

Droichead - Outline Plan Calendar Template (with no key) - Primary - 2024.2025

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| --- | --- | --- |
| Sep 2024 | Oct 2024 | Nov 2024 |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  | 1 | 2 | 3 | 4 | 5 |  |  |  |  |  | 1 | 2 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 29 | 30 |  |  |  |  |  | 27 | 28 | 29 | 30 | 31 |  |  | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| Dec 2024 | Jan 2025 | Feb 2025 |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |  |  |  | 1 | 2 | 3 | 4 |  |  |  |  |  |  | 1 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 29 | 30 | 31 |  |  |  |  | 26 | 27 | 28 | 29 | 30 | 31 |  | 23 | 24 | 25 | 26 | 27 | 28 |  |
| Mar 2025 | Apr 2025 | May 2025 |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S |
|  |  |  |  |  |  | 1 |  |  | 1 | 2 | 3 | 4 | 5 |  |  |  |  | 1 | 2 | 3 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 |  |  |  | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 30 | 31 |  |  |  |  |  | **Please Note*** NQTs must attend one **cluster meeting** per term during their Droichead process.
* NQTs should also engage in one other **professional learning activity**, identified by themselves in accordance with their professional learning needs, in consultation with the PST.
* NQTs should familiarise themselves with **‘*Droichead: The Integrated Professional Induction Framework*’** March 2017.
* The Droichead Induction Team email regular ‘Droichead Updates’ to schools so that up-to-date information will be available to PSTs and NQTs.
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| June 2025 |
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |  |  |  |  |  |
|  |
| Induction Activities during this week |  | Observations NQT observes PST member or other teacher | It is recommended that there would be at least two of each type of classroomobservation and that the exact number and classes observed should be based on discussions between the NQT and PST. Classroom observations enable context specific discussion and provide opportunity to engage in reflective dialogue. NQTs (and pupils) benefit from the focused classroom support. NQTs should be observed in their Droichead setting. One PST member at a time to observe. |
|  | PST member observesNQT |
|  | Other InductionActivities | Examples: Introduction to school policies, co-teaching, co-planning, preparation for parent-teacher meetings etc. |
| Meetings |  | PST Meetings | PST planning and preparation for the Droichead process. Examples: Roles and Responsibilities, Droichead Standards and Induction Plan, Droichead Outline Plan, Welcome Pack etc. |
|  | **PST and NQT/s meetings:**Ongoing collaborative reflection and discussion | Discussion and sharing e.g. Droichead Outline Plan, Droichead Standards and Induction Plan, Taisce etc. Ongoing collaborative reflection (by NQT and PST) and discussion of the Induction Plan will prompt appropriate and agreed induction activities to support the NQT’s emerging needs. |
|  | **Quarterly Reviews:**may be part of meetings and Concluding the Process | Collaborative review of the process at the end of each quarter of the NQT’s indicative timeframe. This allows time for adjustments (e.g. extending the timeframe) and early, additional support from the Droichead Induction Team. At the conclusion of the Droichead process, a professional conversation will involve the NQT and PST identifying area(s) of interest for future professional learning. These areas will be included by the NQT on Form D when signed by the PST and NQT. |
| Whole Staff |  | Droichead Information | Whole-school awareness and inclusion. Examples: Droichead – Whole School Information Session – Primary, update at Staff Meetings. |
|  | School Holidays | Record (as early as possible) to enable effective planning for the Droichead process. |

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