

An Chomhairle
Mhúinteoireachta



The Teaching Council

The Teaching Council **Identity Guidelines**

Draft 1

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The Teaching Council Logo rationale



The Teaching Council logo is based on the Salmon of Knowledge.

The overlapping shapes and colours within the logo represent the different roles within the organisation and the collaboration and connectivity between these to form one.

An Chomhairle
Mhúinteoireachta
The Teaching Council



Versions of The Teaching Council Logo available

NOTE

The master version of the logo should be used whenever possible.



↑ Master logo



↑ Master logo Black



↑ Master logo White



↑ Compact logo



↑ Compact logo Black



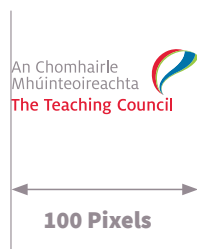
↑ Compact logo White

NOTE

The Compact version of the logo should be used only when available space restricts use of the master logo.

Minimum Size

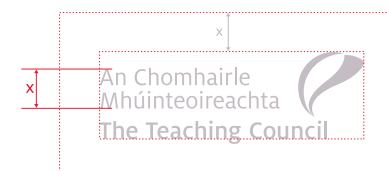
Avoid reproducing the logo below 25mm wide.



Clear Space

Clear space refers to the area around the identity which must remain free from other copy or graphic elements

The space indicated with the red 'X' in the diagram is a guide to our requirements and whenever possible, this amount of clear space should be applied.



Incorrect usage

Our identity is important to us so when using the logo please do not alter or add other elements to the logo, or create your own versions. Use only the official logo files available from (XXX).

Here are some examples of incorrect use of The Teaching Council logo.

The Teaching Council

✗ DO NOT use any of the elements in isolation.

*Note: An exception is that
The symbol can be use
as a twitter avatar*



✗ DO NOT use drop shadows with the logo.



✗ DO NOT distort, skew or stretch the logo.



✗ DO NOT change the format of the logo



✗ DO NOT fade or watermarque the logo

If reproducing the logo in black and white:

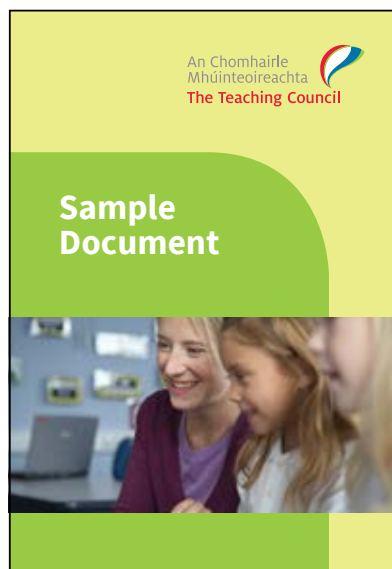



✗ DO NOT convert the colour logo to greyscale. Use the black version.

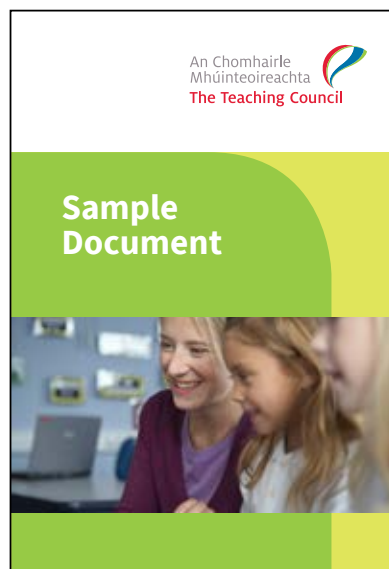



✓ Use the black version.

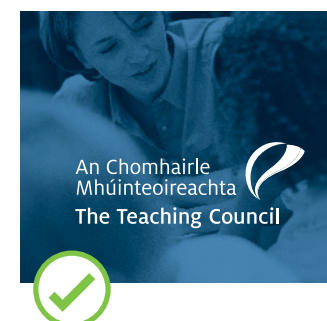
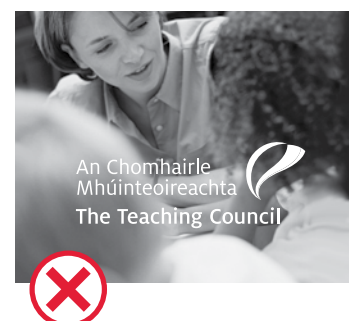
Backgrounds



 **DO NOT** place the logo on a background colour that will affect the legibility in any way.

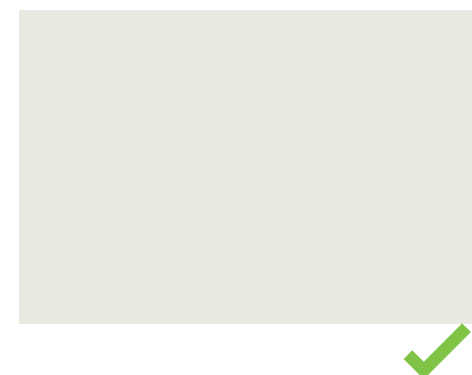


 We recommend the logo be placed on a white field to maximise the sharpness and legibility which adds consistency across publications.



DO NOT place the logo on a background colour, image or pattern that will affect the legibility in any way.

Backgrounds



When placing the logo on a background colour, please use the reversed out version, unless the background colour is too light to hold the contrast (see example above).

Co-branding

Please consider the weight and size of other logos when co-branding.

All logos should as much as possible appear equal.



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



Colour

Primary Colours

CMYK C: 90% M: 47% Y: 13% K: 0%	RGB R: 0 G: 119 B: 173
CMYK C: 0% M: 100% Y: 70% K: 7%	RGB R: 221 G: 21 B: 65
CMYK C: 45% M: 0% Y: 96% K: 0%	RGB R: 153 G: 202 B: 67
CMYK C: 0% M: 7% Y: 0% K: 50%	RGB R: 147 G: 140 B: 146

Background Colour

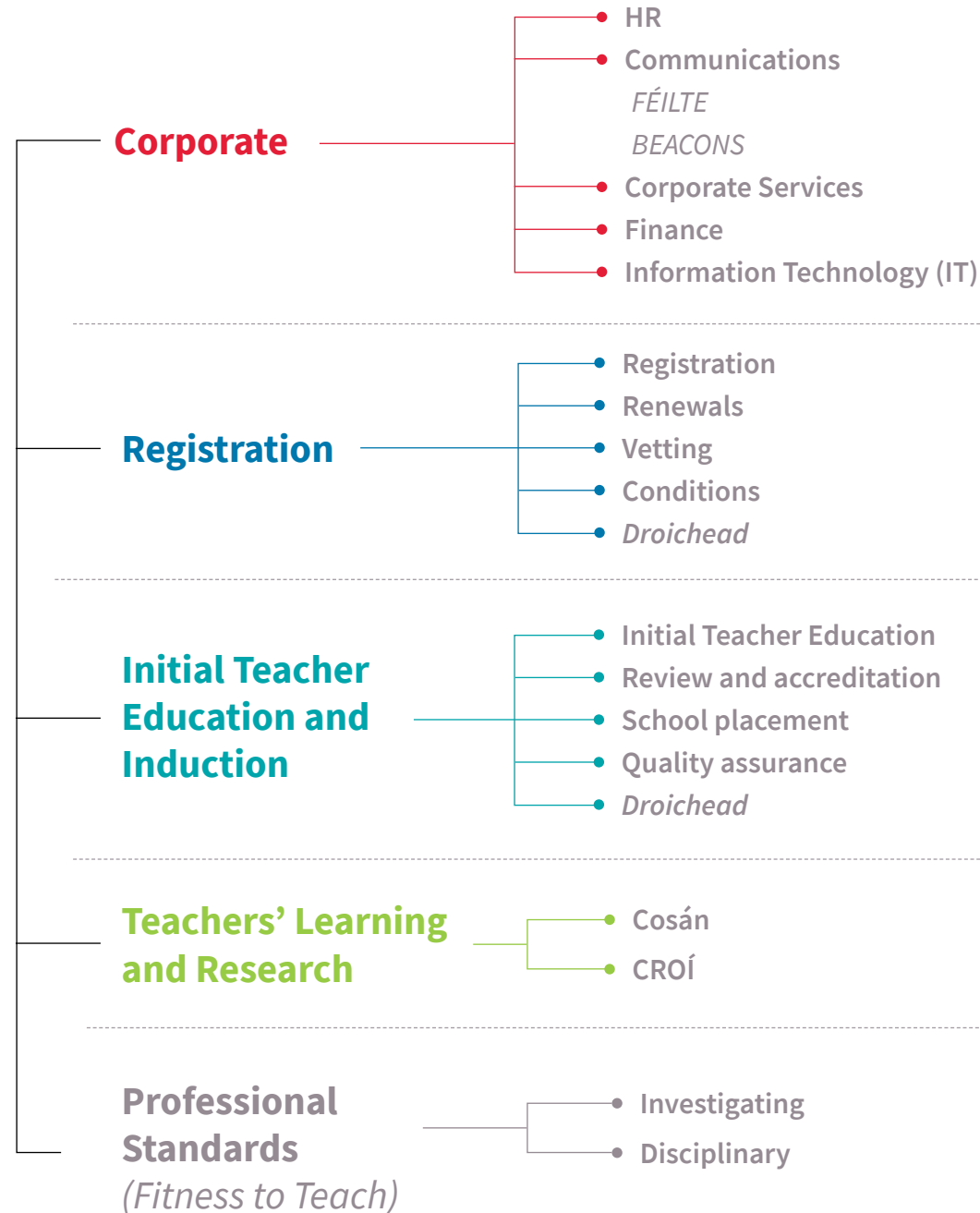
CMYK C: 0% M: 0% Y: 3% K: 9%	RGB R: 233 G: 233 B: 226
---	--

Secondary Colours

CMYK C: 60% M: 0% Y: 9% K: 0%	RGB R: 78 G: 198 B: 226	CMYK C: 0% M: 46% Y: 90% K: 0%	RGB R: 247 G: 154 B: 51
CMYK C: 7% M: 100% Y: 0% K: 0%	RGB R: 221 G: 7 B: 140	CMYK C: 100% M: 47% Y: 13% K: 50%	RGB R: 0 G: 67 B: 104
CMYK C: 25% M: 0% Y: 90% K: 0%	RGB R: 202 G: 219 B: 68	CMYK C: 77% M: 10% Y: 40% K: 0%	RGB R: 16 G: 169 B: 165
CMYK C: 0% M: 0% Y: 7% K: 20%	RGB R: 210 G: 210 B: 199		

The Teaching Council organisation structure

An Chomhairle
Mhúinteoireachta
The Teaching Council

Sub brands



Colour coding

We use a dominant colour for each of the five main sections of the organisation

To avoid visual communications becoming monotone please feel free to use some of the other colours in addition to the dominant colour.

Examples of this in use are shown on page 12 and 13.

Corporate

Registration

Initial Teacher Education and Induction

Teachers' Learning and Research

Professional Standards

Examples of covers designs using the dominant colours

Corporate	Registration	Initial Teacher Education and Induction	Teachers' Learning and Research	Professional Standards

Examples of Powerpoint designs using the dominant colours

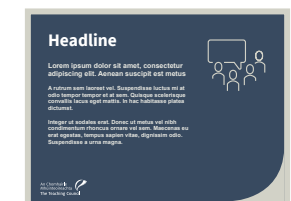
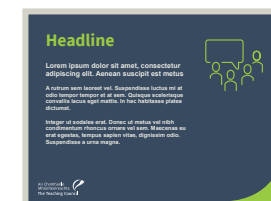
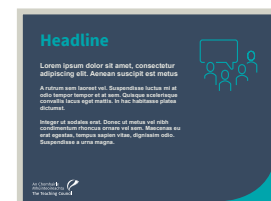
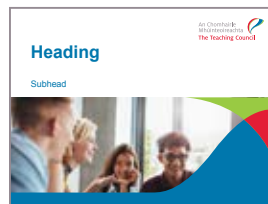
Corporate

Registration

Initial Teacher Education and Induction

Teachers' Learning and Research

Professional Standards



Fonts

Source Sans Pro

The Teaching Council uses Source Sans Pro as the supporting Sans Serif font for communication material.

This is an open source font and is available in six weights (Regular, ExtraLight, Light, Semibold, Bold, Black) in upright and italic styles.

Source Serif Pro

The Teaching Council uses Source Serif Pro as a font to highlight text and provide an alternative when something different is required.

Arial

Arial should replace Source Sans Pro when producing Microsoft and PowerPoint presentations.

Source Sans Pro light

The quick
brown fox jumped
over the lazy dog
123456?&%€

Source Sans Pro Regular

The quick
brown fox jumped
over the lazy dog
123456?&%€

Source Sans Pro bold

**The quick
brown fox jumped
over the lazy dog
123456?&%€**

Source Sans Pro light italic

*The quick
brown fox jumped
over the lazy dog
123456?&%€*

Source Sans Pro regular italic

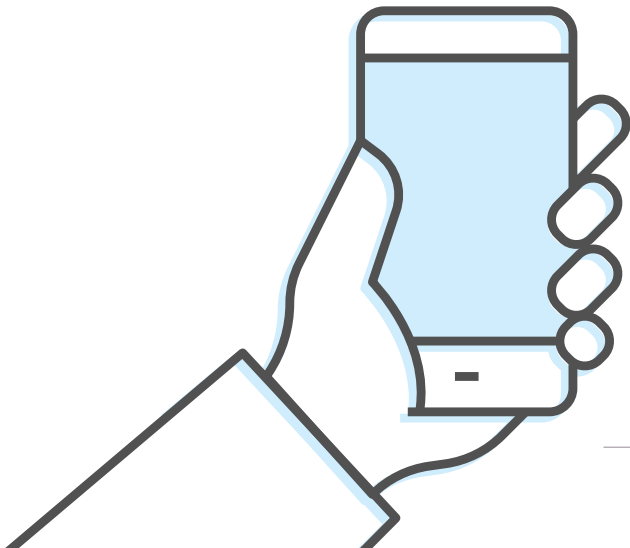
*The quick
brown fox jumped
over the lazy dog
123456?&%€*

Source Sans Pro bold italic

***The quick
brown fox jumped
over the lazy dog
123456?&%€***

Abc123

Icons (colour)



Icons



A person with their hair in a ponytail, wearing a red and blue plaid shirt, is seen from the back, working at a computer. The computer screen displays a colorful dashboard with various charts and data. The entire image is overlaid with a semi-transparent green filter.

Section 2

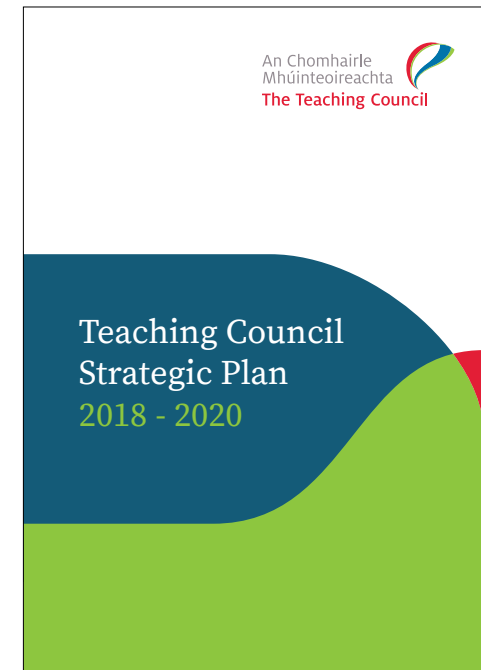
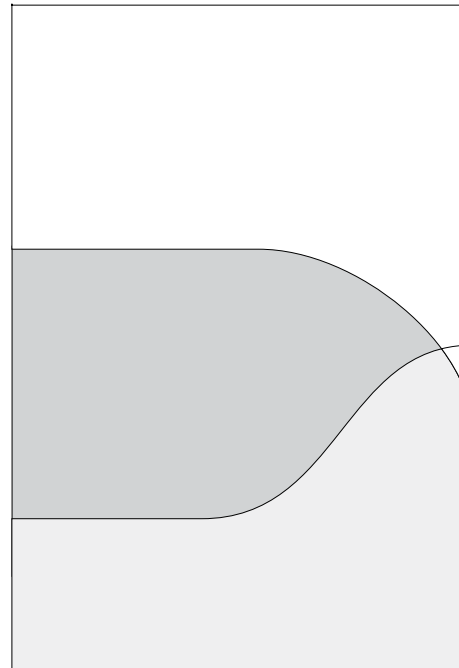
Publications

As The Teaching Council requirements cover a broad spectrum - from event branding requirements such as FÉILTE to more formal guidelines documents and reports, we have developed a design lock up/template system that will ensure consistency across all items - with flexibility to set the level of tone for each requirement.

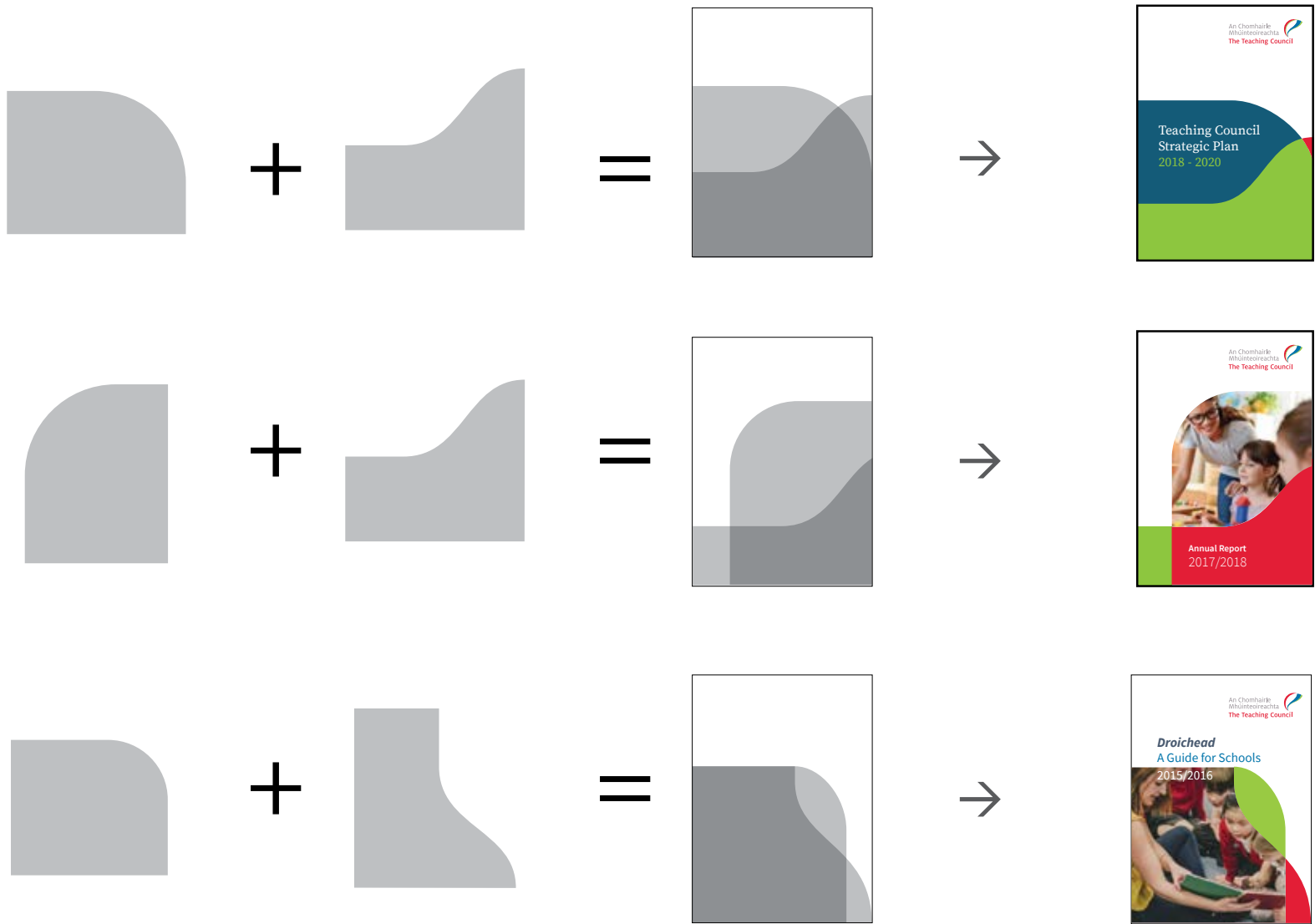
The design elements

We use two simple shapes from the logo that can overlap to create shapes that can hold images, graphics, colour and text.

Sliding these shapes up and over a page, banner or display area gives the creator the ability to add or subtract, depending on the requirement.

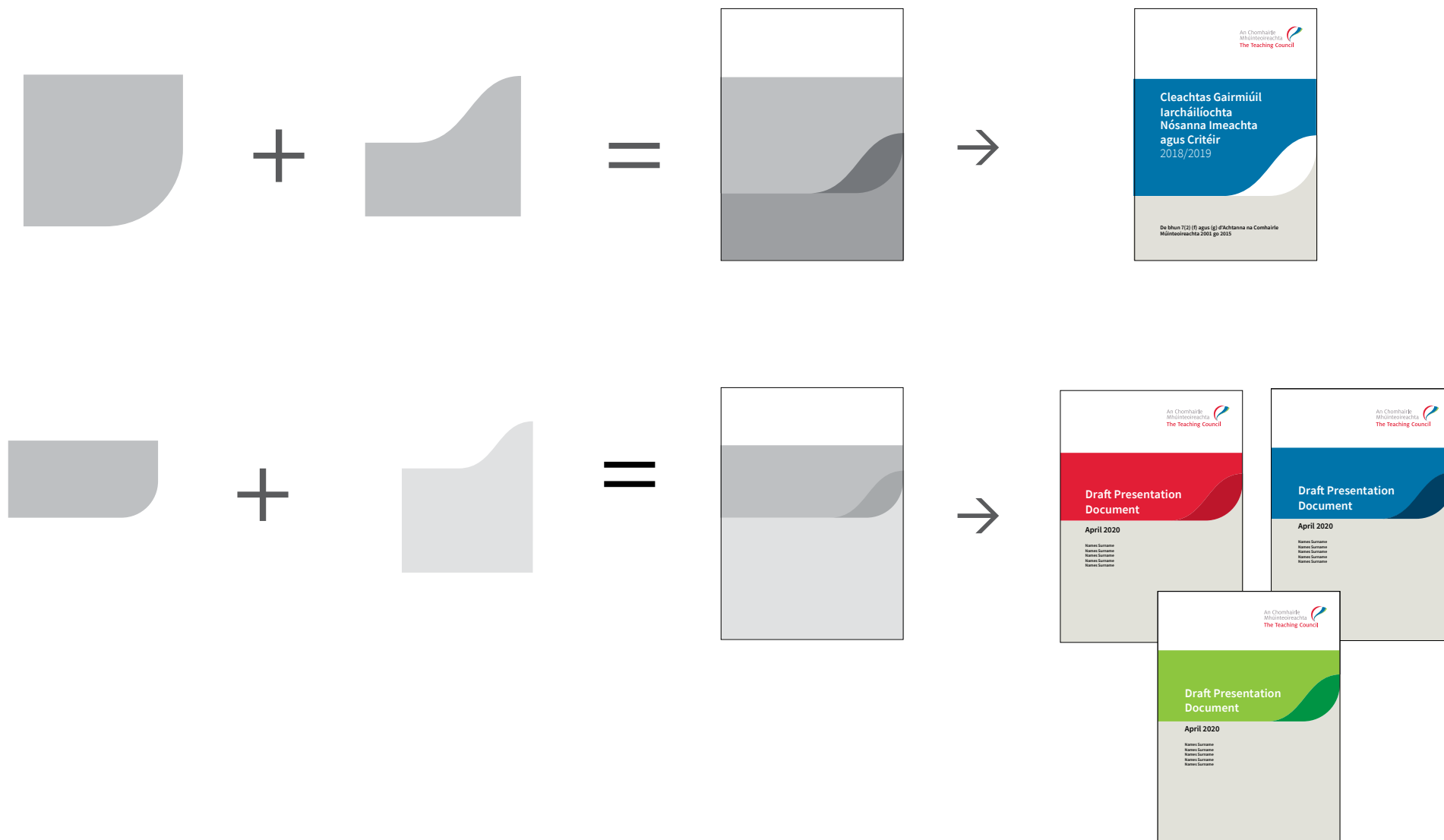


Here are some examples of the two shapes overlapping to create different spaces and counterspaces to hold colour, text and graphics.

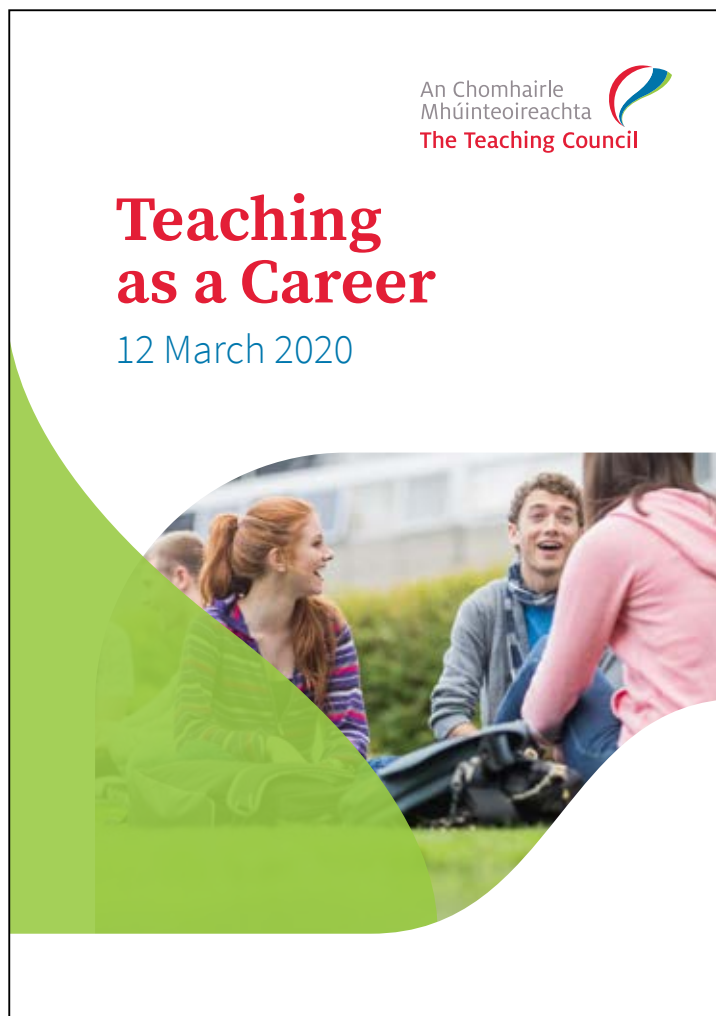


Word templates

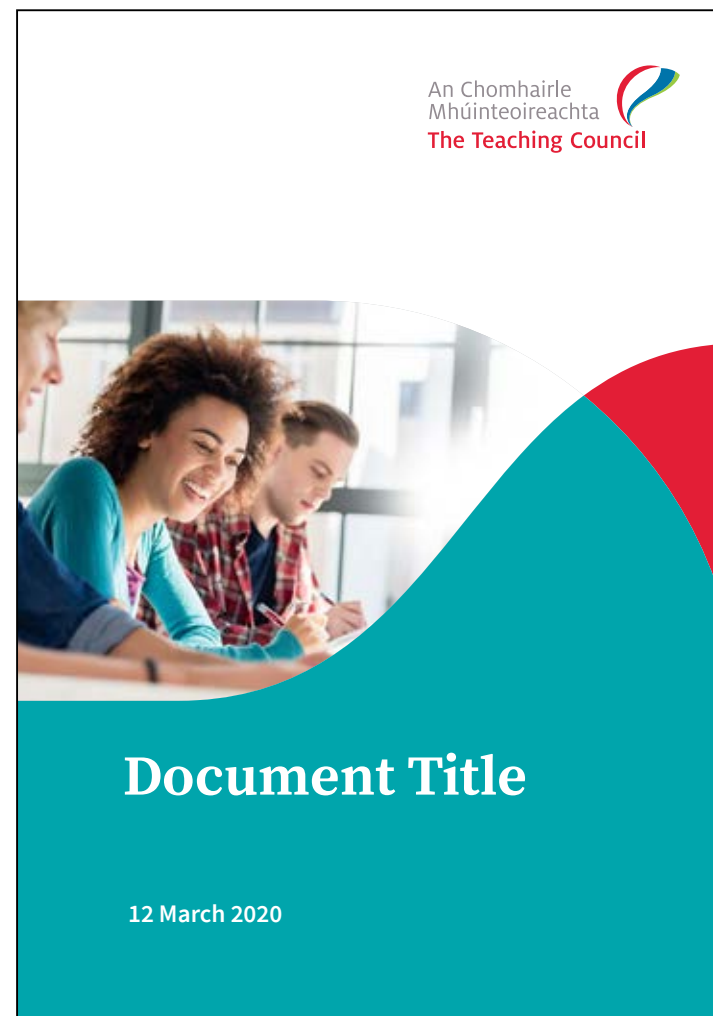
This design template can also be used to create more formal documents.



Examples of cover designs

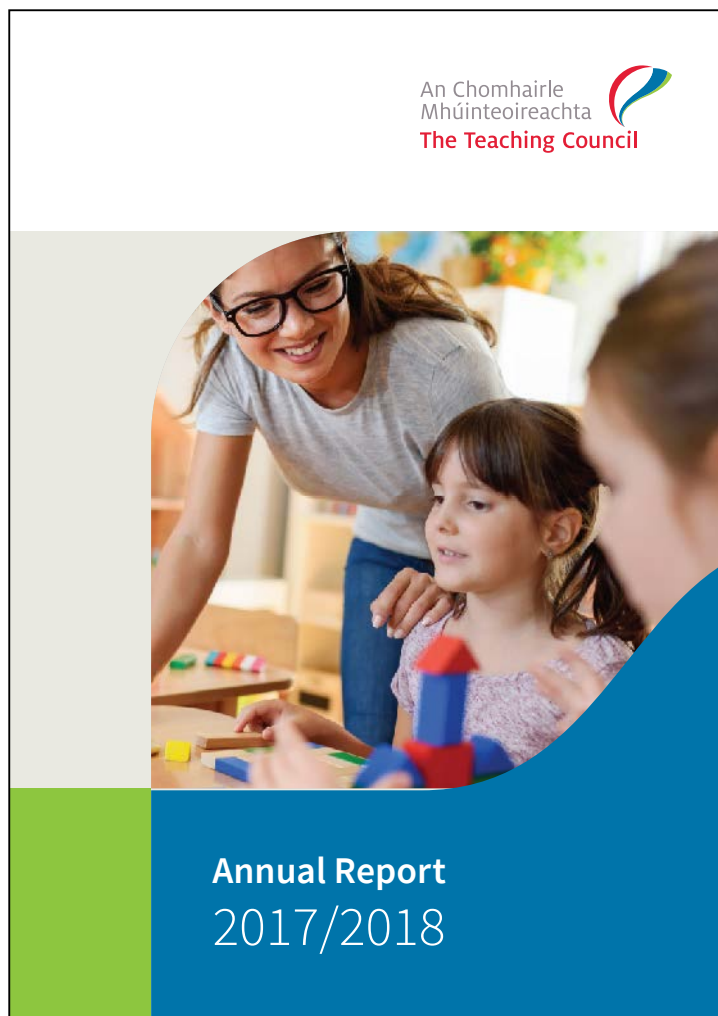


A4 Cover

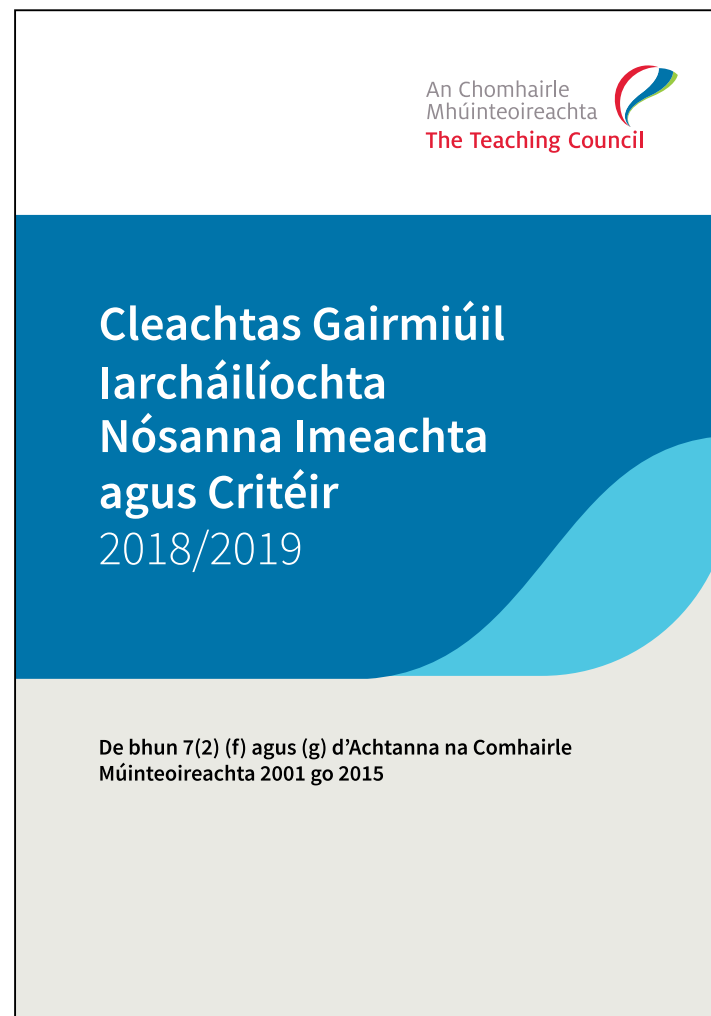


A4 Cover

Examples of cover designs



A4 Cover



A4 Cover

Newsletter

An Chomhairle
Mhúinteoirí
The Teaching Council

ISSUE 1 | MARCH 2020

Newsletter



Director's message

Nam sit amet sollicitudin est. Donec congue eleifend mauris at facilisis. Praesent dignissim arcu dictum nulla ullamcorper imperdiet.

Vivamus finibus, lacinia eu tincidunt tincidunt, lectus purus ultricies ligula, ac facilisis sapien mauris nec elit. Interdum et malesuada fames ac ante ipsum primis in faucibus. Duis tempus tellus et posuere consectetur. Nunc quis lacinia elit. Nulla non pulvinar lectus. Donec porta neque felis, a scelerisque lorem luctus sed.

Sed pulvinar, magna et consequat hendrerit, sem sapien lobortis urna, consequat ultricies nibh massa nec risus. Cras quis posuere ante. Maecenas porta sem nec lacinia ornare, bibendum sollicitudin urna porta. Vestibulum congue imperdiet ante, id pellentesque sem lacinia ut. Maecenas mi purus, vulputate vel lorem vitae, molestie pellentesque augue. Donec sodales ante varius, dapibus tortor in, pellentesque libero. Fusce rhoncus elementum nisi vitae aliquet. Nulla facilisi. Pellentesque laoreet mi quis mi iaculis ultrices. Nullam vitae turpis et nisi hendrerit auctor.

Sed pulvinar, magna et consequat hendrerit, sem sapien lobortis urna, consequat ultricies nibh massa nec risus. Cras quis posuere ante. Maecenas porta sem nec lacinia ornare, bibendum sollicitudin urna porta. Vestibulum congue imperdiet ante, id pellentesque sem lacinia ut.

Staff Updates

Welcome to the Teaching Council's first newsletter. As we continue to adapt to new ways of working during the COVID-19 crisis, we want to ensure that staff across the Council stay connected with each other and can share their experiences of this challenging time with their friends and colleagues.

See below the following links to developments on the work-front during Covid-19

IT Security

- Working From Home Daily Security Advice – Vishing
- Working From Home Daily Security Advice – Social Engineering, Spear Phishing & Business Email Compromise
- Working From Home Daily Security Advice – Phishing

HR Advices

- 30th April 2020- Link for Survey for staff
- 1 May 2020 - Latest Government Announcement on Covid19 Restrictions

Staff events

- 29th April - Staff Webinar - Update on Working during the Covid-19 pandemic
- 1st May - Workplace Wellbeing Day
- 1st May - Quiz Time
- 28 May - The BIG Picture!

Latest news


- General policy updates around registration
- Renewals
- Droichead
- Vetting
- FÉILTE
- Webinars

Newsletter

Newsletter

The Communications Team

Covid-Proofing the Office



Innovations during Covid-19


National Poetry Day

Quarantine
by Eavan Boland

In the worst hour of the worst season
of the worst year of a whole people
a man set out from the workhouse with his wife.
He was walking — they were both walking — north.
She was sick with famine fever and could not keep up.
He lifted her and put her on his back.
He walked like that west and west and north.
Until at nightfall under freezing stars they arrived.
In the morning they were both found dead.
Of cold. Of hunger. Of the toxins of a whole history.
But her feet were held against his breastbone.
The last heat of his flesh was his last gift to her.
Let no love poem ever come to this threshold.
There is no place here for the inexact
praise of the easy graces and sensuality of the body.
There is only time for this merciless inventory:
Their death together in the winter of 1847.
Also what they suffered. How they lived.
And what there is between a man and woman.
And in which darkness it can best be proved.

Difference between prose and poetry 30th April 2020. We had some interesting contributions for this event! Thanks to Tomás, Harry, Marie, Karen, Nollaig, Agnes and Sandra. Well done Poets!

Quiz Time



Friday 1st May was National Wellbeing Day and we had a lovely afternoon seeing colleagues and getting our competitive juices going! Everyone was in great spirits and we even managed a sin-song to finish it off.

Well done to everyone who took part and we are delighted to donate the proceeds to Focus Ireland

Working from Home

As many of us are working from home at the moment, we want to share photographs and stories that show how you are adapting to your temporary work environment.

This is your channel so please feel free to get in touch with us if you have any ideas and suggestions for content. You can contact the Communications team at comms@teachingcouncil.ie

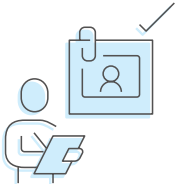
Competition Time

Street address | City, county/region, postcode
Teaching

Newsletter

Page layout

We recommend the use of generous margins with ample space in footers and headers when the content allows. This will help create clear uncluttered layouts

<p>An Chomhairle Mhúinteoireachta The Teaching Council</p> <h2>1 Introduction</h2> <h3>1.1 Background to Droichead Quality Assurance (DQA)</h3> <p>The <i>Droichead</i> process is an integrated professional induction framework for newly qualified teachers, which includes the period of professional practice that an NQT in a <i>Droichead</i> school is required to undertake following his or her initial registration.</p> <p>The <i>Droichead</i> Quality Assurance process was initiated with a view to examining the quality and consistency of the <i>Droichead</i> process in a number of schools involved in the pilot phase from September 2013. For the remainder of this report, the <i>Droichead</i> Quality Assurance process will be referred to as DQA.</p> <p>The conceptualisation of the DQA process has changed significantly since the early stages of <i>Droichead</i> policy development. In the first iteration of the <i>Droichead</i> Guide for Schools 2013/2014 (for year 1 of the pilot), it was envisaged that the Inspectorate would have an important quality assurance role by evaluating the work of a sample of NQTs who had completed the <i>Droichead</i> process in schools, through observation of their classroom practice.</p> <p>In light of significant concern voiced by pilot schools in relation to the proposed approach, an alternative DQA process was developed and approved by Council in July 2014. This DQA process takes cognisance of the core values of the Teaching Council; shared professional responsibility; professionally-led regulation, and collective professional confidence. This is reflected in the composition of the DQA (see Section 3) panels, which looks to the profession to assume responsibility not only for the induction of NQTs into the profession, but also the quality assurance of that process.</p> <p>In line with the quality assurance processes set out in <i>Droichead: A Guide for Schools 2015/2016</i>, the DQA process was initiated during the 2015/2016 school year. A DQA panel was established and a series of eight school visits took place in a spirit of collegiality and collaboration. During these visits, the panel discussed the process with the principal, the professional support team and the newly qualified teacher. A report was compiled outlining the findings of the DQA panels. This report was approved by the Teaching Council on 6 March 2017 and can be found at http://www.teachingcouncil.ie/en/publications/teacher-education/documents/droichead-quality-assurance-dqa-report-2017.pdf.</p> <p>The second cycle of DQA was initiated during the 2017/2018 school year. A DQA panel was established and a series of twenty-four school visits took place. A report was compiled outlining the findings of the DQA panel. This report can be found at https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Droichead-Quality-Assurance-Report-2018.pdf.</p> <p>Currently, <i>Droichead</i> Quality Assurance is one of a number of mechanisms in place to assure the quality and consistency of the <i>Droichead</i> process nationally as outlined in 'Droichead: The Professional Induction Framework March 2017' at 1.1.9.</p> <p>The DQA Panel does this in two main ways:</p> <ol style="list-style-type: none">1. Completion of annual reviews at national level in order to promote and develop a shared understanding across schools about what works well in <i>Droichead</i>, within different school contexts.2. Consideration of requests from individual NQTs for their <i>Droichead</i> process to be reviewed in line with the quality assurance processes set out in <i>Droichead</i>: The Integrated Professional Induction Framework March 2017, the DQA process was initiated during the 2019 school year. A DQA panel was established and a series of twelve school visits took place in a spirit of collegiality and collaboration. This DQA process reflects the schools' experiences based on the policy arrangements in <i>Droichead</i>: The Integrated Professional Induction Framework, March 2017.	<p>Name of Report January 2020</p> <h3>1.2 Purpose of DQA</h3> <p>The purpose of the DQA process is to examine both the quality and consistency of <i>Droichead</i> across schools, and also how NQTs' experiences reflect this quality and consistency.</p> <p>In achieving this, it is intended that the DQA process will seek to:</p> <ul style="list-style-type: none">• promote and develop a shared understanding across schools about what works well in <i>Droichead</i>, within various school contexts• examine if the <i>Droichead</i> process, as implemented, is fair, and consistent with Teaching Council Policy.• make recommendations to the Teaching Council in relation to the procedures for quality assurance for the <i>Droichead</i> process. <p>As schools exist in a variety of contexts, the focus of the DQA is placed on consistency rather than uniformity across participating schools.</p> <p>The following key principles guide the DQA process:</p> <ul style="list-style-type: none">• shared professional responsibility and professionally-led regulation;• sharing good practice;• the NQT is central to the process;• fairness and consistency. <p>This is not a research report. The purpose of this document is to outline the findings of the DQA panels as a result of visits to a number of <i>Droichead</i> schools. It is intended that this process will inform future policy development in relation to quality assurance.</p> <p>The findings of the research on the pilot phase of <i>Droichead</i>, conducted by the ESRI, can be found in the report <i>Review of the Droichead Teacher Induction Pilot Programme</i> (2016).</p>  <p>Nunc imperdiet ultrices orci sed mollis. Maecenas sed ante vitae massa elementum rhoncus. Etiam mauris ante, gravida ac dui eu, cursus porttitor nisl.</p>
Page 2	Page 3

Also to avoid long columns of unbroken text we encourage the use of text pullouts, bullet points and graphics when the opportunity arises

Page layout

Adding to content

Using a photograph or infographic/icon to help make a point or to complete a section can help add personality to the content and is a useful way to break up long sections of copy.



All schools that participated in *Droichead* during Year 5 (2017-2018) were collated and a sample of schools was selected for the DQA process. These schools were randomly selected; this selection of schools took place in January 2019. During this timeframe 651 schools (395 primary schools, 256 post-primary schools) supported 1731 NQTs (989 primary, 742 post-primary) through the *Droichead* process.

A total of twelve schools were randomly selected, six from primary and six from post-primary. The criteria for selection was based on having an NQT apply for *Droichead* during the 2017-2018 academic year.

2.1 Anonymisation

Schools participating in the DQA process are anonymised in this report. The schools' profiles are generalised and the schools are referred to using the anonymisation codes as outlined in the table below:

School A	School A is a large single-sex post-primary school with 57 teachers. In the school year 2017-2018, five NQTs completed the <i>Droichead</i> process at this school. The PST team was formed from within the school and all PST members have completed <i>Droichead</i> professional development with the NIPT.
School B	School B is a large mixed community post-primary school with 65 teachers. The school participates in DEIS. In the school year 2017-2018, five NQTs completed the <i>Droichead</i> process. The PST team was formed from within the school and all PST members have completed <i>Droichead</i> professional development with the NIPT.
School C	School C is a large mixed post-primary school with 50 teachers. In the school year 2017-2018, two NQTs completed the <i>Droichead</i> process. The PST team was formed from within the school and all PST members have completed <i>Droichead</i> professional development with the NIPT.
School D	School D is a mixed post-primary school with 23 teachers. In the school year 2017-2018, three NQTs completed the <i>Droichead</i> process. The PST team was formed from within the school and all PST members have completed <i>Droichead</i> professional development with the NIPT.
School E	School E is a large single-sex post-primary school with 47 teachers. The school participates in DEIS. In the school year 2017-2018, six NQTs completed the <i>Droichead</i> process. The PST team was formed from within the school and all PST members have completed <i>Droichead</i> professional development with the NIPT.
School F	School F is a special school with 5 teachers and an administrative principal. In the school year 2017-2018, three NQTs completed the <i>Droichead</i> process. The PST team was formed from within the school and all PST members have completed <i>Droichead</i> professional development with the NIPT.
School G	School G is a large mixed mainstream primary school with 44 teachers and an administrative principal. In the school year 2017-2018, four NQTs completed the <i>Droichead</i> process. The PST team was formed from within the school and all PST members have completed <i>Droichead</i> professional development with the NIPT.
School H	School H is a mixed mainstream primary school with 18 teachers and an administrative principal. In the school year 2017-2018, two NQTs completed the <i>Droichead</i> process. The PST team was formed from within the school and all PST members have completed <i>Droichead</i> professional development with the NIPT.

3 Heading

3.1 Composition of the Panels

The composition and work of the DQA panels may be summarised as follows:

Review panels are established by the Teaching Council to quality assure the *Droichead* process. Each panel includes an independent Chairperson, a registered teacher from the relevant sector and a person with expertise in the support and/or evaluation of teaching and learning at school level. The review 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 (see Appendix 2). Following its review, the panel submits a 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.

In January 2019, two DQA panels, one primary and one post-primary, were established by the Teaching Council. In order to ensure consistency, one Chairperson was appointed to oversee the work of both panels.

A Teaching Council Associate, acting in the role of rapporteur, supported the work of each panel. DQA panel membership can be found in Appendix 1.

Each panel visited the selected schools relevant to its sector. The Chairperson visited all schools, both primary and post-primary. This report outlines the findings of these visits.

3.2 Preparation for the DQA Process

In February and March 2019, the panels met in the Teaching Council offices in Maynooth to engage in professional development before school visits. On that day the panels were briefed on the *Droichead* process, including the procedures and criteria involved in the process, the rationale for DQA and the roles and responsibilities of the panel members. A visit schedule and provisional dates for drafting and finalising the report were agreed by the panels and rapporteur on that day.



Page layout


Section starts

Chapter and section starts can be used to introduce colour and/or imagery in documents with heavy content if appropriate

An Chomhairle Mhúinteaireachta | The Teaching Council

4

Enhancing standards of professional conduct and practice



The second edition of the Code of Professional Conduct (updated in 2016) sets out the standards of professional knowledge, skill, competence and conduct that are expected of registered teachers. The Code is a statement of what good teaching should look and feel like. It is a statutory document that acts as a reference point during Fitness to Teach inquiries.

The Council's Fitness to Teach functions (Part 5 of the Teaching Council Acts 2001-2015) were commenced on 25 July 2016. The Council can now investigate complaints made against registered teachers on serious matters. Once a complaint is made, the Council will initiate an investigation and decide if it should be dealt with through the Council's formal disciplinary procedures.

The Council may, following a disciplinary hearing, decide to advise, admonish or censure the teacher in writing, impose conditions on the teacher's registration, or suspend or remove the teacher from the Register of Teachers.

Where a teacher is suspended or removed from the Register, they are not eligible to be paid a State-funded salary.

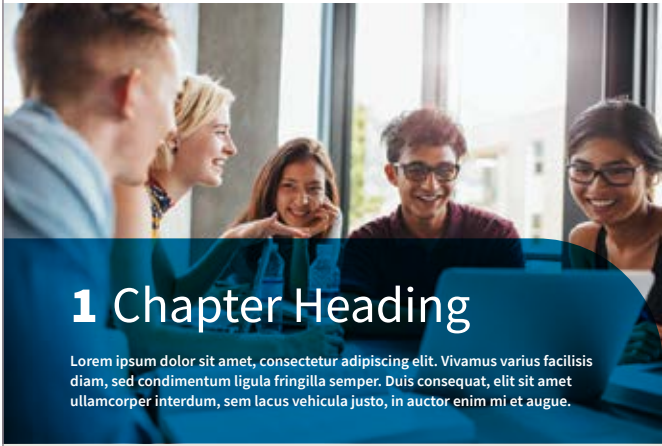
The Council advises that complaints should be brought to the teacher's school before they are brought to the Teaching Council. However, where a child or vulnerable person is at risk, this should be brought to the attention of An Garda Síochána and Tusla – The Child and Family Agency.

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An Chomhairle Mhúinteaireachta | The Teaching Council

1

Chapter Heading



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		<p>Statement of Purpose</p> <p>The Teaching Council develops, promotes and verifies high standards in teacher education and teachers' professionalism through effective policies, regulation and research.</p> <p>We seek to support shared learning, wellbeing, growth and innovation for all teachers and learners.</p> <p>In this way, we seek to foster an environment where quality teaching and learning thrive.</p>		



Some content may need to be highlighted by using solid areas from the colour palette, **however, this should be used sparingly** as most documents may be downloaded and printed it is more environmentally efficient on use of ink toner.

Page layout

Two Column Grid


The majority of our documents use a two column grid. This two column system helps keep line length shorter and provides more flexibility with page design.

Main section headings and intro paragraph can span two columns

Ar Shamhairle Mhínteoiríocht | The Teaching Council

1 Chapter Heading

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Page 7

Page layout One Column Grid

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<p>An Chomhairle Mhúinteireachta The Teaching Council</p> <h1>1 Introduction</h1> <h2>1.1 Background to Droichead Quality Assurance (DQA)</h2> <p>The Droichead process is an integrated professional induction framework for newly qualified teachers, which includes the period of professional practice that an NQT in a Droichead school is required to undertake following his or her initial registration.</p> <p>The Droichead Quality Assurance process was initiated with a view to examining the quality and consistency of the Droichead process in a number of schools involved in the pilot phase from September 2013. For the remainder of this report, the Droichead Quality Assurance process will be referred to as DQA.</p> <p>The conceptualisation of the DQA process has changed significantly since the early stages of Droichead policy development. In the first iteration of the Droichead Guide for Schools 2013/2014 (for year 1 of the pilot), it was envisaged that the Inspectorate would have an important quality assurance role by evaluating the work of a sample of NQTs who had completed the Droichead process in schools through observation of their classroom practice.</p> <p>In light of significant concern voiced by pilot schools in relation to the proposed approach, an alternative DQA process was developed and approved by Council in July 2014. This DQA process takes cognisance of the core values of the Teaching Council; shared professional responsibility; professionally-led regulation, and collective professional confidence. This is reflected in the composition of the DQA (see Section 3) panels, which looks to the profession to assume responsibility not only for the induction of NQTs into the profession, but also the quality assurance of that process.</p> <p>In line with the quality assurance processes set out in Droichead: A Guide for Schools 2015/2016, the DQA process was initiated during the 2015/2016 school year. A DQA panel was established and a series of eight school visits took place in a spirit of collegiality and collaboration. During these visits, the panel discussed the process with the principal, the professional support team and the newly qualified teacher. A report was compiled outlining the findings of the DQA panels. This report was approved by the Teaching Council on 6 March 2017 and can be found at http://www.teachingcouncil.ie/en/publications/teacher-education/documents/Droichead-quality-assurance-dqa-report-2017.pdf.</p> <p>The second cycle of DQA was initiated during the 2017/2018 school year. A DQA panel was established and a series of twenty-four school visits took place. A report was compiled outlining the findings of the DQA panel. This report can be found at https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Droichead-Quality-Assurance-Report-2018.pdf.</p> <p>Currently, Droichead Quality Assurance is one of a number of mechanisms in place to assure the quality and consistency of the Droichead process nationally as outlined in 'Droichead: The Professional Induction Framework March 2017' at 1.1.9.</p> <p>The DQA Panel does this in two main ways:</p> <ol style="list-style-type: none">1. Completion of annual reviews at national level in order to promote and develop a shared understanding across schools about what works well in Droichead, within different school contexts.2. Consideration of requests from individual NQTs for their Droichead process to be reviewed in line with the quality assurance processes set out in Droichead: The Integrated Professional Induction Framework March 2017, the DQA process was initiated during the 2019 school year. A DQA panel was established and a series of twelve school visits took place in a spirit of collegiality and collaboration. This DQA process reflects the schools' experiences based on the policy arrangements in Droichead: The Integrated Professional Induction Framework, March 2017. <p>Page 11</p>	<p>Home of Report Report January 2020</p> <h2>1.2 Purpose of DQA</h2> <p>The purpose of the DQA process is to examine both the quality and consistency of Droichead across schools, and also how NQTs' experiences reflect this quality and consistency.</p> <p>In achieving this, it is intended that the DQA process will seek to:</p> <ul style="list-style-type: none">1 promote and develop a shared understanding across schools about what works well in Droichead, within various school contexts2 examine if the Droichead process, as implemented, is fair, and consistent with Teaching Council Policy.3 make recommendations to the Teaching Council in relation to the procedures for quality assurance for the Droichead process. <p>As schools exist in a variety of contexts, the focus of the DQA is placed on consistency rather than uniformity across participating schools.</p> <p>The following key principles guide the DQA process:</p> <ul style="list-style-type: none">1 shared professional responsibility and professionally-led regulation;2 sharing good practice;3 the NQT is central to the process;4 fairness and consistency. <p>This is not a research report. The purpose of this document is to outline the findings of the DQA panels as a result of visits to a number of Droichead schools. It is intended that this process will inform future policy development in relation to quality assurance.</p> <p>The findings of the research on the pilot phase of Droichead, conducted by the ESRI, can be found in the report Review of the Droichead Teacher Induction Pilot Programme (2016).</p> <p>Nunc imperdiet ultrices orci sed mollis. Maecenas sed ante vitae massa elementum rhoncus. Etiam mauris ante, gravida ac dui eu, cursus porttitor nisl.</p>  <p>Page 13</p>
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Page layout Typography

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Subheads

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Body copy

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An Chomhairle Mhúinteoiríochta | The Teaching Council

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1 Introduction

1.1 Background to Droichead Quality Assurance (DQA)

The *Droichead* process is an integrated professional induction framework for newly qualified teachers, which includes the period of professional practice that an NQT in a *Droichead* school is required to undertake following his or her initial registration.

The *Droichead* Quality Assurance process was initiated with a view to examining the quality and consistency of the *Droichead* process in a number of schools involved in the pilot phase from September 2013. For the remainder of this report, the *Droichead* Quality Assurance process will be referred to as DQA.

The conceptualisation of the DQA process has changed significantly since the early stages of *Droichead* policy development. In the first iteration of the *Droichead* Guide for Schools 2013/2014 (for year 1 of the pilot), it was envisaged that the Inspectorate would have an important quality assurance role by evaluating the work of a sample of NQTs who had completed the *Droichead* process in schools, through observation of their classroom practice.

In light of significant concern voiced by pilot schools in relation to the proposed approach, an alternative DQA process was developed and approved by Council in July 2014. This DQA process takes cognisance of the core values of the Teaching Council; shared professional responsibility; professionally-led regulation, and collective professional confidence. This is reflected in the composition of the DQA (see Section 3) panels, which looks to the profession to assume responsibility not only for the induction of NQTs into the profession, but also the quality assurance of that process.

In line with the quality assurance processes set out in *Droichead: A Guide for Schools 2015/2016*, the DQA process was initiated during the 2015/2016 school year. A DQA panel was established and a series of eight school visits took place in a spirit of collegiality and collaboration. During these visits, the panel discussed the process with the principal, the professional support team and the newly qualified teacher. A report was compiled outlining the findings of the DQA panels. This report was approved by the Teaching Council on 6 March 2017 and can be found at

<http://www.teachingcouncil.ie/en/publications/teacher-education/documents/Droichead-quality-assurance-dqa-report-2017.pdf>.

The second cycle of DQA was initiated during the 2017/2018 school year. A DQA panel was established and a series of twenty-four school visits took place. A report was compiled outlining the findings of the DQA panel. This report can be found at

<https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Droichead-Quality-Assurance-Report-2018.pdf>.

Currently, *Droichead* Quality Assurance is one of a number of mechanisms in place to assure the quality and consistency of the *Droichead* process nationally as outlined in '*Droichead: The Professional Induction Framework March 2017*' at 1.1.9.

The DQA Panel does this in two main ways:

1. Completion of annual reviews at national level in order to promote and develop a shared understanding across schools about what works well in *Droichead*, within different school contexts.
2. Consideration of requests from individual NQTs for their *Droichead* process to be reviewed in line with the quality assurance processes set out in *Droichead: The Integrated Professional Induction Framework March 2017*, the DQA process was initiated during the 2019 school year. A DQA panel was established and a series of twelve school visits took place in a spirit of collegiality and collaboration. This DQA process reflects the schools' experiences based on the policy arrangements in *Droichead: The Integrated Professional Induction Framework, March 2017*.

1.2 Purpose of DQA

The purpose of the DQA process is to examine both the quality and consistency of *Droichead* across schools, and also how NQTs' experiences reflect this quality and consistency.

In achieving this, it is intended that the DQA process will seek to:

- promote and develop a shared understanding across schools about what works well in *Droichead*, within various school contexts
- examine if the *Droichead* process, as implemented, is fair, and consistent with Teaching Council Policy,
- make recommendations to the Teaching Council in relation to the procedures for quality assurance for the *Droichead* process.

As schools exist in a variety of contexts, the focus of the DQA is placed on consistency rather than uniformity across participating schools.

The following key principles guide the DQA process:

- shared professional responsibility and professionally-led regulation;
- sharing good practice;
- the NQT is central to the process;
- fairness and consistency.

This is not a research report. The purpose of this document is to outline the findings of the DQA panels as a result of visits to a number of *Droichead* schools. It is intended that this process will inform future policy development in relation to quality assurance.

The findings of the research on the pilot phase of *Droichead*, conducted by the ESRI, can be found in the report *Review of the Droichead Teacher Induction Pilot Programme (2016)*.

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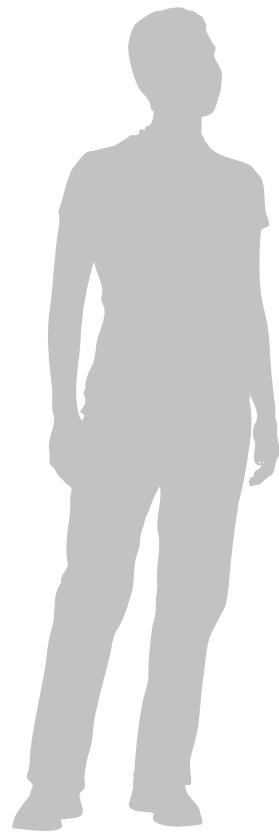


Bannerstands



Example 1

Bannerstands



Example 3



Example 4

Section 3

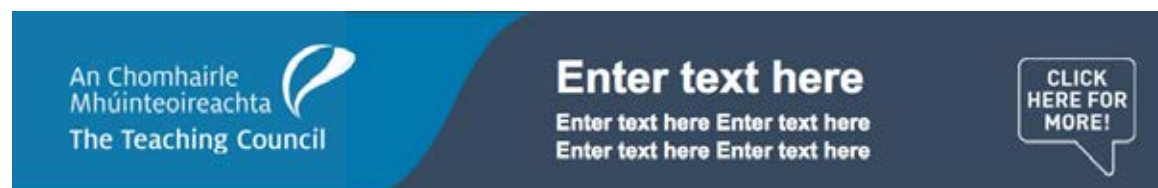
Digital applications



Web banners




Web banners




Powerpoint Sample 1 (Blue)

Heading

Subhead

A photograph of four young adults (three women and one man) smiling and engaged in conversation. They are in a bright, modern interior space with large windows in the background. The image is partially obscured by a large, stylized graphic element on the right side, which consists of overlapping green, red, and blue curved shapes.



An Chomhairle
Mhúinteoiríreachta
The Teaching Council

Presentation to the Council


12 March 2020
Dublin

Headline


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An Chomhairle
Mhuinteoireachta
The Teaching Council




Powerpoint Sample 2 (Green)

Heading

Subhead

A photograph of four young people (three women and one man) smiling and talking in a modern, brightly lit setting. The image is partially obscured by a large, stylized graphic element on the right side, which consists of overlapping green and red shapes.



An Chomhairle
Mhúinteoiríreachta
The Teaching Council

Presentation to the Council

12 March 2020
Dublin


Headline


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Headline

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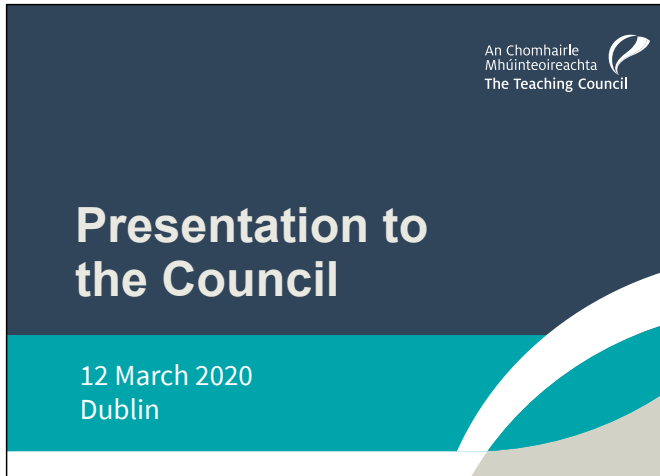
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An Chomhairle
Mhínteoireachta
The Teaching Council



Powerpoint Sample 3 (Teal)



Letterhead and Business card

Templates for letterhead and Business cards are available from (X).

An Chomhairle
Mhúinteoireachta
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Title

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f @TeachingCouncil

Research
Reflective Practice
Relationships

Taighde
Cleachtas Athmhachnaimh
Caidrimh



Section 3

Sub brands

Some sections of the Teaching Council have their own identities. These are part of The Teaching Council's outreach programmes which require a different look and feel to our core identity. These include:

CROÍ

BEACONS

Droichead

Cosán

FÉILTE

Sub Brands - CROÍ

The CROÍ Research Series (Collaboration and Research for Ongoing Innovation) draws together a number of strands of the Council's work which will encourage teachers' engagement with research as well as providing support to teachers who undertake research.

It is aimed at promoting a wider understanding of the research that teachers do to support innovation in teaching and learning.



Sub Brands

BEACONS




BEACONS

Bringing Education Alive for our
Communities On a National Scale

Through BEACONS, the Teaching Council is leading a diverse group of stakeholders and people to explore new ways for supporting more and better conversations between teachers, parents and students at the local community level.

The goal is to develop a suite of models that any school could choose from and adapt to their own needs, based on the emerging core principles of BEACONS. The intention is that this work would facilitate enhanced engagement between local communities and national consultative processes on issues of common interest and importance.





**BEACONS**
Bringing Education Alive for our
Communities On a National Scale


Sharing our Learning
Connecting our Voices




Education matters
A conversation for your community

- > Students
- > Teachers
- > Parents
- > All partners welcome



**When**
16-17 May
2019

**Where**
Burren College of Art,
Ennistymon, Co. Clare

   **BEACONS_Tribe** | www.beaconstribe.ie

Sub Brands

Cosán, Droichead and ITE

Cosán is a flexible framework that acknowledges the need for teachers to have access to rich and varied quality learning opportunities that best meet their learning needs and those of their students. Cosán recognises teachers as autonomous and responsible learning professionals.

Droichead is an integrated professional induction framework for newly qualified teachers.



Sub Brands

FÉILTE

feilte

FÉILTE is an annual festival that celebrates the work that teachers do every day in their classrooms.

This festival is run by the teaching council but has a different look and feel to our other work.

For FÉILTE visuals we use a brush effect to add a more distinct and informal look and feel of FÉILTE posters, banners and literature.

The colour combination for FÉILTE changes each year.

These colours do not have to be from The Teaching Council Colour Palette.

The following are some examples of how we use the brush stroke and colour to pdesign FÉILTE materials



Poster

Web banner



Ad

feilte

**NUI
Galway**
Day
September
2021

**FÉILTE is the Teaching Council's
annual Festival of Education in
Learning and Teaching Excellence**

It celebrates the wonderful work that teachers do
every day in their classrooms, and gives teachers
the opportunity to collaborate and share this
work with each other and with the wider public.



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The Teaching Council

@teachingcouncil | @feilte | www.teachingcouncil.ie

Keep an eye on
www.feilte.ie
for 2020 dates!

feilte

VENUE
Day
Month
Year

**FÉILTE is the Teaching Council's
annual Festival of Education in
Learning and Teaching Excellence**

It celebrates the wonderful work that teachers do
every day in their classrooms, and gives teachers
the opportunity to collaborate and share this
work with each other and with the wider public.



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Keep an eye on
www.feilte.ie
for 2020 dates!

Photography

Principles for photo selection for The Teaching Council publications

In some of The Teaching Council publications it is appropriate to use images of teachers at work, however as much of the information we produce is of a regulatory or more formal nature, this should be considered when choosing an image. In some cases no image may be more appropriate.

We have a bank of images available for use in our publications that range from primary school children in schools, to adult learning or office staff.

Whenever possible images of people should:

- be balanced in terms of gender and ethnic background (this can be difficult to achieve in one image so the balance may be achieved using multiple images throughout the document)
- be realistic, credible-looking, not obviously staged
- be preferably free of clichés, i.e. blackboards
- not depict adults and children in close proximity (i.e. child sitting on parents shoulders or knee)
- never hold up an individual or group to mockery or dislike
- relate to the subject matter (consider the mood of the subject).

Technical

Photos for all reports should be large enough (in pixel dimensions) for the cropped area being used to be reproduced at 300 dots per inch at the final size. They should be jpeg format.

Web banners

Pixel size

950 x 150

NOTE

DO not use images of people's faces in Fitness to Practice communications



Examples of Teaching Council images



Examples of The Teaching Council images



In some cases no
image may be more
appropriate.



