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Supporting the Professional
Learning of School Leaders
and Teachers

Effective Teaching, Learning and Assessment to Support DEIS Action Planning

Introductions

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Inclusive Education Support

Learning Outcomes

By the end of this PLE participants will have:

- Investigated how effective DEIS Action Planning for Improvement benefits from a student-centred approach

- Investigated and reflected on active, engaging and empowering classroom methodologies to enhance learner outcomes

- Developed an insight into the importance of the teacher-student relationship affecting SMART targets, cognisant of classroom context and priority cohorts.

Outline for Today

- **Session 1:** 10am – 11.00am - A student-centred approach in reviewing the DEIS Action Planning

  and the SSE Six-Step Process

- **Break:** 11.00am - 11.20am

  Break

- **Session 2:** 11.20am – 1.00pm - Teacher-student relationship's impact on SMART targets and

  exploring engaging and empowering teaching methods to improve learner outcomes

- **Lunch:** 1.00pm – 2.00pm

  Lunch

- **Session 3:** 2.00pm – 3.30pm - Considering classroom context and priority cohorts.

Session 1

DEIS Action Planning Impacting on Learner Outcomes

Student-centred Approach

DEIS Themes & SSE Process

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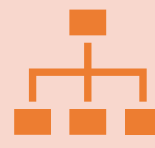Supporting the Professional Learning of School Leaders and Teachers

Why DEIS Action Planning for Improvement is Vital for Students

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Targets our priority students to ensure equitable opportunities

Provides a structured approach to address specific challenges

Improved attendance, wellbeing, engagement, and academic achievement

Specialised actions ensure targets are realised for priority students

Positive Impact on Learner Outcomes and Experiences

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To what extent has DEIS Action Planning impacted positively on learner outcomes and experiences in your school?

- Improved Educational Outcomes
- Enhanced Attendance and Retention
- Empowering Students
- Equality of Opportunity
- Positive Change through Targeted Strategies
- Building Stronger Communities

The Diversity Walk: A Step Towards Equity

Step forward if you can…

An exercise in empathy and equity in education

Link: Diversity Walk Case Studies
Link: Statements

DEIS Priority Students
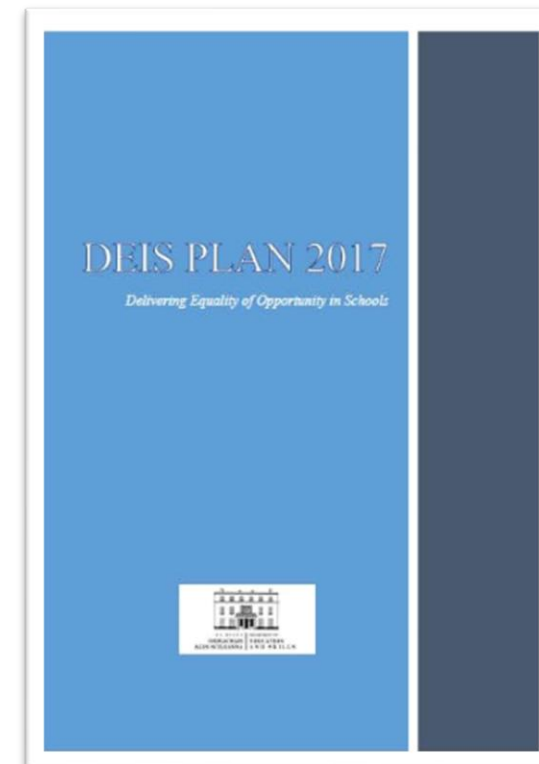
How do you know your priority students?

How do you identify their strengths?

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DEIS Action Planning For Improvement

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Themes and Integrated Themes

- Literacy
- Numeracy
- Attendance
- Retention
- Partnership with Parents
- Partnership with Others
- Supporting Educational Transitions
- Attainment
- Wellbeing Leadership CPD

SSE Six-Step Process

- Identify focus
- Gather evidence
- Analyse and make judgements
- Write and share report and improvement plan
- Put improvement plan into action
- Monitor actions and evaluate impact

The SSE Six-Step Process as an Effective Planning Tool

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Step 1: Identify focus
Who? What? Why?

Step 2: Gather evidence
Qualitative / Quantitative

Step 3: Analyse and make judgements
Set SMART target What? Why? How?

The SSE Six-Step Process as an Effective Planning Tool

Step 4: Write and share DEIS plan

Parents / schools' BOM

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

Staff meetings, subject dept. meetings, Croke Park hours.

Step 6: Monitor actions and evaluate impact

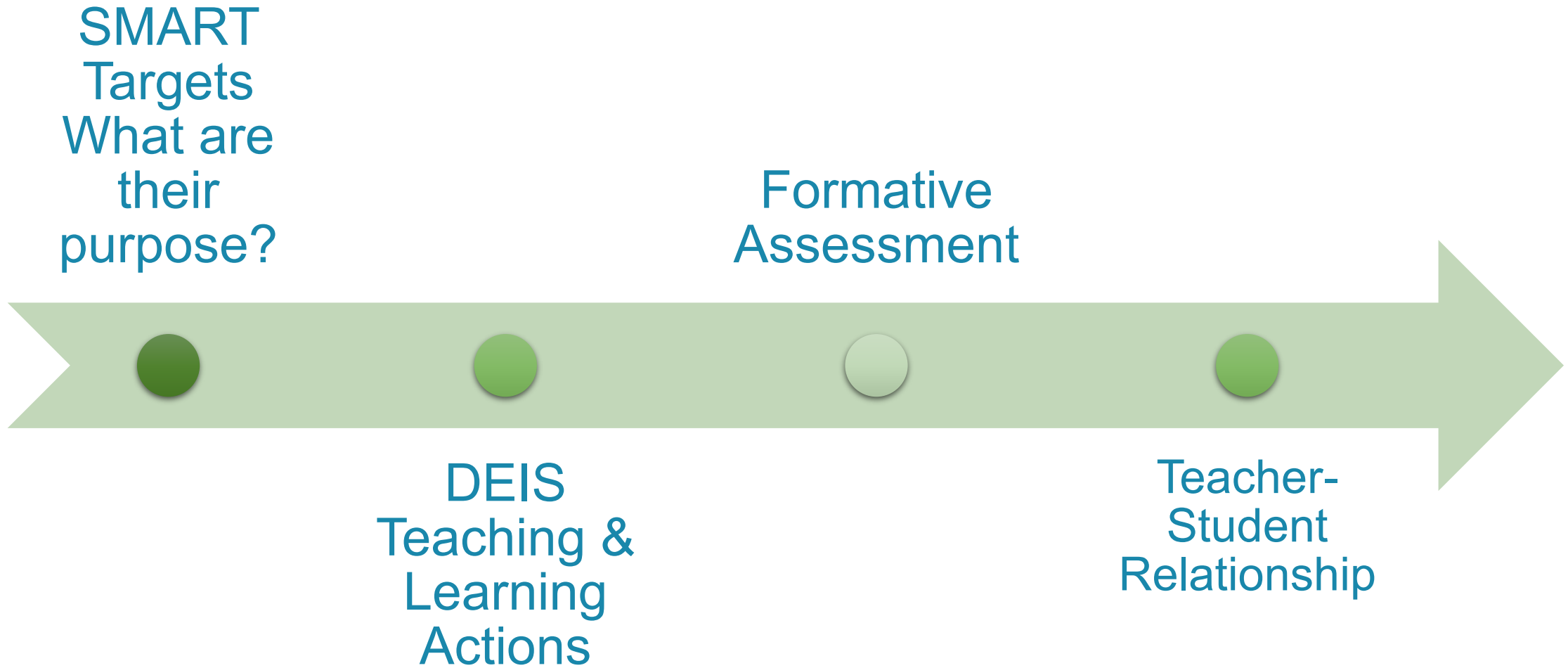Who? / How? / When? What is the outcome?

Tea / Coffee Break

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Session 2

SMART Targets
What are their purpose?

DEIS Teaching & Learning Actions

Formative Assessment

Teacher-Student Relationship

Step 3: Target Setting

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?

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Step 3: **Analyse and make judgements**
Set SMART target What? Why? How?

Specific	**M**easurable	**A**chievable	**R**ealistic	**T**imed
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 target group.	Targets should be appropriate for the target group and reflect the context of the school.	Targets should clearly articulate when the target is expected to be achieved.

Formula and Language of Targets

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Verb → Thing affected → From (baseline) → Level intended → By (date)
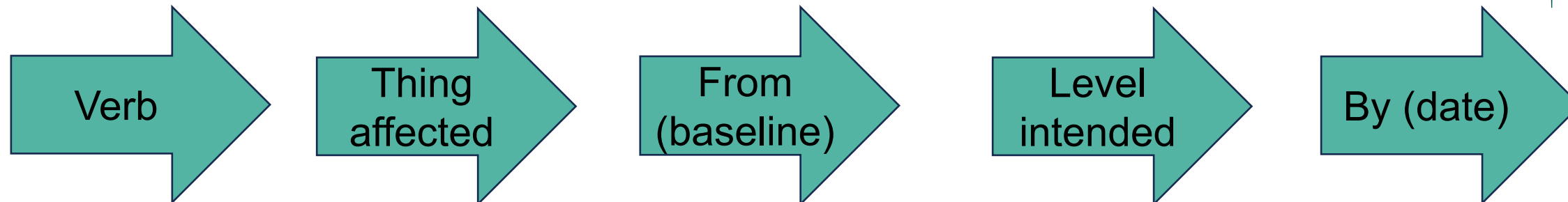
An example:

To increase the percentage number of 1st year students who self-report increases in confidence along a scale, using problem solving skills in all subject areas over a 3-year period from:

Confidence Level Scale	On Entry	By Christmas Year 2	By Christmas Year 3
Very Confident	9%	12%	15%
Confident	11%	15%	22%
Somewhat Confident	24%	30%	40%
Not Confident	56%	43%	23%

Matching Support to Students' Needs

Which DEIS targets make the biggest difference?

An exercise in empathy and equity in education

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Actions to Support SMART Targets

Teaching, Learning and Classroom Actions → **Subject Department Actions** → **General School Actions**

- Are the actions linked to a target?
- Are the actions classroom based?
- Is there a whole school approach?
- Is JCSP evident where appropriate?
- Are the actions focused on teaching and learning?
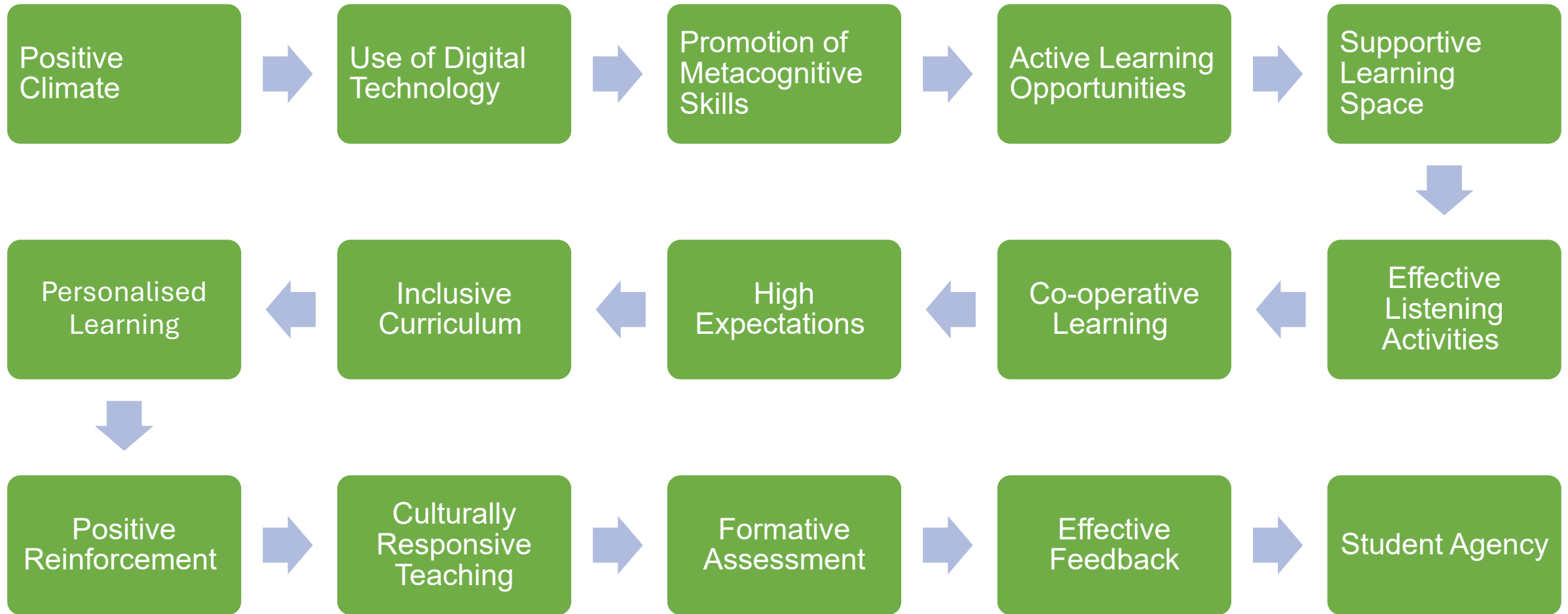- How do you keep your classroom active and positive?

Active, Engaging & Empowering Classrooms

What can the teacher do to promote an active, engaging and empowering classroom environment?

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Active, Engaging & Empowering Classrooms

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Positive Climate → Use of Digital Technology → Promotion of Metacognitive Skills → Active Learning Opportunities → Supportive Learning Space

↓

Personalised Learning ← Inclusive Curriculum ← High Expectations ← Co-operative Learning ← Effective Listening Activities

↓

Positive Reinforcement → Culturally Responsive Teaching → Formative Assessment → Effective Feedback → Student Agency

Over to You

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Structure?

Skills?

Feedback?

Content?

Resources?

Success?

How to you keep your classroom active and positive?

An Active Classroom- Methodologies

Flipped classroom

Digital Technology

Problem Based Learning

Collaborative Learning

Peer Tutoring

Graphic Organisers

Role Play

Gamification

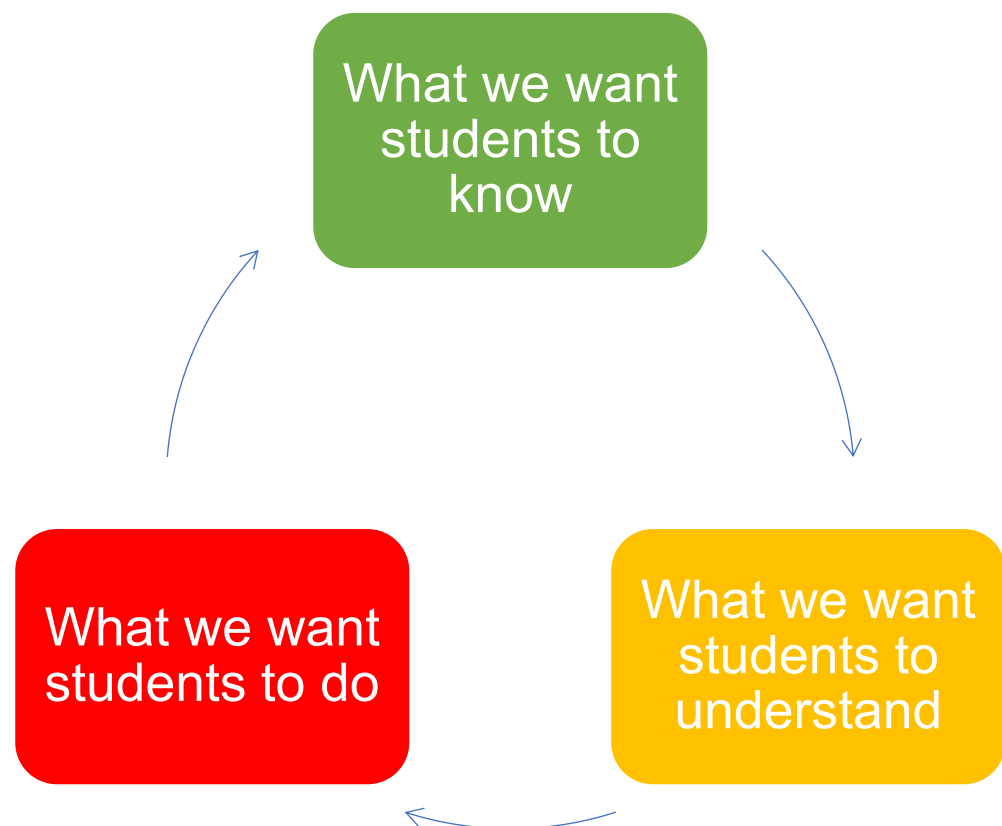Discussion Based Learning

JCSP

Universal Design for Learning
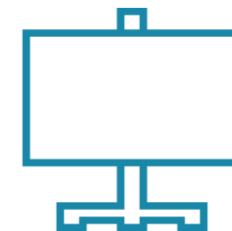
Formative Assessment

Importance of Formative Assessment

What we want students to know

What we want students to do

What we want students to understand

What opportunities do formative assessment and formative feedback provide for teachers and students?

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Importance of Formative Assessment

Can you share examples of how you have embedded assessment into your daily teaching practices, and what impact you have observed on student learning outcomes, motivation, and ownership of their learning?
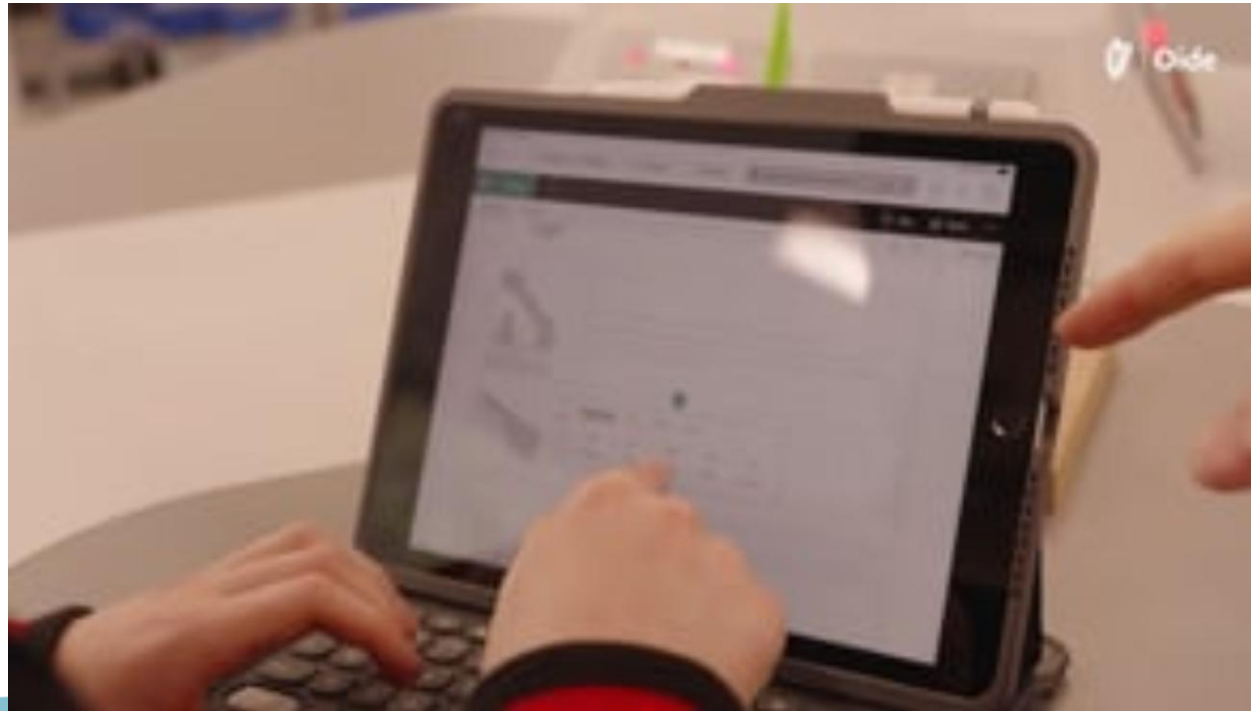
Formative Assessment Practices
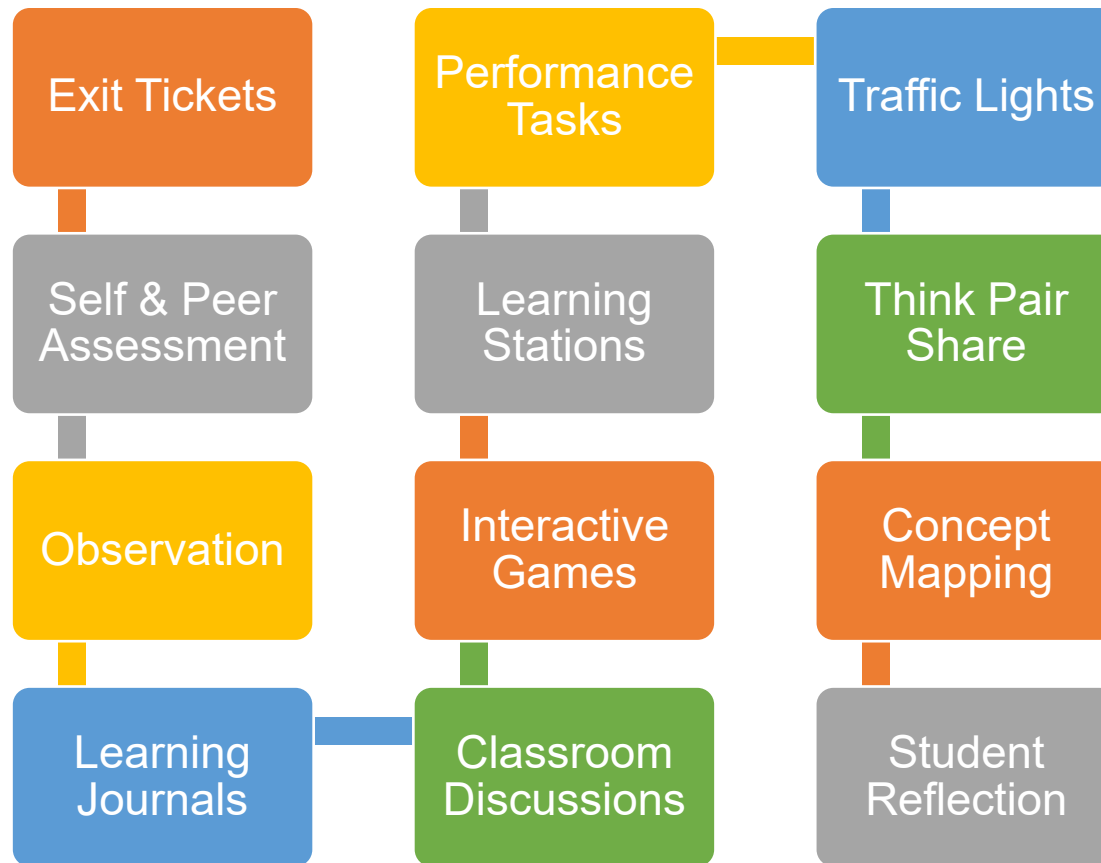
An Active Classroom- Digital Technology

How can we effectively harness digital technology to transform teaching, learning, and assessment?

Positive Reinforcement

Oide

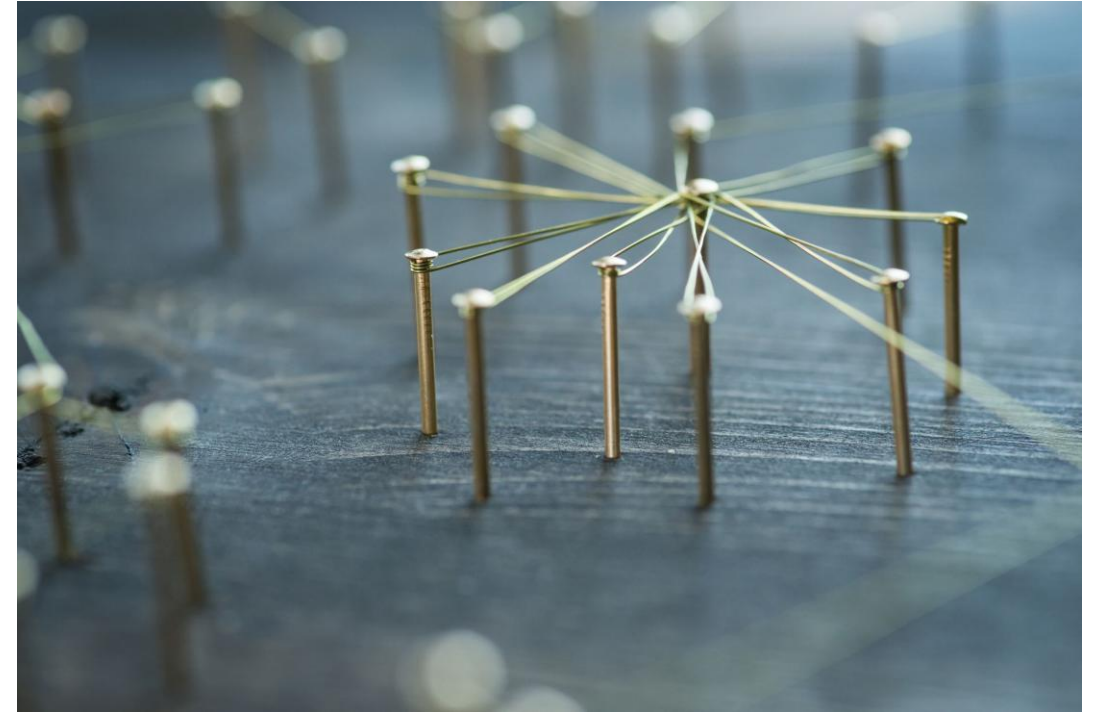| Set Clear Achievable Goals | Model Positive Behaviour | Scaffold learning for Success | Reward Positive Engagement |

How do we achieve success in the classroom?

Turning Targets into Action

What actions will support successful outcomes for students in attendance or attainment?

An exercise in empathy and equity in education

Link to activity resources

The Power of Teacher-Student Relationships

'The most powerful influences on achievement are the relationships that teachers build with their students, and how well they understand their students' backgrounds and experiences'

What practices exist in your school to assist you to build a profile and get to know the students in your class?

John Hattie, Visible Learning for Teachers

Lunch

Session 3

Flexible Curriculum

Priority Students

Reflection

Flexible Curriculum
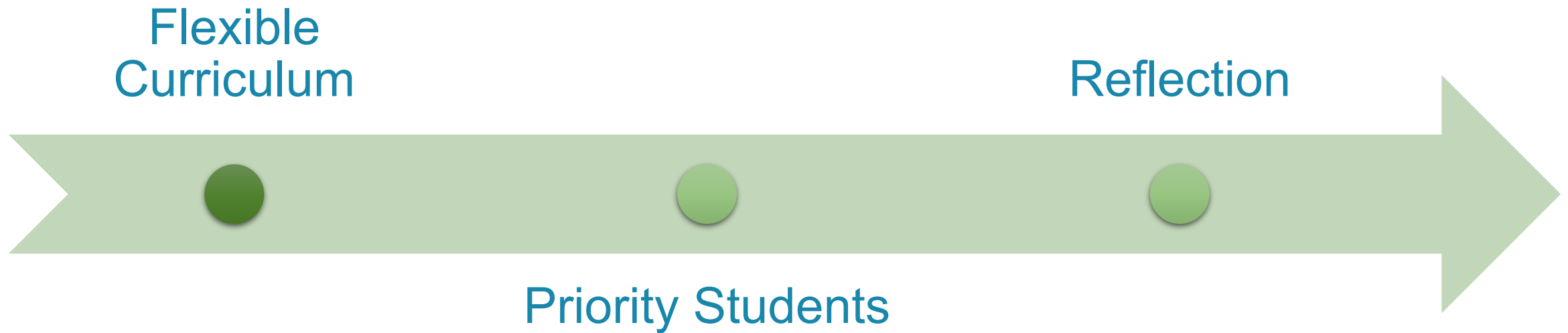
What opportunities do the learning outcomes from your subject specifications afford you to offer a positive learning experience in your classroom?

Skills

Competencies

Knowledge

Values

Dispositions

Flexible Curriculum

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Junior Cycle
- Level 3 Junior Cycle
- JCSP
- L1LPs L2LPs

Senior Cycle
- Transition Year Programme
- Level 5 LC Established
- Level 5 LCVP
- Level 4 LCA
- L1LPs L2LPs

Young People learning EAL
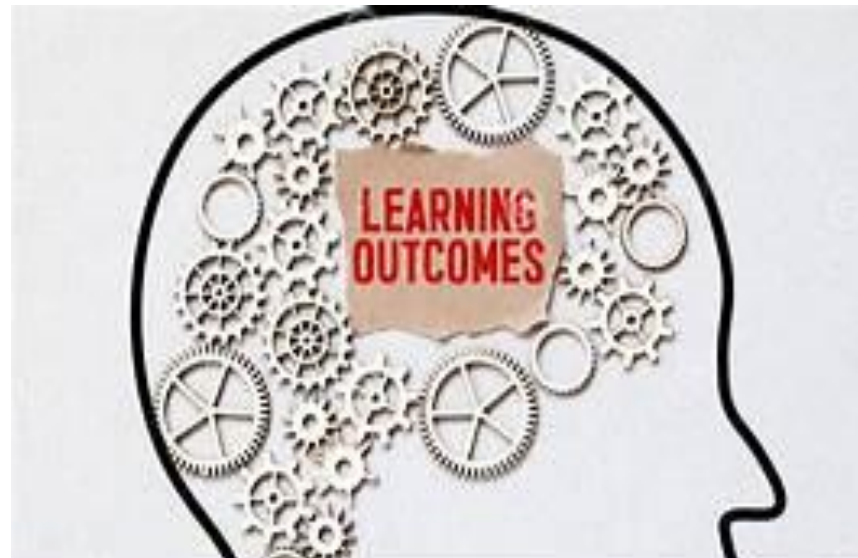
The Quality of Education for Children and Young People from Ukraine tells us:

- 'In January 2024 there were over 18,000 children and young people from Ukraine in Irish primary and post-primary schools: 11,165 in primary schools and 6,838 in post-primary schools'
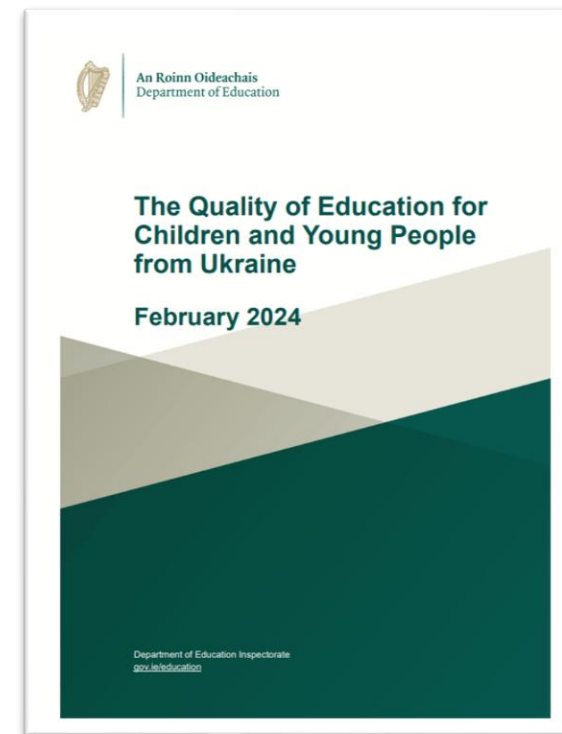
Young People learning EAL

What practices exist in your schools to support young people learning EAL?

Meeting Additional Language Needs: Whole-school and Classroom Approaches for Inclusive Language Learning

Findings from Primary and Post-primary school inspections of English as an Additional Language

February 2024

Department of Education Inspectorate
gov.ie/education

The Quality of Education for Children and Young People from Ukraine

February 2024
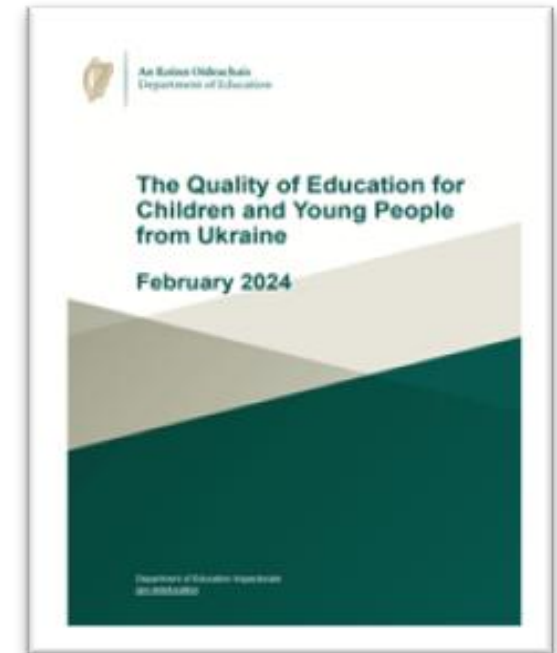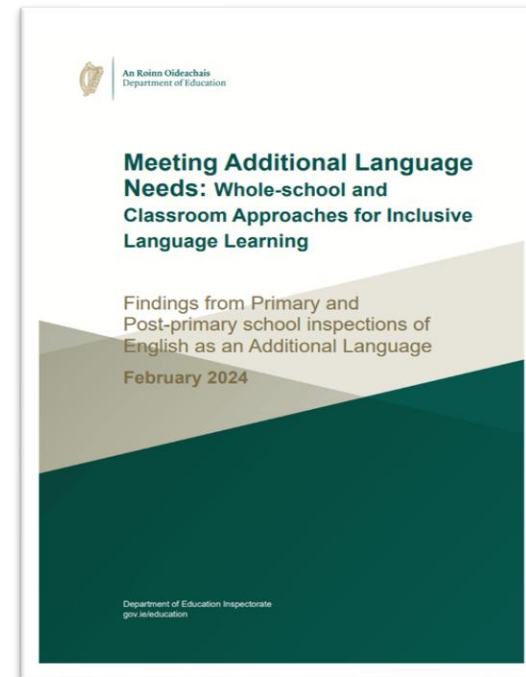
Teaching and Learning in Mainstream Settings for Young People learning EAL

1. Provide Clear Instructions
2. Use Effective Repetition and Rephrasing of Concepts
3. Use Visual Supports and Digital Technologies
4. Facilitate Pair Work and Group Activities
5. Embrace Cultural Identity
6. Challenge All Students Appropriately
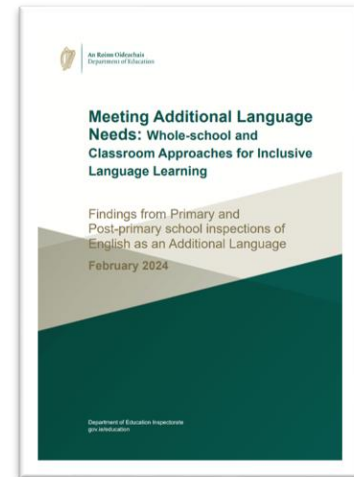
Meeting Additional Language Needs: Whole-school and Classroom Approaches for Inclusive Language Learning, pp. 20-22

Oide: Digital Supports for EAL Padlet Link

Traveller Culture

The Cork Traveller Women's Network, 2020

How could you assess and adapt your teaching practices to ensure that Traveller children feel valued, included, and understood in your classroom?

NCCA Video

- https://share.google/ppy8XvUtippORgNPI

- Short film: Traveller Culture and History | NCCA

Traveller and Roma Communities in our Classrooms

English
Include literature by and about Travellers and Roma; encourage storytelling and oral traditions
1

Languages
Explore dialects and linguistic traditions their languages. Compare cultural expressions
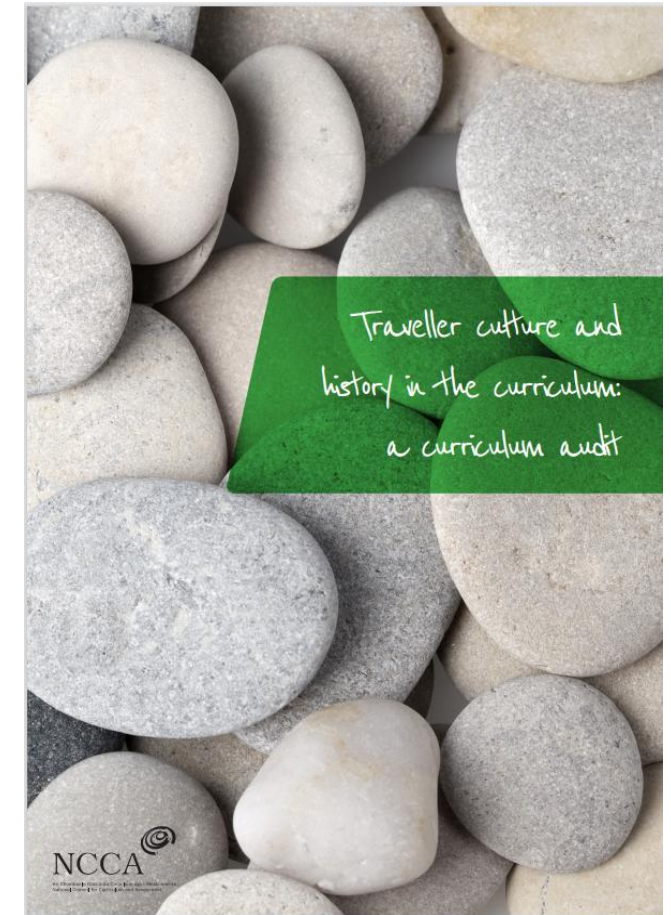**2**

History
Teach their contributions to history and explore discrimination and human rights issues
3

Geography
Discuss traditional routes, settlement patterns, and connections to land
4

Home Economics
Explore family life, diet, and traditions around cooking
5

Business Studies
Examine Traveller and Roma entrepreneurship and economic contributions
6

Music
Study traditional Traveller and Roma music and instruments
7

Visual Arts
Include Traveller and Roma art and crafts in projects
8

Religious Education
Discuss religious traditions and beliefs within the Traveller and Roma communities
9

Science/Caring for Animals
Explore Traveller and Roma knowledge of animals, herbal medicine, and sustainable practices
10

SPHE/CSPE
Address discrimination, identity, inclusion, rights and advocacy
11

Wood Technology
Highlight traditional Traveller and Roma craftsmanship
12

Traveller culture and history in the curriculum: a curriculum audit

NCCA

Literacy- Being Literate

- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately
- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts

Skills?

Numeracy – Being Numerate

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- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding

Skills?

Learning Outcomes

Over the course of today we have:

- Investigated a student-centred approach in reviewing the eight DEIS Themes and the SSE Six-Step Process

- Developed an insight into the importance of the teacher student relationship affecting SMART targets, cognisant of classroom context and priority cohorts, especially in relation to literacy and numeracy skills

- Investigated and reflected on active, engaging and empowering classroom methodologies to enhance learner outcomes

Reflection – My Classroom: A Whole School Approach

What specific teaching and learning actions can I take from today to improve outcomes for priority students in my classroom?

How can I adapt my teaching today to meet the diverse needs of my students?

What can I do to support a whole school approach to improve teaching and learning actions in my school?

Step 5: Put the DEIS Action Plan for Improvement into action: Staff meetings, subject dept. meetings, Croke Park hours.

Identify focus

Gather evidence

Analyse and make judgements

Write and share report and improvement plan

Put improvement plan into action

Monitor actions and evaluate impact

Evaluation

Effective Teaching, Learning and Assessment to Support DEIS Action Planning - 2025

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Reference Slide

Looking at our school 2022- A Quality Framework for Post Primary School

www.gov.ie/pdf/?file=https://assets.gov.ie/232730/4afcbe10-7c78-4b49-a36d-e0349a9f8fb7.pdf#page=null

DEIS 2017

www.gov.ie/pdf/?file=https://assets.gov.ie/24451/ba1553e873864a559266d344b4c78660.pdf#page=null

Guidelines for Post Primary Schools- Supporting Young People with Special Educational Needs in Mainstream Classes

Guidelines for PostPrimary

Traveller and Roma Education Strategy 2024-2030

gov.ie - National Traveller and Roma Inclusion Strategy II 2024-2028

Ireland's Literacy, Numeracy and Digital Literacy Strategy 2024-2033

gov.ie - Literacy, Numeracy and Digital literacy Strategy

Wellbeing Policy Statement Framework for Practice

gov.ie - Wellbeing in education