



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# DEIS Action Planning 2024 / 2025

# Session 1



Oide



### Session 1

09:30 - 11:00

A general overview of DEIS Action Planning, including the eight themes and the SSE Six Step Process.  
Considerations on the variety of data utilised in schools.  
Clarification on the types of data available to schools.  
Discussion on the methods used to capture such data.

Tea/Coffee 11:00 - 11:15

### Session 2

11:15 - 13:00

Exploring the value and purpose of a SMART target.  
Exploring the difference between a SMART target and an action.  
Discussion on actions and the importance of the focus on actions impacting assessment, learning and teaching.

Lunch 13:00 - 14:00

### Session 3

14:00 - 15:30

Discussion on actions and the importance of the focus on actions impacting assessment, learning and teaching.  
Considerations on the continuum of support, in relation to at-risk cohorts.  
Reflecting on target setting within your school context.  
Identifying the next steps of DEIS action planning in your own school.



Our Padlet wall contains many resources relevant to DEIS Action Planning and can be accessed through the QR Code

<https://tinyurl.com/2whu5xr5>

Oide DEIS Website:  
Preparation for Teaching and Learning



# The "Why" of DEIS Action Planning



Oide

One of the five goals of the DEIS Plan 2017 is to *"improve the learning outcomes and experiences of pupils in DEIS schools."*

To achieve this, the DEIS Action Planning process empowers schools to meet the needs of the most at-risk students through effective target and action setting within eight key themes.

Highly effective teaching and learning, a core aspect of DEIS Action Planning, can have a transformative impact on the lives of at-risk students and contribute to breaking the cycle of disadvantage.



# Core Principles of DEIS



Oide

Equality of educational opportunity for those who come to education at a disadvantage

Teaching and learning is the core activity for all schools and teaching and learning actions should be evident across the eight themes of DEIS

The process of planning for DEIS should be inclusive, reflective, and a collaborative **whole school process**

Improving the learning experience and outcomes of at-risk students

# DEIS Themes



Oide

Literacy

Numeracy

Attendance

Supporting  
Educational  
Transitions

Partnership  
with Parents

Partnership  
with Others

Retention

Attainment

CPD /  
Leadership / Wellbeing  
integrated into the DEIS  
Themes

# DEIS Teams to be Established



Oide

Literacy

Supporting Educational  
Transitions

Attendance

Partnerships with Parents

Numeracy

Attainment

Retention

Partnerships with Others

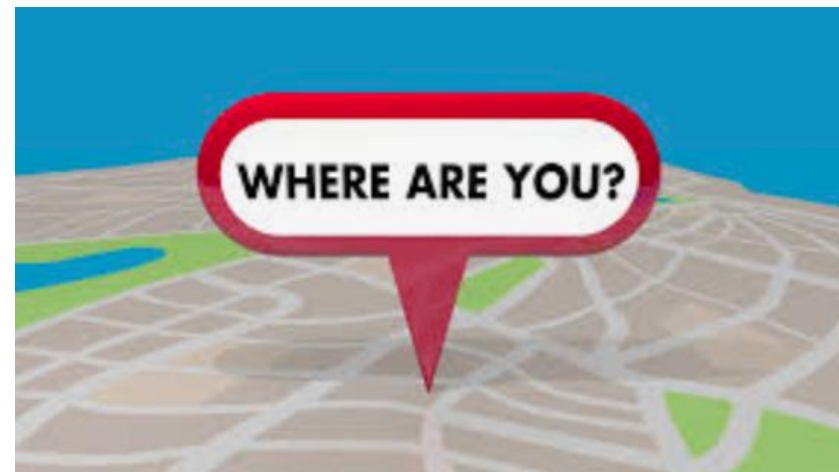


# Where are you currently?



Oide

1. What cohorts of young people have you identified as being a priority in your school?
2. What are their needs that the DEIS plan could support?



# The SSE 6 Step Process as an Effective Planning Tool



Oide



Looking at DEIS Action Planning for Improvement through the lens of the SSE 6 Step Process

# Step One: Identifying the Focus



Oide

Step 1: Identify focus

Key questions to consider:

- What do we want to improve?
- Why do we want to improve this?
- How can this be achieved?



## SSE 6 Step Process

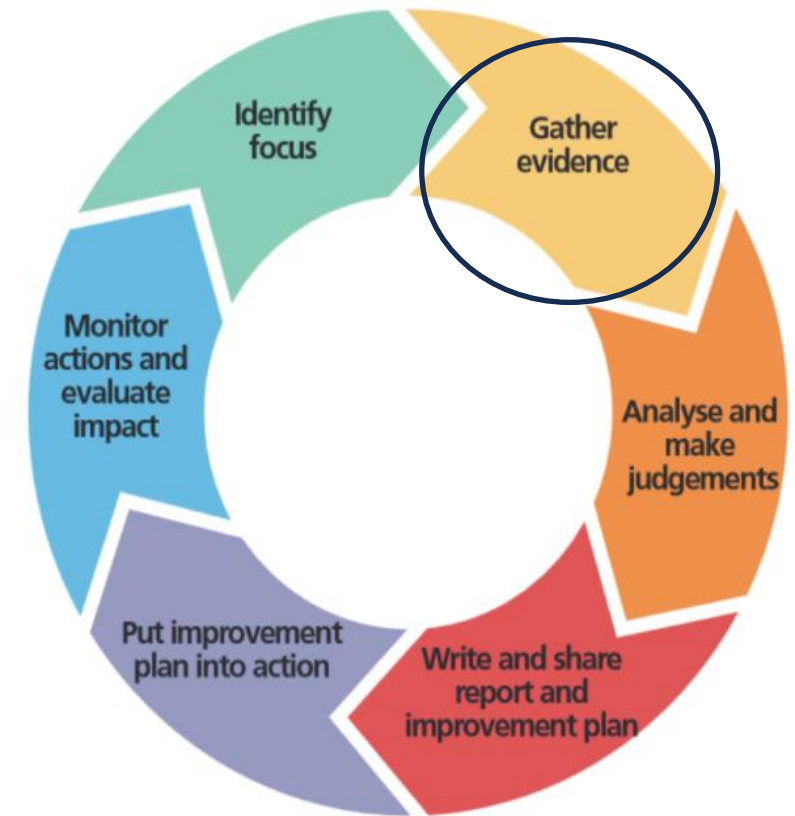


# Step Two: Gather Evidence



Step 2: Gather evidence

1. Do not collect too much data – be concise and focussed.
2. Carefully consider what information you need.
3. What data do you already have?
4. Consider the integrated nature of the themes and related issues e.g. if attendance – also lates/partial days/retention risk etc.
5. Be clear about WHO you will need to get information from – how many, representation, types of data, etc.
6. Who has the skills to gather/collate/analyse data?



# Data Gathering and Identifying At Risk Cohorts



Oide

Step 2: Gather evidence

What data sources do you most commonly use when considering your focus area or theme?

What data do you use to identify at risk groups?

How do you capture the student voice?



# Quantitative Data Sources



Oide

Step 2: Gather evidence

State Examination Results

Classroom Based Assessment Results

Quantitative data can be measured and given a numerical value.

Attendance Data

Retention Data

Standardised Testing Results

Surveys



# Qualitative Data Sources



Oide

Step 2: Gather evidence

Interviews

Surveys

Focus Groups

Teacher Observations

Teacher Reflections

Case Studies

Qualitative data provides insights on emotions and perceptions from key stakeholders including students and parents.

# Focus Groups

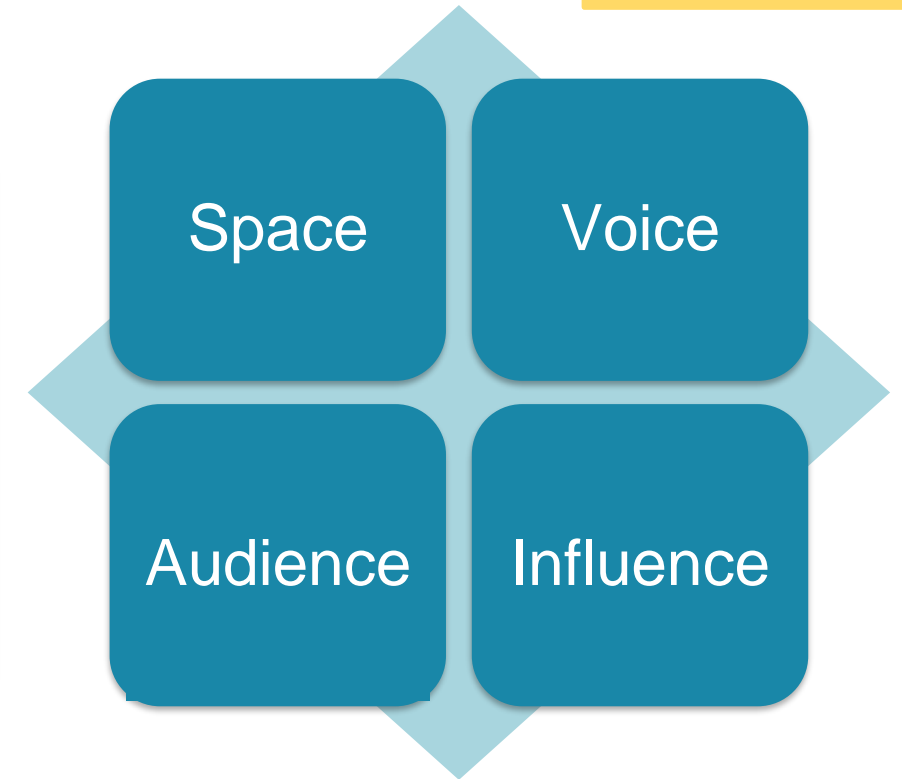


Oide

Step 2: Gather evidence

A focus group is a specified cohort of students gathered to discuss their insights into a certain topic or issue.

The outcomes of this qualitative data can assist with, and impact on the setting of specific SMART targets.



Lundy Model of Participation, 2007



# Activity: Focus Groups



Oide

Step 2: Gather evidence

Questions to consider before setting up your own focus group.



# The Why of Focus Groups



Oide

Step 2: Gather evidence

## Why Use Focus Groups?

- Pre-prepared questions
- Deeper and more detailed answers
- Less time consuming than one-on-one interviews
- Get different perspectives

## Considerations

- Is it representative?
- How many people (5-8)?
- How do we explain the purpose of the focus group to the participants and gather their consent to participate?
- Carefully plan the discussion areas
- How to record answers?
- Ensure all have an equal chance to speak

# Activity: Focus Groups



Oide

Step 2: Gather evidence

Devise your own focus group framework.



# Session 2



Oide

# Step 3: Target Setting



Oide

Step 3: Analyse and make judgements

Key questions for schools to consider....

What do **we** want to improve?

Why do **we** want to improve this?

How can this be achieved?

Which students need to be targeted/prioritised?



# What is a SMART Target?



Oide

Step 3: Analyse and  
make judgements

<b>Specific</b>	<b>Measurable</b>	<b>Achievable</b>	<b>Realistic</b>	<b>Timed</b>
Targets should aim to meet the needs of a clearly specified group	Targets should include data to facilitate measurement of the target	Targets should be achievable, informed by capturing the abilities of the targeted group	Targets should be appropriate for the targeted group and reflect the context of the school	Targets should clearly articulate when the target is expected to be achieved

# Effective Target Setting



Oide

Step 3: Analyse & make judgements

Be realistic

Ensure targets are SMART

Targets should be evidence-based

Avoid confusing actions with targets

Targets should relate to learner outcomes

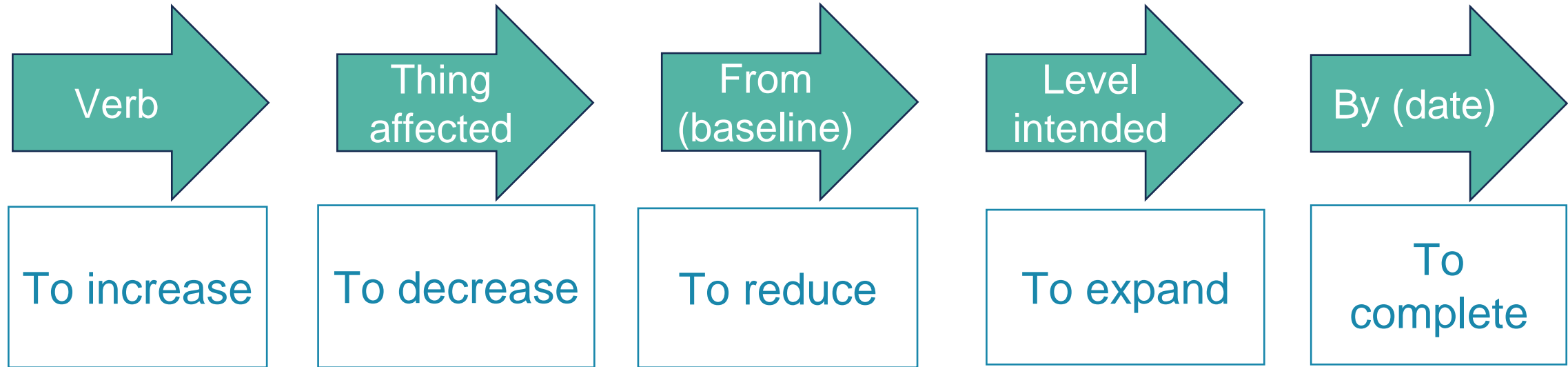
Actions relate to learning experiences and teachers' practice



# Formula and Language of Targets



Oide



## An example:

To increase (**verb**) the percentage of pupils taking higher level (**thing affected**) from 60% (**baseline**) to 65% (**level intended**) by the end of year 1, 70% by the end of year 2 and 75% by the end of year 3.

Targets are student focused, evidence-based, have baseline data and clearly indicate the desired outcome.





# Activity: Is it a Target?

In your groups:

Identify if each of the statements are a target or not.

Provide a justification for your decision.



# Walking through a Target using the SSE 6 Step Process



Oide

Step 1: Identify focus

The next series of slides will walk us through a target in relation to the chosen theme – Attendance.

Following each step of the SSE process we will clearly see how a sample SMART target can be achieved.



# Walking through a target: Attendance



Oide

Step 1: Identify focus

## Step 1: Identify focus

To decrease (**verb**) the percentage of fifth year students with partial absences (**thing affected**).



# Walking through a Target: Attendance



Oide

Step 2: Gather evidence

## Step 2: Gather evidence

To decrease (**verb**) the percentage of fifth year students with partial absences (**thing affected**) from 40% (**baseline**).



# Walking through a Target: Attendance



Oide

Step 3: Analyse and make judgements

## Step 3: Analyse and make judgements

To decrease (**verb**) the percentage of fifth year students with partial absences (**thing affected**) from 40% (**baseline**) to 35% by the end of year one, 30% by the end of year two and 25% by the end of year three.

How could focus group data be used to ascertain **why** the students have partial absences and **how** these partial absences could be alleviated through effective teaching and learning?



# SMART Targets - Activity



- Identify if the Targets given are SMART or not.
- Give a reason for your answer.
- Suggest a way to improve the targets which are not SMART.

<b>Specific</b>	<b>Measurable</b>	<b>Achievable</b>	<b>Realistic</b>	<b>Timed</b>
-----------------	-------------------	-------------------	------------------	--------------





# Step 4: Write and Share DEIS Action Plan for Improvement



Oide

Step 4: Write and share DEIS plan

DEIS Action  
Planning Framework - 8  
individual themes

Annual Review of the DEIS  
Action Plan for Improvement

Summary of DEIS Action Plan  
for improvement for the  
community



# Step 5: Putting the DEIS Plan into Action



Oide

Step 5: Put the DEIS Action Plan for Improvement into Action

Emphasising effective teaching and learning

Discussing DEIS at subject department meetings

Linking DEIS planning with CPD and Digital Planning

Fostering collaboration between the 8 DEIS teams





# The Practicalities of Setting up DEIS in Our School



Oide



Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Session 3



Oide

# Types of Actions



Oide

Teaching and Learning at Classroom Level



Departmental Level



General Whole School Actions



# Understanding Actions



Oide

An action is an intervention to ensure the related SMART Target is reached

Teaching and learning actions need to be in all 8 themes

Actions can be repeated across all 8 themes

An action can relate to students, teachers and other relative school and classroom areas

An action is about the student's learning experience



# Actions: Points to Consider



Oide

Step 5: Put DEIS Action Plan for Improvement into Action

Are the actions linked to a target?

Are the actions classroom based?

Is there a whole school approach?

Are the actions focused on teaching and learning?

Is JCSP evident where appropriate?





# Monitoring and Evaluating



Oide

Step 6: Monitor actions and evaluate impact

What do we monitor and evaluate?

How do we monitor and evaluate?

Why do we monitor and evaluate?

What impact does the process of monitoring and evaluating have on your DEIS Plan?



# Reflecting on your DEIS Plan For Improvement



Oide



Are the targets in your DEIS plan SMART?

Are the targets related to learner outcomes and experiences?

Are targets clearly aimed towards at-risk cohorts?



Reflect on your learning from today.

Consider your priorities for DEIS Action Planning.

Use the Diamond Nine template to list these in priority order.

