



The Teaching Council
An Chomhairle Mhúinteoireachta

Career Entry Professional Programme (CEPP)

CONSULTATION DOCUMENT

January 2012

1. INTRODUCTION

The Career Entry Professional Programme (CEPP) is a new programme which has been designed by the Teaching Council as being appropriate for a newly qualified teacher (NQT) wishing to be fully registered with the Council, in compliance with sections 7(2) (f) and (g) of the Teaching Council Act, 2001 (see Appendix 6 for the full text of these sections). It has been designed and developed having regard to the principles established by the Council in its *Policy on the Continuum of Teacher Education*.

In CEPP, the Council is proposing an innovative, integrated and improved entry into the teaching profession for NQTs for the purpose of ensuring that they are competent practitioners, having regard to standards for full registration established by the Council.

CEPP is designed to ensure that the transition from student teacher to independent practitioner is a very positive and professional experience. The NQT is central to the process, assuming professional responsibility for his/her work, being supported by a mentor and the school principal, and participating in a multi-faceted induction programme facilitated by the National Induction Programme for Teachers (NIPT).

Satisfactory engagement in, and completion of, a CEPP programme, including its school-based and out-of-school strands, will be mandatory for NQTs seeking full registration with the Teaching Council. It is entirely separate to probation for employment purposes, which is a matter for the employer.

2. CEPP AND THE CONTINUUM OF TEACHER EDUCATION

In parallel with the introduction and development of CEPP, ITE programmes are undergoing a significant reconceptualisation, having regard to criteria published by the Teaching Council in June 2011. They will involve an extended school placement and the commencement of a professional portfolio by the student teacher. Reconceptualised programmes will also have an increased emphasis on the development of teachers as reflective practitioners. The CEPP programme will build on the foundations established in ITE for the teacher's lifelong learning journey and will extend and deepen the knowledge, skills and competence developed in that phase. Together, the reconceptualised ITE programmes and the new CEPP programme will ensure that teachers are prepared appropriately for entry to their professional role.

3. GUIDING PRINCIPLES OF CEPP

The following ten principles are central to CEPP:

- 3.1 **Ownership of the process by the teaching profession** – experienced practitioners are trusted to assume responsibility for the entry of NQTs into the profession.
- 3.2 **Integration** – between the school-based and out-of-school strands and between CEPP and previous and subsequent stages on the continuum of teacher education.
- 3.3 **Progression** – CEPP is part of a career-long developmental process that builds on the experience of ITE and extends and deepens the knowledge, skills and competence acquired during that phase.
- 3.4 **Support** – emphasis on:
 - supporting and nurturing the NQT
 - identifying those NQTs who need additional support
 - promoting support among NQTs
 - establishing professional support groups
 - the provision of support for mentors and principals by the NIPT
 - the collaboration of the Inspectorate.
- 3.5 **NQT ownership of his/her personalised CEPP programme** – the NQT assumes responsibility for his/her professional development.
- 3.6 **Consistency** – of access and provision, nationally and sectorally.
- 3.7 **Quality** – as evaluated through quality assurance processes that are based on the Standards for Full Registration (see Table 1).
- 3.8 **Access** – guaranteed access to school-based and out-of-school strands for all NQTs who have conditional registration.
- 3.9 **Flexibility** – so as to cater for the small number of situations where particular circumstances make application of the standard model difficult.
- 3.10 **Adequate planning and resourcing** – the programme should have access to a well-resourced support service. Appropriate structures, resources and processes (including professional development of mentors and principals, time for meetings with mentors, etc.) should be in place to support the CEPP programme. With regard to the latter, discrete time should be set aside by schools to meet identified needs.

4. THE CEPP PROGRAMME

CEPP will facilitate the NQT's personal and professional development and support his/her growth as an independent, self-directed, reflective practitioner.

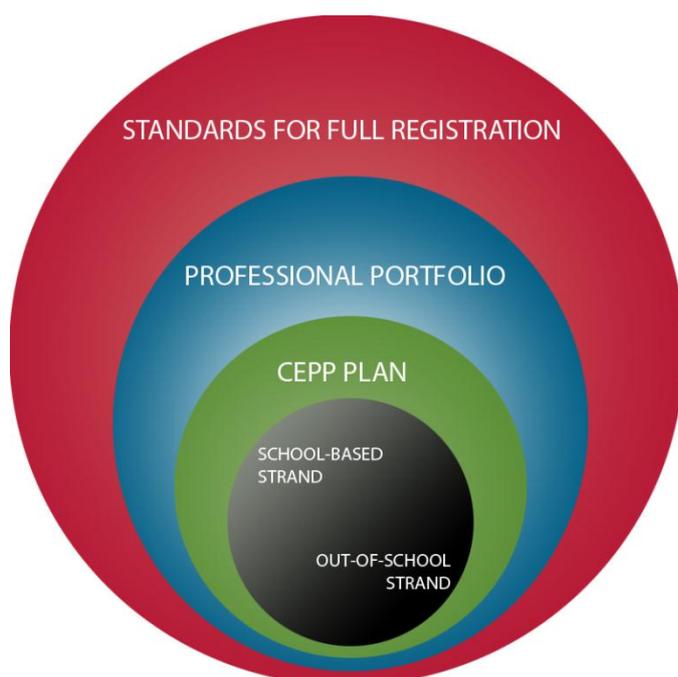
It will combine two interrelated strands, i.e., a school-based strand and an out-of-school strand. Satisfactory engagement in both will be mandatory for NQTs wishing to have full registration with the Teaching Council.

Coherence across the two strands will be achieved through:

- the NQT's development of a CEPP Plan in consultation with his/her mentor
- the NQT's ongoing maintenance of his/her professional development portfolio, as commenced during the ITE phase
- the alignment of both strands with the standards which have been defined by the Council as being appropriate for teachers at the end of their career entry phase (the Standards for Full Registration).

Taken together, the school-based strand, the out-of-school strand, the CEPP plan, the professional development portfolio and the Standards for Full Registration are the five components of the CEPP programme (see Figure 1). Each component is described in more detail in the pages which follow.

Figure 1 Key components of the CEPP programme



4.1 The School-based Strand

All NQTs who have conditional registration should be guaranteed access to a school-based strand involving the following six elements.

4.1.1 A personalised programme of professional development and support which is planned by the NQT in consultation with a recognised mentor, and coordinated by that mentor throughout the CEPP period

The overarching emphasis of the programme is on supporting and nurturing the NQT on his/her entry to the profession. That support will be provided in the context of a programme of professional development which will be tailored to meet the NQT's needs, as identified in his/her professional development portfolio. The personalised programme will be set out in the CEPP plan which will be coordinated by the mentor¹. The role of the mentor, therefore, is of central importance.

The role of the principal as a leader of learning in the school is pivotal to supporting the CEPP process. His/her influence will be visible in the school's approach to CEPP, as set out in a whole-school policy on CEPP. That policy will acknowledge the professional responsibility of the whole school community and will set out the roles and responsibilities of all parties, in particular the NQT's colleagues. In the post-primary context, the policy will set out the role of subject departments in supporting the new entrant to the profession.

Further details in relation to the respective roles of the mentor, principal and the whole school community are set out in Appendix 1.

4.1.2 The observation of, and feedback on, practice by the mentor and principal

The CEPP model is based on the concept of teachers having responsibility for standards in the profession. As such, CEPP recognises the importance of the profession being primarily responsible for the support of NQTs and for the observation of their practice. Observations should be planned in consultation with the NQT and should take place in a way which recognises the critical role of the NQT in appraising his/her own practice and shaping his/her professional development. Feedback will be provided through ongoing professional conversations between the

¹ A suggested template for the CEPP plan will be developed by the Teaching Council over the coming months.

NQT, mentor and principal. These conversations may take place at an informal level, or as part of the more formal structured meetings which are required as part of CEPP. Meetings should take place in accordance with the procedures set out in Appendix 2, and in the following sequence:

- An introductory meeting between the NQT, mentor and principal
- A follow-up meeting between the NQT and his/her mentor to plan the CEPP process
- An interim meeting at the end of the first 50 days (primary teachers) or 150 hours (post-primary teachers) involving the NQT, mentor and principal
- A final meeting involving the NQT, mentor and principal.

The essential aspect is that the NQT will reflect on and evaluate his/her practice in light of the feedback received.

Further information in relation to the observation of practice and the provision of feedback is set out in Appendix 3.

4.1.3 School visits arranged by the National Induction Programme for Teachers

A mentor, in consultation with the principal, may contact the NIPT to arrange for additional or specialist support. This is particularly relevant in cases where an NQT is experiencing professional difficulties.

In schools where no trained mentor is in place, the principal may call on the NIPT to arrange visiting mentor support.

4.1.4 An evaluation of the NQT's professional practice and conduct based on professional conversations, the professional development portfolio and observations of practice

As outlined in 4.1.2. above, the CEPP model is based on the concept of teachers having responsibility for standards in the profession.

NQTs are self-directed, reflective practitioners capable of evaluating their own practice having regard to the Standards for Full Registration set down by the Council.

As professional practitioners, working side by side with the NQT on a day-to-day basis, mentors and principals know the NQT and his/her professional values, practice and conduct. Based on their observations of the NQT's practice, on a series of professional conversations in relation to that practice, and on a review of the NQT's professional development portfolio, they too will be in a position to make an informed evaluation.

Principals have ultimate responsibility for the teaching and learning in their schools. Based on the collaborative evaluation carried out as part of CEPP, they will be in a position to make an informed recommendation to the Teaching Council in relation to the NQT's suitability for entry to the profession.

4.1.5 The provision of an independent evaluation of the NQT by the Inspectorate in cases where significant professional difficulties have been identified

In cases where a principal has significant concerns in relation to the NQT's competence and considers that he/she may not be in a position to recommend full registration, he/she must seek an independent evaluation by the Inspectorate well in advance of the final meeting. This will normally involve:

- observation by the Inspectorate of the NQT's teaching on two separate occasions
- meetings with the NQT, mentor, principal and other colleagues as appropriate.

Following that evaluation, the Inspectorate will submit its report to the principal and the NQT. The report will set out the inspector's evaluation of the NQT's practice having regard to the Standards for Full Registration. Informed by that report, the principal will arrange the final meeting, in accordance with section 4.1.6 below.

4.1.6 Completion and submission of a final report to the Teaching Council

The CEPP programme involves a series of structured meetings between the NQT, mentor and principal, leading to the completion and submission of a final report to the Teaching Council. The series of meetings is summarised in 4.1.2 above. At the interim meeting, or as soon as practicable thereafter, the interim report will be agreed. At the end of the final meeting, or as soon as practicable thereafter, the final report will be agreed. (Template interim and final reports are included in Appendices

7 and 8). NQTs will be active and equal participants in all meetings and will co-sign the interim and final reports. Where a mentor is in place, he/she will also sign the interim and final reports. Once the final report is signed, it is submitted to the Teaching Council for a decision in relation to the NQT's registration status. A copy of the report is also given to the NQT.

Where agreement cannot be reached in relation to the final report, and the NQT and/or mentor are unwilling to sign the report, the principal may seek an independent evaluation from the Inspectorate, particularly in those exceptional circumstances where an independent evaluation has not already been completed. Following that independent evaluation, where agreement still cannot be reached in relation to the final report, the principal will sign the report and forward it, together with the inspector's report, to the Teaching Council for a decision in relation to the NQT's registration status. A copy of the inspector's report and the final CEPP report will be provided to the NQT.

Further details in relation to the Council's role in deciding on an NQT's registration status are set out in Appendix 5, together with information about the appeals process.

4.2 The Out-of-School Strand

There are three main elements to the out-of-school strand of CEPP:

4.2.1 The workshop programme

The workshop programme will be designed and delivered by the NIPT in consultation with ITE providers and in collaboration with the Education Centres. The programme will have regard to the professional development needs identified by NQTs.

The workshops will be facilitated by experienced practitioners who will seek to integrate theory and practice in a way that is meaningful for the NQTs. They will involve experiential learning activities similar to those the NQTs are likely to use with their students. Through the workshops, NQTs will be afforded opportunities for professional conversations with other NQTs and with facilitators. School-based

mentors will seek to facilitate the integration of the workshop programme into the NQT's CEPP plan through joint reflection on key themes.

Completion of the workshop programme by the NQT will be certified by the NIPT. Such certificates will be included in the NQT's CEPP plan and inspected by the principal prior to completion of the final CEPP report.

4.2.2 Professional support groups

A key principle of the CEPP programme is that NQTs can benefit greatly from the support of other NQTs. To facilitate this, the NIPT will establish professional support groups which will operate at a regional level and/or online. In doing so, the NIPT may call on the assistance of organisations such as the subject associations, where available. The NIPT will act as an important point of contact for all NQTs.

4.2.3 Other supports

The NIPT will offer email, telephone and online support to NQTs, mentors and principals.

4.3 The NQT's CEPP Plan

NQTs engaging in the CEPP programme will do so in accordance with a personalised CEPP plan. The plan will be drafted by the NQT, in consultation with the mentor, and will incorporate both the school-based and out-of-school strands of the programme. With regard to school-based activities, the plan should strike a balance between the NQT's practice, independent learning time, observation of colleagues' teaching and involvement in other school activities. It will also identify those key themes which will be the focus of the various phases of the CEPP. The balance of activities and the key themes will be determined having regard to the NQT's professional development needs, as identified in collaboration with his/her mentor.

The CEPP plan will be finalised in consultation with the principal within two weeks of the NQT commencing the school-based strand. The plan will be co-ordinated by the mentor throughout the CEPP process and reviewed on an ongoing basis.

A suggested template for the CEPP plan will be published by the Teaching Council over the coming months.

4.4 The Professional Development Portfolio

The professional development portfolio, having already been established by the student teacher at ITE stage, will be further developed at career entry stage and maintained on an ongoing basis throughout the teacher's career.

It will be used by the NQT to document his/her work and professional development, to record and support the process of reflection in, on and for his/her practice, and to identify areas in which he/she may need support and guidance and further development.

Evaluation of the NQT's practice will have regard to his/her portfolio, as well as observation of his/her practice and professional conversations in relation to that practice. Interim and final reports will be included in the CEPP Plan which will, in turn, form part of the NQT's portfolio.

The Teaching Council will produce guidelines on the development and maintenance of professional development portfolios, in collaboration with providers at all stages of the continuum.

4.5 The Standards for Full Registration

The CEPP programme, through both the school-based and out-of-school strands, will be designed so as to enable the NQT to demonstrate competence by reference to a set of professional standards established by the Council as being appropriate for full registration. These are known as the Standards for Full Registration (see Table 1). They encompass standards of knowledge, skill and competence together with the values, attitudes and professional dispositions which are central to the practice of teaching. They reflect the fact that teacher education is a developmental process which begins in programmes of initial teacher education (ITE) and continues through the career entry and continuing professional development phases. The career entry phase occurs at the beginning of the NQT's professional journey when he/she has already achieved the standards for ITE set out by the Teaching Council. He/she is now an independent practitioner for the first time, with full responsibility for pupils/students and their learning, adjusting to his/her new status as an employee and a member of the school staff. As he/she grows in confidence and experience,

he/she will extend his/her knowledge, skill and competence and engage with each of the standards at a broader and deeper level.

The foundations for the Standards for Full Registration are the outcomes for ITE which were published by the Teaching Council in June 2011 in its document *Initial Teacher Education: Criteria and Guidelines for Programme Providers*. To meet the Standards for Full Registration, NQTs must demonstrate, in respect of each standard, a deeper level of understanding, a wider level of practical application, and a more advanced level of reflective capacity. They should be facilitated to build on their ITE experience through a range of experiences that will provide them with opportunities to develop further professionally as:

- reflective practitioners, capable of effective self-evaluation which improves their practice
- members of a team of teachers, collaborating with other professionals and the wider community.

Those responsible for reviewing the work of teachers in the career entry stage will take account of the Standards for Full Registration in forming a view of an individual's capability, together with more holistic quality indicators in relation to those standards. Such indicators would include the new teacher:

- developing a respectful and trusting relationship with pupils and their parents
- being valued by other members of staff
- creating a purposeful class environment
- making a contribution to the whole-school community
- enabling pupils to make good progress
- attending to the welfare of pupils.

While these holistic quality indicators are not a formal part of the Standards for Full Registration, they will help to support judgements based on discussions with, and observations of, new teachers.

Table 1: The Standards for Full Registration

Professional Knowledge and Understanding
<p>The NQT knows and understands:</p> <ul style="list-style-type: none">- the key principles of planning, teaching, learning, assessment, reflection and self-evaluation set out in <i>Initial Teacher Education: Criteria and Guidelines for Programme Providers</i>- his/her sector, the school in which he/she teaches and his/her professional responsibilities within them- theoretical principles and perspectives that underpin his/her professional values and practice including the rationale for what and how he/she teaches- developments in teaching, learning and assessment arising from ongoing engagement with educational literature and research.
Professional Skills and Competences
<p>It takes several years of experience to develop sophisticated expertise in teaching and assessment. Along with responsibility for pupils in the class, the NQT is also accountable to his/her employer and to parents/guardians and must operate in line with national and school policies. It is an ongoing challenge for the NQT to demonstrate the necessary professional skills and competences for full registration.</p> <p>The NQT can:</p> <p>Planning, Teaching, Learning and Assessment</p> <ul style="list-style-type: none">- plan teaching programmes that are coherent, progressive and stimulating and that are informed by national curricular policy, school policies, self-evaluation and assessment of, and for, student learning- formulate lesson objectives that are clear and appropriate and that take account of the individual potential, backgrounds and learning experiences of pupils- use teaching strategies, including use of resources, that align with the needs of students- avail of opportunities for curricular integration where they arise- promote inclusion and equity by challenging all students to participate fully in their learning- assess and record student learning and provide feedback to students on their progress- make appropriate use of ICT to support teaching, learning and assessment. <p>Communication and Relationship-Building</p> <ul style="list-style-type: none">- develop and sustain positive working relationships with students- negotiate learning goals with students- report student progress to parents/guardians and other teachers- collaborate competently and appropriately with other teachers, support staff, and parents and with the wider community in accordance with school protocols. <p>Classroom Management and Organisation</p> <ul style="list-style-type: none">- organise and manage the classroom environment to ensure safe, orderly and purposeful learning activity- manage classroom behaviour fairly, sensitively and consistently and in line with school discipline policies and procedures- identify students whose behaviour suggests the need for additional support and know how to secure that support.

Professional Values and Personal Commitment

The NQT:

- maintains high levels of professional commitment within the classroom
- makes a positive contribution to the development of the school community
- reflects critically on his/her practice
- records these reflections in his/her professional portfolio along with evidence of how they have informed his/her decisions and practice
- makes constructive use of the professional observations of mentor, principal and peers
- reflects critically on professional and institutional practices
- identifies his/her own professional development needs
- shows in his/her day-to-day practice a commitment to Child Protection
- shows in his/her day-to-day practice a commitment to the 'Ethics of the Teaching Profession' as set down in the Teaching Council Code of Professional Conduct for Teachers
- values, respects and participates in the community(ies) in which he/she works.

5. DEALING WITH NQTS' CONCERNS

An NQT who has concerns about any aspect of his/her CEPP programme should act on those as quickly as possible. The concerns may be raised informally in the first instance with his/her mentor, or more formally where the nature of the concerns warrants this.

Where the NQT lacks confidence or feels his/her concerns are not being satisfactorily addressed, he/she may contact the NIPT which will intervene as appropriate.

6. SETTINGS WHERE CEPP CAN TAKE PLACE

The CEPP programme may only take place in schools and centres for education which are recognised in accordance with Section 10 of the Education Act, 1998. Within those schools and centres, NQTs should be assigned to appropriate settings. During the initial years of the CEPP programme, and on an ongoing basis thereafter, the Council will review the implementation of the school-based strand and issue further guidelines to schools, as appropriate.

7. THE TIMEFRAME FOR COMPLETION OF CEPP

It is desirable that NQTs should complete the CEPP programme as soon as possible after graduation. For that reason, the CEPP programme should be available to all NQTs who have conditional registration with the Teaching Council.

NQTs will normally be allowed a maximum period of three years from the date of conditional registration to complete the CEPP. Where NQTs have other registration conditions, including conditions relating to qualifications shortfalls or the Irish Language Requirement, the CEPP condition must be met within three years of satisfying all other non-CEPP conditions. In any event, all NQTs will be required to complete the out-of-school strand of the CEPP programme in their first year of professional practice.

Only in exceptional circumstances will the Teaching Council accept applications to extend the CEPP period. Such applications must include documentary evidence to support the NQT's claim that he or she could not satisfy the CEPP condition within the required time period.

8. QUALITY ASSURANCE OF THE CEPP PROGRAMME

Key to the successful implementation of the CEPP will be the development and implementation of a robust quality assurance system. Quality assurance will be provided as follows:

- (i) The Teaching Council will:
 - carry out evidence-based reviews of the structure, content and effectiveness of the CEPP programme, and modify as appropriate
 - accredit the CEPP programme in accordance with Section 39 of the Teaching Council Act, 2001, when that section of the Act comes into effect
 - work to put in place systems for the accreditation of programmes of mentor development in accordance with Section 39 of the Teaching Council Act, 2001
 - recognise mentors/principals who have successfully completed an accredited programme of professional development
 - review all final reports to ensure that CEPP procedures have been adhered to.

- (ii) On an annual basis, the Inspectorate will make incidental inspection visits to 10% of NQTs in a random sample of schools. Such visits will include:
 - observation of NQTs teaching
 - meetings with NQTs, mentors, principals and other colleagues as appropriate
 - inspection of the Whole School Policy on CEPP.

A report on each of these visits will be submitted to the Teaching Council.

- (iii) Whole School Evaluation visits to schools will incorporate an evaluation of the whole school approach to CEPP.

- (iv) An external evaluation must be sought from the Inspectorate in cases where the principal considers that he/she may not be in a position to recommend full registration, or where agreement cannot be reached in relation to the final report. Furthermore, to assist in the transition from the current probationary process at primary level, the Inspectorate will, from September 2012 to September 2014, submit a report to the Teaching Council in relation to all NQTs at primary level.

- (v) In order to ensure no conflict of interest exists, principals and mentors will be required, prior to the NQT commencing the CEPP programme, to set out any relationship they have, or have had, with that NQT. In cases where the professional judgement of the principal or mentor suggests that a conflict of interest may exist, the principal should make contact with the NIPT which will advise of the protocol to be followed in the circumstances.

9. TRANSITIONAL ARRANGEMENTS: SEPTEMBER 2012 TO SEPTEMBER 2016

CEPP is based on the assumption that extended and reconceptualised programmes of ITE are in place, and that graduates have been deemed to have met the standards which the Teaching Council has determined to be appropriate for teachers exiting a programme of ITE.

The first cohort of teachers will graduate from extended and reconceptualised programmes in 2016. In the intervening period, it is proposed that the CEPP programme will be introduced on a phased basis. The transitional arrangements will differentiate between primary and post-primary as summarised in Table 2.

These arrangements will be further elaborated upon when this document is finalised, having regard to feedback received as part of the consultation process and further deliberations to take place between key stakeholders.

Table 2 – Phased Introduction of the CEPP Model

Year	Phase of Development	
2012/	PHASE 1 CAPACITY BUILDING AND SHARING THE VISION	
2013	<p>Primary</p> <ul style="list-style-type: none"> • Status quo will maintain in relation to reporting on the professional competence of NQTs by the Inspectorate. • Satisfactory completion of the CEPP out-of-school strand will become mandatory for all NQTs. • All principals will have nominated at least one mentor by the end of this phase. Where this is not possible, the principal will have contacted the NIPT to put an alternative arrangement in place. • Professional development programmes for mentors, facilitators, associates and principals will be designed. • New mentors will engage in comprehensive professional development to initiate them into the CEPP process. • Existing mentors, associates and facilitators will engage in additional “refresher” professional development. • Principals will engage in professional development to initiate them into the CEPP process. • Nationwide information meetings will take place. • Providers of ITE programmes will 	<p>Post-primary</p> <ul style="list-style-type: none"> • As part of the registration process, principals will continue to certify NQT’s post-qualification experience, in line with existing practice. (“Form B”). • Satisfactory completion of the CEPP out-of-school strand will become mandatory for all NQTs. • All principals will have nominated at least one mentor at the end of this phase. Where this is not possible, the principal will have contacted the NIPT to put an alternative arrangement in place. • Professional development programmes for mentors, facilitators, associates and principals will be designed. • New mentors will engage in comprehensive professional development to initiate them into the CEPP process. • Existing mentors, associates and facilitators will engage in additional “refresher” professional development. • Principals will engage in professional development to initiate them into the CEPP process. • Nationwide information meetings will take place. • Providers of ITE programmes will

	<p>introduce professional portfolios for all student teachers. (reconceptualised and traditional programmes).</p> <ul style="list-style-type: none"> • Schools will begin developing a whole-school policy on CEPP. • WSEs will include consideration of a whole school approach to CEPP. 	<p>introduce professional portfolios for all student teachers. (reconceptualised and traditional programmes).</p> <ul style="list-style-type: none"> • Schools will begin developing whole-school policy on CEPP. • WSE/MLL will include consideration of a whole school approach to CEPP.
2013/2014	PHASE 2 – INTRODUCTORY PHASE	
	<ul style="list-style-type: none"> • Professional development continues for principals, mentors, facilitators and associates. • All schools will be working to complete their CEPP Policy. • School-based strand introduced for all NQTs as per procedures in Appendix 2. • Principal, mentor and NQT complete interim report. • The Inspectorate will make one incidental inspection visit (or two where concerns exist) and submit final report to Teaching Council in all cases. 	<ul style="list-style-type: none"> • Professional development continues for principals, mentors, facilitators and associates. • All schools will be working to complete their CEPP Policy. • Introductory and final meetings take place between NQT and principal, having regard to Standards for Full Registration and NQT’s Professional Development Portfolio. • At least one observation of NQT’s practice takes place. • Transitional final report form introduced based on revised version of the current “Form B”, to include reference to <ul style="list-style-type: none"> (a) observation of practice (b) professional conversations (c) completion of out-of-school strand and (d) the NQT’s professional development portfolio.

2014/	PHASE 3 – IMPLEMENTATION PHASE
2015	<ul style="list-style-type: none"> • CEPP implemented at primary and post-primary levels in accordance with the procedures outlined in Appendix 2. • Professional development continues. • The Teaching Council will work towards accrediting professional development programmes for mentors, principals, facilitators and associates. • The Inspectorate will make incidental inspection visits to 10% of NQTs (and annually thereafter), at both primary and post-primary levels, and submit reports to the Teaching Council. • An independent evaluation will be sought from the Inspectorate (primary and post-primary) where principal is not in a position to recommend full registration or where the final report is disputed.
2015/	PHASE 4 – REVIEW PHASE
2016	<ul style="list-style-type: none"> • As for Phase 3. • Professional development programmes continue. • The Council will review the content, structure and effectiveness of the CEPP programme and the programme will be modified as appropriate. • The Council will issue further guidance on appropriate settings for CEPP.

10. ONGOING REVIEW OF CEPP

The structure and content of the CEPP programme will undergo a full review in 2015/2016 and will be updated or amended as appropriate. It will be subject to review on a periodic basis thereafter.

APPENDIX 1 – STAKEHOLDER ROLES

The NQT

The NQT will:

- co-operate with the principal and mentor
- accept and give feedback in a constructive, open and professional manner
- work collaboratively as part of the school team and contribute to group learning
- learn from the established good practice of teachers in the school and/or elsewhere
- accept responsibility for seeking help and advice
- engage fully in those professional development activities which have been put in place as part of the school-based and out-of-school strands of the CEPP programme
- avail of opportunities for online support and networking, peer observation, etc., which are provided as part of the CEPP programme
- maintain a professional portfolio to document his/her work, to support the process of reflection on his/her practice and on the subject content, and to identify areas in which he/she may need support and guidance
- be aware of the continuum of professional development and his/her own responsibilities therein
- reflect on and evaluate his/her practice having regard to the Standards for Full Registration and to the feedback received from the mentor, principal, other colleagues, parents, co-professionals, etc.
- engage fully in the introductory, interim and final meetings.

The Mentor

The primary role of the mentor is to nurture the NQT as he/she takes the first steps on his/her professional journey as a qualified teacher.

It is critical that only registered teachers with appropriate expertise and experience should be nominated by principals to this role. Mentors should normally have a minimum of five years teaching experience as fully registered teachers and have undergone an accredited programme of mentor professional development². Experience as a mentor may be recognised by the Council having regard to any future requirements in relation to satisfactory completion of CPD. Furthermore, the

² Accredited by the Teaching Council in accordance with Section 39 of the Teaching Council Act, 2001, once this section of the Act comes into effect.

Council intends ultimately to establish a register of mentors who have completed accredited mentoring programmes.

The mentor will:

- act as Critical Friend for the NQT, promoting and facilitating reflection, self-evaluation and self-directed learning
- provide support for the NQT and work collaboratively with him/her in the classroom, e.g., observing and giving feedback
- facilitate the integration of the out-of-school strand
- co-ordinate the CEPP plan and activities in collaboration with the principal and the NQT
- engage in mentor professional development
- liaise with other staff members so as to arrange opportunities for the NQT to visit their classrooms to observe and/or work alongside the class teachers
- liaise with other schools in the area for the purpose of observing and sharing practice
- enable and empower the NQT to seek/source answers to questions
- establish clear boundaries for the mentor-NQT relationship
- familiarise the NQT with school policies and procedures
- make fair judgements about his/her progress in relation to the career entry standards
- recognise when additional support may need to be provided in the case of an NQT who is experiencing difficulty
- accept and give feedback in a constructive, open and professional manner
- engage in action planning with the NQT
- consult with and update the principal on an ongoing basis regarding the practice and ongoing development of the NQT, having regard to the Standards for Full Registration
- participate fully in the introductory, interim and final CEPP meetings and co-sign the interim and final reports.

The Principal

The role of the principal as a leader of learning in the school is pivotal to supporting the CEPP process. His/her influence will be visible in the school's approach to CEPP, as set out in a whole-school policy on CEPP.

The principal will:

- lead the process of developing protocols and procedures in relation to CEPP as explicated in a whole-school policy on CEPP
- brief school staff, parents and Board of Management, as appropriate, on the nature and purpose of CEPP and the school's role in same
- select the mentor most suited to the role and ensure he/she receives adequate professional development for the role
- arrange the introductory, interim and final CEPP meetings with the NQT and mentor
- attend professional development for principals
- arrange substitution cover as required
- facilitate the required planning and preparation for teaching and learning by the NQT and put arrangements in place to support preparation and planning
- observe and evaluate the NQT's practice
- liaise with, and seek feedback from, the mentor on an ongoing basis regarding the NQT's practice and ongoing professional development, having regard to the Standards for Full Registration
- seek advice and support from the NIPT as appropriate
- sign the final CEPP report, arrange for it to be co-signed by the mentor and NQT, and submit it to the Teaching Council
- in the case where a report is disputed or where he/she is not in a position to recommend full registration, seek an independent evaluation of the NQT's practice from the Inspectorate.

The Whole School Community

The whole school community will:

- engage in the development of the CEPP protocols and procedures as part of the process of developing the whole school policy on CEPP
- recognise the challenges faced by NQTs and support them in meeting those challenges
- commit to the concept of continuing professional development
- recognise the career entry phase as an important phase in the life cycle of a teacher

- value experience and expertise and how NQTs can benefit from both these elements
- be aware of their role and responsibilities
- recognise that the NQT brings new and innovative practices to the classroom which will benefit the school and its community.

In particular, the NQT's colleagues will:

- support the CEPP process within the school
- co-operate when/wherever possible with the mentor in organising CEPP activities, including the facilitation of observation of practice
- recognise and acknowledge the needs of NQTs
- support the development of a school policy on the CEPP
- provide professional and pedagogical support for the NQT.

National Induction Programme for Teachers (NIPT)

The NIPT will:

- act as the critical link between the ITE and career entry phase
- engage with the Teaching Council in the development of CEPP
- in collaboration with the Teaching Council, Professional Development Service for Teachers (PDST) and HEIs, design and evaluate professional development modules to be made available to NQTs as part of the out-of-school strand of the programme
- in collaboration with the Teaching Council, PDST and HEIs, design and evaluate professional development modules to be made available to mentors, facilitators and associates
- design and develop resources for mentors, NQTs and schools
- support mentors, principals and NQTs on an ongoing basis
- act as an important point of contact for all NQTs, particularly those who have concerns about their CEPP programme
- establish professional support groups of NQTs
- establish networks of mentors.

The Teaching Council

The Teaching Council will:

- prescribe, in consultation with the Minister for Education and Skills and key stakeholders, the nature of the CEPP programme required of NQTs, the minimum duration of the school-based strand, and the timeframe for completion of the CEPP
- define the roles of NQTs, mentors, principals, facilitators, associates and other key stakeholders
- prescribe, in consultation with key stakeholders, the type of support and professional development which should be made available to mentors, school principals, facilitators and associates
- accredit programmes of mentor development in accordance with Section 39 of the Teaching Council Act, 2001 when that section of the Act comes into effect
- recognise mentors/principals who have successfully completed an accredited programme of professional development
- carry out evidence-based reviews of the structure, content and effectiveness of the CEPP programme, and modify as appropriate
- accredit the CEPP programme in accordance with Section 39 of the Teaching Council Act, 2001, when that section of the Act comes into effect
- promote coherence between the school-based supports for student teachers and NQTs
- define, and review on an ongoing basis, the Standards for Full Registration
- publish template CEPP report forms (interim and final)
- publish template CEPP plans
- issue guidance on the development and maintenance of Professional Development Portfolios
- receive completed CEPP reports and review them to ensure all CEPP procedures have been adhered to
- decide on the NQT's registration status
- record on the Register of Teachers details regarding those NQTs who have successfully completed the CEPP programme
- set out the mechanisms by which NQTs may appeal a decision of Council in relation to CEPP.

The Inspectorate

The Inspectorate will:

- provide an independent evaluation of the NQT's professional competence, in situations where the principal considers that he/she may not be in a position to recommend full registration, or where the final report is disputed. (The inspector's report will clearly indicate whether or not the NQT has reached the Standards for Full Registration.)
- as part of the quality assurance of the CEPP programme, make incidental inspection visits to 10% of NQTs in a random sample of schools on annual basis and submit reports to the Teaching Council on each
- during the transitional phase from September 2012 to September 2014, submit a final report to the Teaching Council in relation to all NQTs at primary level
- as part of its Whole School Evaluation programme, evaluate the whole-school approach to CEPP.

APPENDIX 2 – KEY PHASES OF CEPP

In order to complete the programme, NQTs at primary level are required to complete a period of not less than 100 days of school-based experience. Ideally, such experience will be gained in one single block of 100 days. However, two blocks of not less than 50 days each, in the same or different schools, may be reckoned for the purposes of completing the CEPP programme.

In the case of NQTs at post-primary level, the professional practice requirement is a minimum of 300 hours, of which not less than 200 hours must involve the teaching of a curricular subject, to a designated class on the school's timetable. Ideally, such experience will be gained in one single block. However, two blocks of not less than 150 hours each (each block to involve not less than 100 hours teaching) in the same or different schools, may be reckoned for the purposes of completing the CEPP programme.

Below, the Council has identified three distinct phases of the CEPP programme. It is expected that phases 1 and 2 would normally have been completed after 50 days in the case of NQTs at primary level and after 150 hours in the case of NQTs at post-primary level.

Phase 1

When the NQT takes up his/her new role, or as soon as possible thereafter, an introductory meeting takes place between the NQT, the mentor and the principal. At that meeting, the principal:

- formally introduces the mentor to the NQT
- briefs the NQT on the nature and purpose of the CEPP
- outlines the role of the mentor, NQT and principal
- agrees provisional dates for the interim and final meetings
- assures the NQT and mentor of his/her support throughout the process.

Soon after the introductory meeting referred to above, the NQT and his/her mentor meet. At that meeting:

- the mentor summarises school policies and procedures for the NQT
- the mentor and NQT read through and jointly reflect on the Standards for Full Registration.
- the NQT presents his/her professional portfolio and talks to the mentor about the areas where he/she considers himself/herself to be in need of additional support

- the NQT and mentor begin drafting the CEPP plan. As part of that plan, the mentor and NQT propose the key themes which will be the focus of the various phases of the CEPP.

The CEPP plan is finalised by the mentor and NQT, in consultation with the principal, within two weeks of the NQT commencing employment/placement. The plan is co-ordinated by the mentor throughout the CEPP process.

The NQT registers for and commences the programme of workshops, as outlined in 4.2.1.

The principal briefs school staff, the Board of Management and parents, as appropriate, on the nature and purpose of the CEPP and the school's role in same.

Phase 2

During this phase, the NQT and mentor continue to build their professional relationship, with the mentor acting as Critical Friend. The NQT actively engages in implementing the CEPP plan with the ongoing support of the mentor. As part of the CEPP plan, the mentor works collaboratively with the NQT in the classroom, e.g., observing and giving feedback. The mentor also liaises with other staff members (or other schools in the area) so as to arrange opportunities for the NQT to visit their classrooms and work alongside experienced teachers.

The mentor provides input into the planning and preparation for teaching and learning by the NQT and puts arrangements in place to support preparation and planning. He/she engages in collaborative action planning with the NQT and promotes self-evaluation by the NQT.

The NQT engages fully in those professional development activities which are put in place and avails of those opportunities for online support and networking, peer observation, etc., which are provided.

The NQT co-operates with, and seeks help and advice from, the principal and mentor when needed. All participants accept and give feedback in a constructive, open and professional manner.

From time to time, the NQT and mentor jointly reflect on and evaluate the NQT's practice, having regard to:

- the Standards for Full Registration

- the feedback received from colleagues, parents, co-professionals, etc.
- the priorities identified by the NQT in his/her professional development portfolio.

In doing so, the NQT and mentor will reflect on, and make connections with, the subject matter of the out-of-school programme.

The NQT continues to maintain his/her professional portfolio to document his/her work, to support the process of reflection on his/her practice, and to identify areas in which he/she may need further support and guidance.

The NQT works collaboratively as part of the school team, learns from the established good practice of teachers in the school and/or elsewhere, and contributes to group learning.

He/she is aware of the continuum of professional development and his/her own responsibilities therein.

The principal liaises with, and seeks feedback from, the mentor and NQT on an ongoing basis regarding the NQT's practice and ongoing professional development.

During this phase, the principal arranges at least two visits to the NQT's classroom for the purpose of observing him/her teaching and making an evaluation of his/her practice.

As this phase progresses, all parties will gain a fuller understanding of the NQT's competence and the likelihood that he/she will successfully complete the CEPP programme.

At the end of this phase, the interim meeting takes place between the principal, the NQT and the mentor. At that meeting:

- the NQT, mentor and principal discuss and provide feedback on the NQT's practice and ongoing professional development, having regard to:
 - the Standards for Full Registration
 - the particular themes identified in the CEPP plan as requiring particular attention during this phase of the programme.
- the CEPP plan is revised as appropriate, having regard to any areas identified as requiring additional support or professional development
- the NQT provides feedback on his/her experience of the programme
- the principal and/or mentor respond to any queries raised by the NQT
- the interim report is drafted.

At the meeting, or as soon as possible thereafter, the interim report is countersigned by the teacher, the mentor and the school principal and is retained by the NQT and appended to the CEPP plan. If any difficulties are encountered at this stage, the NIPT will be notified and will engage with the teacher, providing additional support to him/her. Depending on the nature or seriousness of the issues encountered, the principal may choose at this point to signal to the Inspectorate that an independent evaluation may be needed in Phase 3.

Phase 3

During this final phase of the CEPP, the mentor and NQT continue to collaborate in the implementation of the CEPP plan, as revised at the interim meeting.

The NQT completes the workshop programme and receives a certificate confirming that he/she has satisfactorily engaged. The certificate is appended to the CEPP plan which, in turn, forms part of the NQT's professional portfolio.

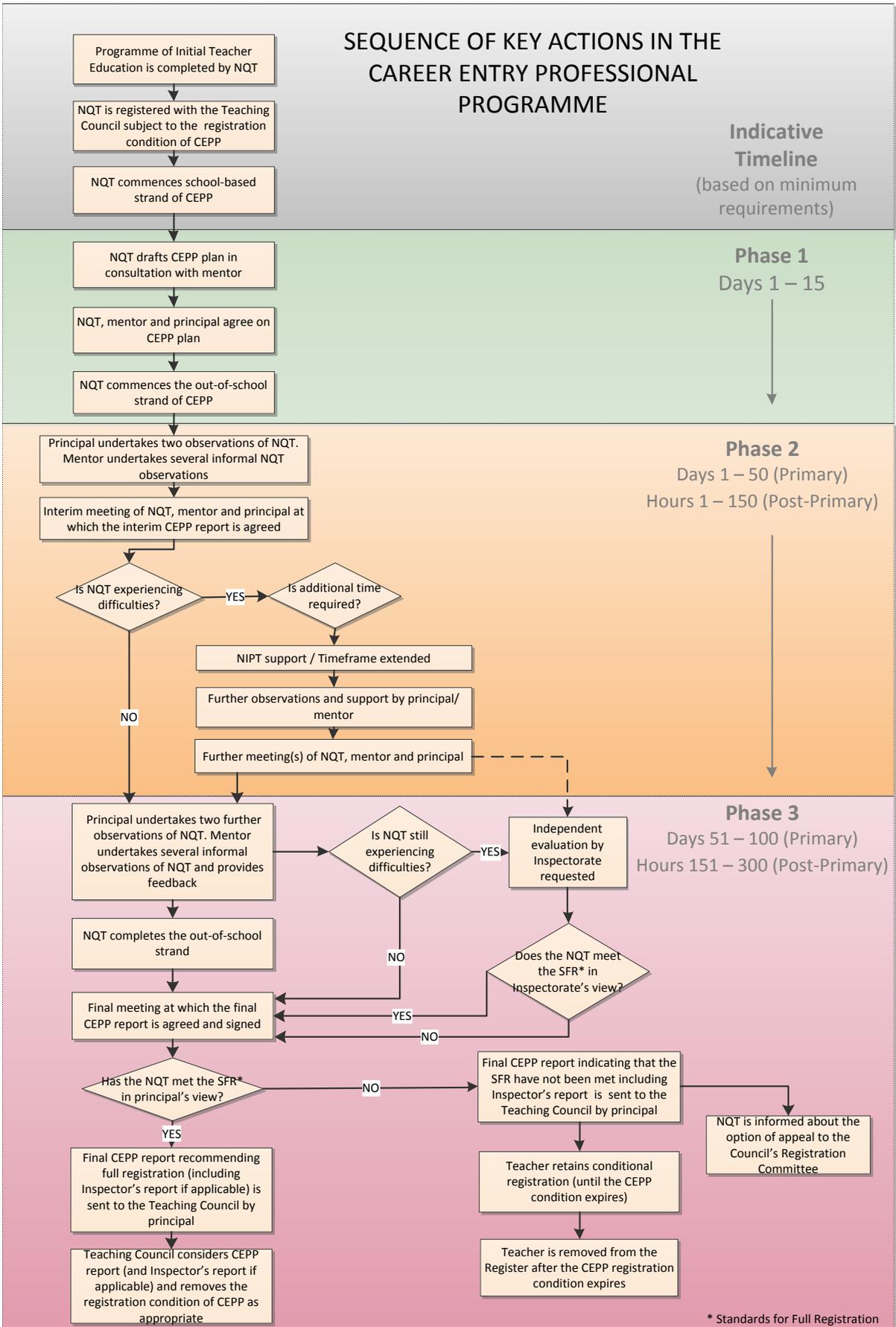
During this phase, the principal meets with the NQT and mentor in the final CEPP meeting. At this meeting:

- the NQT, mentor and principal discuss and provide feedback on the NQT's practice and ongoing professional development, having regard to the Standards for Full Registration. The discussion focuses, in particular, on any areas for development which may have been identified at the interim meeting or subsequently
- the NQT provides feedback on his/her experience of the programme.

At the meeting, or as soon as possible thereafter, the NQT, mentor and principal co-sign the final report. The principal then submits the report to the Teaching Council and provides a copy to the NQT.

If, at any stage during phase 3, the principal considers that he/she may not be in a position to recommend full registration, and/or where the final report is disputed, he/she must call on the Inspectorate to carry out an independent evaluation. Informed by that independent evaluation, the principal signs the final report and submits it to the Teaching Council, together with the inspector's report, for a decision in relation to the NQT's registration status. A copy of the final report, together with the Inspector's report, is given to the NQT.

SEQUENCE OF KEY ACTIONS IN THE CAREER ENTRY PROFESSIONAL PROGRAMME



APPENDIX 3 – THE OBSERVATION OF PRACTICE AND THE PROVISION OF FEEDBACK

Observations of an NQT's practice as part of the CEPP programme may be undertaken by the mentor, principal or another registered teacher, for example, teachers with particular specialisms. It is expected that at least eight observations of practice should take place as follows:

- Four observations in phase 2 (prior to the interim meeting) of which two will be carried out by the principal
- Four observations in phase 3 (prior to the final meeting) of which two will be carried out by the principal.

Observations should focus on particular aspects of the NQT's teaching which would be agreed in advance between the NQT and the mentor/principal (or other observer). The choice of focus for the observations should be informed by the Standards for Full Registration and by the NQT's personal objectives, as set out in his/her professional development portfolio.

Feedback should be prompt and constructive and the CEPP plan should be revised, as appropriate, to take account of the observation and discussion.

APPENDIX 4 – DURATION OF SCHOOL-BASED STRAND

It is important for all parties, including pupils/students, that the NQT completing the CEPP is in post long enough for those responsible to be in a position to form a reasonable and informed opinion of his/her practice. Therefore, in order to complete the programme:

- NQTs at primary level are required to secure a position involving not less than 100 days school-based experience. Ideally, such experience will be gained in one single block of 100 days. However, two blocks of not less than 50 days each, in the same or different schools, may be reckoned for the purposes of completing the CEPP programme.
- NQTs at post-primary level are required to secure a position involving not less than 300 hours school-based experience, of which not less than 200 hours shall must involve the teaching of a curricular subject to a designated class on the school's timetable. Ideally, such experience will be gained in one single block. However, two blocks of not less than 150 hours each (each block to include not less than 100 hours direct teaching) in the same or different schools, may be reckoned for the purposes of completing the CEPP programme.

The Council believes that it is not possible, in periods of less than those set out above, to make a recommendation regarding the NQT's registration status. The minimum requirement also reflects the need for each NQT to work in a stable environment and engage in a personalised, supported and pre-planned CEPP process.

APPENDIX 5 - PROCESSING OF FINAL REPORTS BY THE TEACHING COUNCIL

Once the Teaching Council has received a final report from a principal in relation to an NQT, the Council will review the report to ensure all CEPP procedures have been adhered to. The report is then processed by the Council as follows:

1. In respect of final reports stating that the NQT has met the Standards for Full Registration, the Council will write to the NQT confirming that he/she has been granted full registration.
2. In respect of final reports where full registration has not been recommended and where the timeframe for completion of CEPP has not expired, the Council will write to the NQT, advising:
 - that the CEPP has not been satisfactorily completed
 - that conditional registration remains in place
 - the remaining time period within which the CEPP condition must be met
 - that full registration will be subject to the NQT satisfactorily completing the CEPP within the required time period
 - of his/her right to appeal the decision and the appeals procedures which will apply.
3. In respect of final reports where full registration has not been recommended and where the timeframe for completion of CEPP has expired, the Council will write to the NQT, advising:
 - that his/her registration will lapse within a period of three months from the date of the letter
 - of his/her right to appeal the decision and the appeals procedures which will apply.

Appealing the Council's Decision

In line with existing practice, a teacher who is conditionally registered with the Teaching Council and denied full registration by the Teaching Council on grounds that he/she has failed to meet a shortfall, may appeal that decision to the Council on stated grounds. The appeal will be considered by the Council's Review of Decision Panel.

NQTs wishing to appeal a decision of the Council to refuse registration must notify the Council of his/her intention to do so within one month of issue of the letter denying full registration. A further one month from that date will be allowed for making the appeal. For the purposes of the appeals procedure, the relevant date is the date on which the letter is dispatched from the Teaching Council.

APPENDIX 6 – RELEVANT PROVISIONS OF THE TEACHING COUNCIL ACT, 2001

Section 7(2) (f)

The Teaching Council shall establish procedures in relation to the induction of teachers into the teaching profession.

Section 7(2) (g)

The Teaching Council shall establish procedures and criteria for probation of teachers including periods of probation.

APPENDIX 7 – TEMPLATE INTERIM REPORT FORM

Teacher Registration No: _____ First name: _____ Surname: _____

School: _____ School Roll Number: _____ Appointment date: _____

Date of Meeting: _____

Note: In completing this form, please refer to the *Handbook for Principals and Mentors* and the detailed descriptions of the Standards for Full Registration.

1. Engagement with the CEPP Programme

I have commenced a programme of CEPP workshops at _____ Education Centre. I am continuing to maintain my professional portfolio as part of my CEPP experience.	Signature of NQT
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2. Professional Practice Requirement

This teacher has completed a period of 50 days/150 hours (delete as appropriate) professional practice in this school.	Signature of principal
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3. Observation of Practice

I have observed this teacher's practice on _____(DATE) and _____(DATE)	Signature of mentor
I have observed this teacher's practice on _____(DATE) and _____(DATE)	Signature of principal

4. Review of Portfolio

I have reviewed this teacher's professional portfolio.	Signature of mentor
I have reviewed this teacher's professional portfolio.	Signature of principal

5. General Comments by Mentor

	Signature of mentor
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6. Progress to Date

Standard	Good	Fair	Experiencing difficulties
Professional Knowledge and Understanding			
Professional Skills and Competences			
<ul style="list-style-type: none"> • Planning, Teaching, Learning and Assessment 			
<ul style="list-style-type: none"> • Communication and Relationship-Building 			
<ul style="list-style-type: none"> • Classroom Management and Organisation 			
Professional Values and Personal Commitment			
Signature of NQT:			
Signature of Mentor:			
Signature of Principal:			

7. General Comments and Summary of Discussion and Recommendations

Continue on to final phase Seek external support of NIPT Recommendation that phase 2 be extended	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Please select all that apply)
Signature of NQT:	
Signature of Mentor:	
Signature of Principal:	

I have actively engaged in the interim meeting and agree that the above report is a fair and accurate record of the CEPP process.	
Signature of NQT:	

APPENDIX 8 – TEMPLATE FINAL REPORT FORM

Teacher Registration No: _____ First name: _____ Surname: _____
School: _____ School Roll Number: _____ Appointment date: _____
Date of Meeting: _____

Note: In completing this form, you must refer to the *Handbook for Principals and Mentors* and the detailed descriptions of the Standards for Full Registration.

1. Engagement with the CEPP Programme

I have completed a programme of CEPP workshops at _____ Education Centre.	Signature of NQT
This teacher has presented me with a Certificate of Completion from _____ Education Centre in respect of a programme of CEPP workshops.	Signature of principal

2. Professional Practice Requirement

This teacher has completed a period of 100 days/300 hours (delete as appropriate) professional practice in this school.	Signature of principal
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3. Observation of Practice

I have observed this teacher's practice on _____(DATE), _____(DATE), _____(DATE) and _____(DATE).	Signature of mentor
I have observed this teacher's practice on _____(DATE), _____(DATE), _____(DATE) and _____(DATE).	Signature of principal

4. Review of Portfolio

I have reviewed this teacher's professional portfolio.	Signature of mentor
I have reviewed this teacher's professional portfolio.	Signature of principal

5. General Comments by Mentor

	Signature of mentor
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6. Outcome of CEPP

Standard	Standards met	Standards not met
Professional Knowledge and Understanding		
Professional Skills and Competences		
<ul style="list-style-type: none"> • Planning, Teaching, Learning and Assessment 		
<ul style="list-style-type: none"> • Communication and Relationship-Building 		
<ul style="list-style-type: none"> • Classroom Management and Organisation 		
Professional Values and Personal Commitment		
Signature of NQT:		
Signature of mentor:		
Signature of principal:		

7. General Comments and summary of discussion

Signature of NQT:
Signature of mentor:
Signature of principal:

8. Recommendation to the Teaching Council

I consider that this teacher has met the Standards for Full Registration.	Please tick as appropriate <input type="checkbox"/>
or	
I consider that this teacher has not met the Standards for Full Registration. I attach hereto a report of the Inspectorate of the Department of Education and Skills.	<input type="checkbox"/>
Signature of principal	

I have actively engaged in the interim and final meeting and agree that this is a fair and accurate reflection of the CEPP process.	
Signature of NQT	

