension across the curriculum and to support school-wide numeracy development. Looking at how teachers can support students in the development of the essential life skill and also to support their own subject. Opportunities to discuss and share strategies and ideas will be a central element of this workshop with a view to exploring the numeracy dimension of different subjects.</p>
<p><b>Exploring Learning NIPTWS05:</b> This workshop at its essence will explore what it is to be a learner. It will reconnect with the NQTs understanding of themselves as a learner as developed at ITE and emphasise the impact that the teacher has on students learning. A virtual class will be used by NQTs to help them to investigate the different learning styles students have and adapt their methodologies to meet these needs. Particular emphasis will be placed on the learning profile of students with SEN.</p>	<p><b>Assessment and Feedback to all Learners NIPTWS06:</b> This workshop aims to equip NQTs with a range of assessment methodologies which can be effectively applied across the curriculum. NCCA materials are central to the workshop and an NIPT A-Z of Assessment across different subjects will be explored in order to look at how different assessment methodologies apply across different subjects. Participants share examples of work to date and examine ways of building and developing assessment to assist with effective planning, teaching and learning in the classroom.</p>
<p><b>Content Based Literacy NIPTWS08:</b> In this workshop the focus for NQTs will be on the skill and strategies that can be used in different classrooms. Using the format of Before, During and After Learning, the NQTs will examine different activities to support literacy development in all subjects. Materials from PDST, SESS and NBSS are all referenced in the workshop.</p>	<p><b>Stretching all Learners NIPTWS07:</b> This workshop emphasises the need to cater for the variety of Learners within the classroom and provides subject specific samples and ideas for resources to ensure that all learners are stretched in their learning within the classroom. NQTs are afforded an opportunity to discuss a variety of scenarios that arise in the classroom and are encouraged to reflect on and discuss effective strategies. Challenging learners across the full spectrum, e.g. providing extension activities are included.</p>
<p><b>Child Protection and Safety (Cross-Sectoral) NIPTWS10:</b> This workshop is informed by Circular 0081/17 (DES), the Child Protection Procedures for Primary and Post-Primary Schools (DES: 2017) and the Children First document-National Guidance for the Protection and Welfare of Children 2017. Key responsibilities for teachers with regard to child protection and safety are outlined, including reasonable grounds for concern, mandated persons, threshold of harm, dealing with disclosures, route of referral, and procedures for reporting and recording.</p>	<p><b>Supporting Parents in Education NIPTWS04:</b> This workshop focuses on the importance of developing positive working relationships with parents. NQTs are encouraged to work closely with parents to achieve optimum learning outcomes for their pupils/students. Effective communication skills and strategies for building positive relationships are explored through discussion and role-play. Parent-teacher meetings, both formal and informal, are a key focus of this workshop.</p>
<p><b>Transition From Primary to Post-Primary School NIPTWS12:</b> This workshop will focus on the practical skills and strategies that can be of support to students as they move from a primary classroom to a post-primary classroom. A primary and post-primary facilitator will be present and will give valuable insights into the many transitions that occur in the context of supporting and making the best connections with curricula, teaching learning and social and emotional needs.</p>	<p><b>Inclusion (Cross-Sectoral) NIPTWS13:</b> This interactive workshop will focus on the classroom environment and classroom planning to support inclusion. NQTs will be given an opportunity to reflect on their own individual values, behaviours and attitudes which will determine inclusive practice in their classrooms. Emphasis will be placed on how to develop strategies to ensure that pupils/students with special educational needs are included.</p>
<p><b>Online Workshop only: Supporting Students with SEN in Mainstream Classes:</b> This online workshop, is a collaboration between the National Induction Programme for Teachers and the Special Education Support Service. Our aim is to promote a greater understanding among newly qualified mainstream teachers in relation to students with special educational needs and the role mainstream teachers have in promoting the inclusive school.</p>	



## 7. Guidelines for NQTs attending the NIPT Induction Workshop Programme:

Please note that from September 2016, *Droichead* is the sole route of induction for:

- Primary NQTs who have a minimum block of 60 days and are teaching in SEN settings, or in schools with 16+ mainstream teachers, or in schools outside of these categories already offering the *Droichead* process.
- Post-primary NQTs who have a minimum of 200 hours in SEN settings, or in schools with 400+ students, or in schools outside of these categories already offering the *Droichead* process.

For further information on *Droichead* visit [www.teachingcouncil.ie](http://www.teachingcouncil.ie) and refer to the *Droichead* Quick Reference Guide on page 15 of this document.

### 7.1 Induction Workshop Programme Requirement

NQTs not engaging in *Droichead* are required by the Teaching Council to complete a 20-hour Professional Development (PD) Induction Workshop Programme. This may be a combination of workshops and/or school-based induction. (Please note, while you are welcome to repeat a workshop to meet a professional development need, you can only be credited for attendance at **different** workshops).

NQTs have three years to complete the Induction Workshop Programme from date of registration with the Teaching Council. An NQT can register for the Induction Workshop Programme at an education centre, whether in employment or not. Please visit [www.ateci.ie](http://www.ateci.ie) for details of the 21 full-time education centres.

At the end of each month, NIPT Workshop Administration collates and transfers information (school-based hours and workshop attendance) received from all education centres to the Teaching Council. The Teaching Council will then remove the Induction Programme requirement from the registration of those NQTs who have completed the 20 hour professional development requirement.

The 20-hour Induction Programme requirement can be made up of any combination of the following:

**Evening workshops across the year at local EC level:** a series of 2-hour evening workshops will be available and NQTs can complete 20 hours professional development by attending 10 different workshops.

**One non-teaching day at local EC level:** Two cross-sectoral workshops may run on this day: ***Teacher Professionalism and Well-being*** and/or ***Inclusion*** and/or ***Child Protection and Safety***. This day will be repeated depending on demand. NQTs who attend may choose to attend one or both of the workshops. From October, all other workshops, once they have been offered in the schedule, may be repeated on a non-teaching day, at the discretion of the local EC. There are a maximum of 2 workshops per non-teaching day.

**Online Workshops:** There are a number of online workshops available to NQTs in both Primary & Post-primary - ***Planning and Preparation*** (Primary)/***School Self-Evaluation and Planning*** (Post-primary) and Supporting Students with SEN in Mainstream Classes (Post-Primary). These are available at <http://onlinelearning.teacherinduction.ie/>

**School-Based Professional Development:** NQTs who have an NIPT trained mentor at school level, and whose school has registered with the NIPT for induction release time for 2018-2019, may avail of up to 6 hours of school-based induction activities as part of the Teaching Council's 20-hour Induction Programme requirement. **A form available at [www.teacherinduction.ie](http://www.teacherinduction.ie) must be completed and returned to confirm the above.**

Please see table below for summary:

NIPT Induction Workshop Programme (Evenings)	NIPT Induction Workshop Programme (Non-teaching day)	School-based PD (Schools with NIPT mentors only)	Online Workshops
<p>- Series of workshops provided in local education centres*</p> <p>- NQTs choose to attend 10 <b>different</b> workshops**</p>	<p>2 workshops available on a non-teaching day*</p> <ul style="list-style-type: none"> <li>Teacher Professionalism and Wellbeing and/or</li> <li>Inclusion and/or</li> <li>Child Protection and Safety</li> </ul>	Induction activities	<p><b>Primary:</b></p> <p>Planning and Preparation</p> <p><b>Post-Primary:</b></p> <p>School Self-Evaluation and Planning (PP)</p> <p>Supporting Students with SEN in mainstream classes (PP)</p>
10 x 2 hours = 20 hours PD	2 x 2 hours = 4 hours PD	6 hours PD	1 or 2 x 2 hours = 2 or 4 hours PD

\*Please check dates with your local education centre

\*\* This applies to all workshops including online workshops

## 7.2 Registering for the Induction Workshop Programme

All NQTs must register with the local education centre and must update the local education centre if his/her contact details change throughout the year or if they change education centres. All enquiries with regard to workshops should be directed to the local education centre.

It is essential that NQTs **accurately** record their names and Teaching Council numbers on all attendance records. Failure to do so may result in a delay in processing attendance records.

NB: Only NQTs who are registered under Regulation 2 (Primary) or Regulation 4 (Post-primary) with the Teaching Council can register for the Induction Workshop Programme.

Only NQTs who have received a Teaching Council number can register for the Induction Workshop Programme.

**The Induction Workshop Programme is not open to NQTs who are registered with a Further Education Teaching Council Number or whose registration is pending.**

- An NQT may register for the Induction Workshop Programme at any stage throughout the year.
- It is important to check with the local education centre with regard to communication arrangements e.g. whether EC makes contact with NQTs via text/email/letter/phone.
- If an NQT has any query with regard to the dates, times and venues of workshops he/she should contact the local education centre.
- NQTs **must** contact their local education centre if they wish to change from their assigned group, or workshop date/venue.
- NQTs **must** keep their own record of the workshops they have completed.

## 7.3 Induction Workshop Programme Structure

The majority of the workshops are sector-specific. There are three workshops which are cross-sectoral: *Teacher Professionalism and Wellbeing*, *Child Protection and Safety* and *Inclusion*. Primary and post-primary NQTs attend the cross-sectoral workshops together and these workshops will be facilitated by both a primary and post-primary facilitator.

Attendance for the full two-hour workshop is a requirement. There are attendance procedures and protocols which must be adhered to by NQTs with regard to all workshops. This is to ensure fairness and consistency in approach throughout the education centre network for all NQTs.

It is the NQTs responsibility to ensure that the workshop attendance record is signed\*. The attendance record will be available at the commencement of the workshop and subsequently placed in an NIPT envelope and sealed. The facilitator will sign across the seal and cannot open the envelope once it is sealed. **Please do not ask a facilitator to record attendance once the envelope has been sealed.** Anyone arriving after that time may stay for the workshop, if they wish to do so, but cannot sign in for that workshop. *\*Please note that only workshops where an NQT has signed in on the official attendance record will be recognised for registration purposes with the Teaching Council*

In the event of severe weather conditions, NQTs should check with the local education centre to confirm that the workshop is taking place. It is also important to check the local education centre website on a regular basis for workshop updates as there may be changes to the venue/date/time of a workshop.

## 7.4 Workshop Engagement

The workshops will build on the learning experiences from ITE and will afford an opportunity to discuss and share knowledge and experiences with other NQTs.

All NIPT workshop facilitators are working in either the primary or post-primary sectors and will emphasise the practical application of the topics covered.

In the interest of other participants we ask that NQTs participate constructively and engage actively in all the workshops. Please be advised that the Teaching Council's *Code of Professional Conduct for Teachers (2012 and updated 2016)* applies to all aspects of the *Induction Workshop Programme*.

The following reflective questions regarding the workshops may be helpful:

- What's in it for me if I am currently teaching?
- How might I modify my teaching as a result of this workshop?
- If I have occasional subbing, what could I take away that I could easily implement in a classroom at short notice?
- How might my learning at a workshop inform my response (if I were asked in an interview) with regard to catering for the different learning needs of a class?
- What area of interest would I like to research a little more?

## 7.5 Agreed Protocols for Newly Qualified Teachers (NQTs) participating in the Induction Programme with Education Centres

### All NQTs should:

- Register with the appropriate Education Centre and within the designated time-frame.
- Take professional responsibility for registration, attendance, punctuality, participation and engagement in all the workshops
- Maintain a record of attendance which will be required for certification
- Complete and submit one evaluation form per workshop to the workshop facilitator
- Adhere to guidelines regarding device and mobile phone usage for the duration of the workshop programme
- Follow protocol in relation to any queries regarding workshops. NQTs may contact NIPT if he/she feels that that they have a query regarding a workshop e.g. content, approach etc.

## 7.6 Other Supports

If you would like to receive additional support or information on school-based mentoring, you or your school principal can contact NIPT at [info@teacherinduction.ie](mailto:info@teacherinduction.ie)

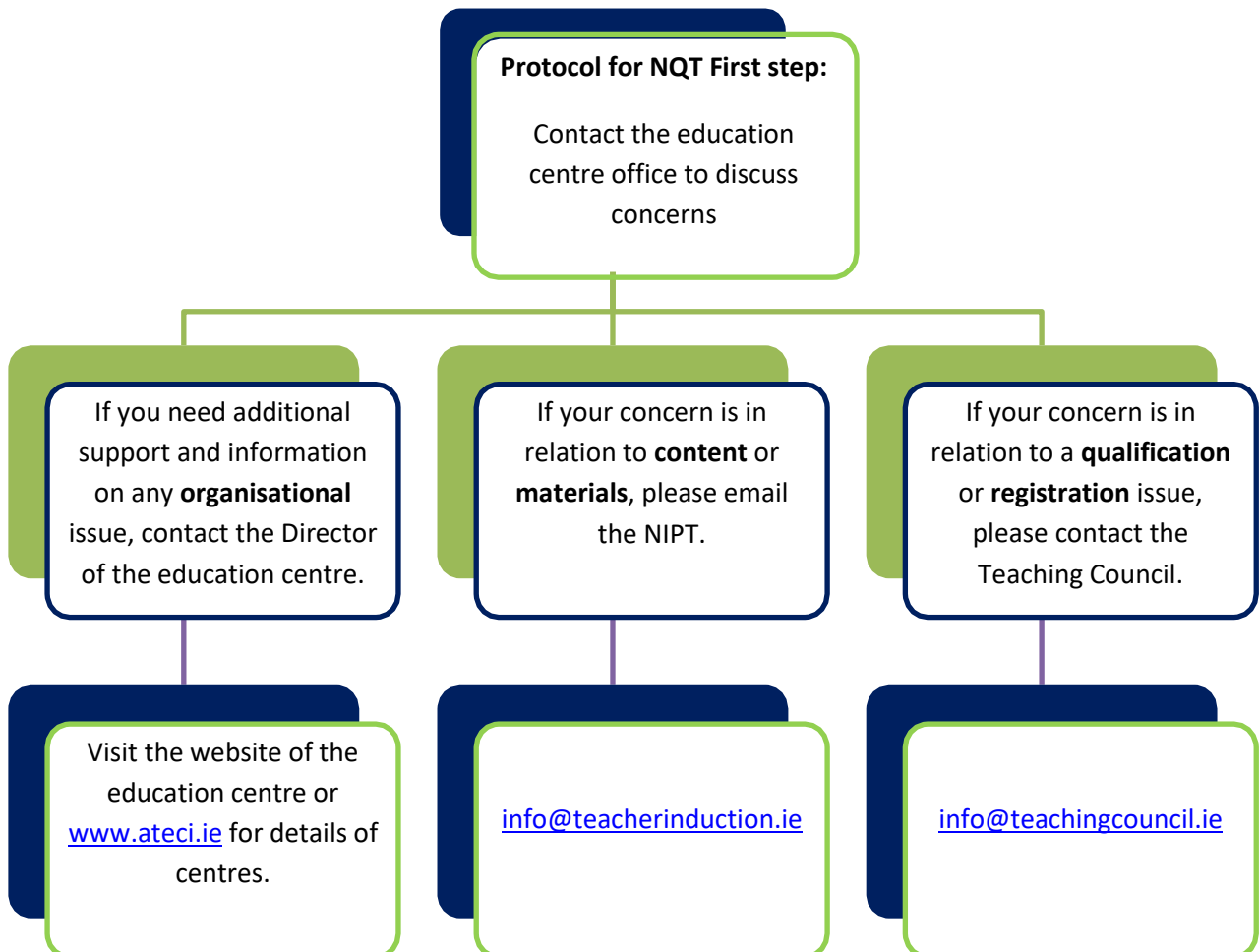
A Professional Support Group (PSG) may be hosted by the local education centre in response to the needs of NQTs in a particular area, following attendance at NIPT workshops. Topics at primary level may include Planning and Preparation, Resource teaching, teaching Literacy/Numeracy, Special Educational Needs, Gaeilge, Introduction to Primary Curriculum. Post-Primary NQTs may seek a PSG in subject specific areas. If you wish to request a Professional Support Group in a specific area, please contact your local education centre. All queries in relation to **Teaching Council registration** should be emailed to [info@teachingcouncil.ie](mailto:info@teachingcouncil.ie)

## 8. Useful Contacts

Department of Education and Skills	<a href="http://www.education.ie">www.education.ie</a>
Teaching Council	<a href="http://www.teachingcouncil.ie">www.teachingcouncil.ie</a>
NIPT	<a href="http://www.teacherinduction.ie">www.teacherinduction.ie</a>
ATECI	<a href="http://www.ateci.ie">www.ateci.ie</a>
NCCA	<a href="http://www.ncca.ie">www.ncca.ie</a>
PDST	<a href="http://www.pdst.ie">www.pdst.ie</a>
INTO	<a href="http://www.into.ie">www.into.ie</a>
ASTI	<a href="http://www.asti.ie">www.asti.ie</a>
TUI	<a href="http://www.tui.ie">www.tui.ie</a>
Limerick Education Centre, Probationary Desk for primary teachers	<a href="http://www.lec.ie">www.lec.ie</a>
Inspire Wellbeing (Previously known as Carecall Service) 1800 411 057	<a href="https://www.inspirewellbeing.org/workplaces">https://www.inspirewellbeing.org/workplaces</a>



## 9. Protocols for NQT Concerns



## 10. *Droichead* Quick Reference for NQTs

What is *Droichead*?

*Droichead* is an integrated professional induction framework designed to support the professional learning of NQTs during induction, thus laying the foundations for subsequent professional growth and learning for the next phase of their career

To fulfil the *Droichead* condition, an NQT must:

- Complete a period of professional practice in an eligible setting
- Engage in the *Droichead* process, which includes a combination of both school-based induction and additional professional learning activities
- Declaration from the NQT that s/he is ready to move to the next phase of their professional learning, and have collaborated with the PST to identify the area(s) of interest for his/her future professional learning. And a joint declaration of the NQT and PST that they have participated in a quality teaching and learning process

Who will support the NQT?

- The Professional Support Team (PST) is a team of fully registered teachers, ideally with five years' experience, which can include the principal, who work collaboratively to support and mentor the NQT during school-based induction, in the first stages of their professional journey.
- Schools may form a school PST or an inter-school PST or they may invite one external PST member to join the internal school staff.

What is school-based induction?

Any professional activity/conversation at school level which affords the teacher an opportunity to reflect on professional practice and adapt and modify that practice accordingly e.g. professional conversations with a mentor/member of PST/other colleagues on teaching and learning, observation of teaching and learning and a range of other induction activities.

*Droichead* Standards

**Through their engagement in the *Droichead* process, the NQT will:**

- have engaged professionally with the school-based induction and additional professional learning activities
- have shown their professional commitment to quality teaching and learning for their pupils / students
- have engaged in reflective practice that supports their professional learning, and practice, both individually and collaboratively

What are the steps in the *Droichead* process?

- Ensure that you are registered with the Teaching Council
- Speak with the principal and/or mentor about the *Droichead* process in your school
- If you are an NQT in a *Droichead* school, apply to begin the *Droichead* process via 'My Registration' portal on the Teaching Council website.
- Inform the PST when you have received the confirmation email from the Teaching Council. The *Droichead* process can only commence on receipt of the confirmation email.
- Confirm dates and times of Cluster Meetings at your local education centre
- Familiarise yourself with your school's *Droichead* Standards document and *Droichead* Outline document

## 11. NQT Induction Workshop Attendance Record

Name				
Sector			TC Number	
	Workshop Name/Code	Date/Time	EC/Venue	Facilitator(s)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

NQTs should use the table above to record summary information about the workshops which they have attended.

## 11. NIPT Induction Workshop Calendar 2018 - 2019

### Induction Workshop Programme Calendar 2018/19 (NQTs Only)

*Teacher Professionalism and Wellbeing (NIPTWS01) and/or Inclusion (NIPTWS13) and/or Child Protection and Safety (NIPTWS10)* will be available in all centres on a non-teaching day from late August, depending on local needs. *Planning (P & PP)* and *Supporting Students with SEN in Mainstream Classes (PP)* will be available online at <http://onlinelearning@teacherinduction.ie>  
*\*Individual Educational Planning for Pupils with Special Educational Needs (NIPTWS15)* (Primary only) available from 17th to 28th September in the following centres (Drumcondra, Dublin West, Laois, Cork, Limerick, Galway, Sligo, Monaghan, Wexford). This workshop will be available in all centres in Term 2 where local demand exists. All other workshops once they have been offered in the schedule may be repeated on a non-teaching day (maximum 2 per day) from October. This option will be organised at the discretion of each Education Centre depending on local needs.

**The Induction Workshop Programme is not open to NQTs who are registered with a Further Education Teaching Council Number or whose registration is pending.**

September 2018					October 2018				November 2018			
Mon 27	Mon 3	Mon 10	Mon 17	Mon 24	Mon 1	Mon 8	Mon 15	Mon 22	Mon 29	Mon 5	Mon 12	Mon 19
	Teacher Professionalism and Wellbeing Cross-Sectoral (C-S) NIPTWS01  Planning and Preparation (P) NIPTWS02		Teacher Professionalism and Wellbeing (C-S) NIPTWS01  SSE and Planning (PP) NIPTWS02  IEPs for Pupils with SEN (P)* NIPTWS15 (selected centres only)*		Classroom Mgt. (P) NIPTWS03  EB Behavioural Support (PP) NIPTWS09		Supporting Parents in Education (P + PP) NIPTWS04		Mid-term Break			Assessment (P + PP) NIPTWS06
November-December 2018					January 2019				January-February 2019			
Mon 26	Mon 3	Mon 10	Mon 17	Mon 24	Mon 31	Mon 7	Mon 14	Mon 21	Mon 28	Mon 4	Mon 11	Mon 18
Multi-Grade (P) NIPTWS14  Transition (PP only) NIPTWS12				Christmas Holidays		Differentiation (P) NIPTWS07  Stretching all Learners (PP) NIPTWS07			Literacy (P + PP) NIPTWS08			Mid-term Break
February-March 2019					April 2019				April-May 2019			
Mon 25	Mon 4	Mon 11	Mon 18	Mon 25	Mon 1	Mon 8	Mon 15	Mon 22	Mon 29	Mon 6	Mon 13	Mon 20
Behaviour for Learning (P) NIPTWS09  Exploring Learning (PP) NIPTWS05			Numeracy (P + PP) NIPTWS11				Easter Holidays		Gaeilge (P) NIPTWS12 Child Protection (C-S) NIPTWS10 Inclusion (C-S) NIPTWS13			