



Oide

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Effective Teaching, Learning and Assessment to Support DEIS Action Planning



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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



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- **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.



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

Oide DEIS Padlet

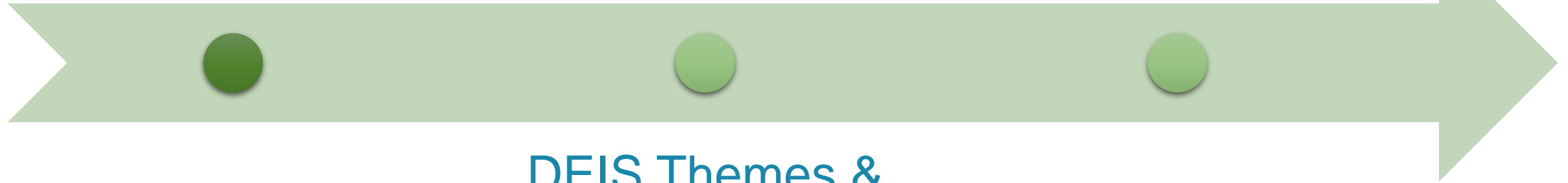
Oide DEIS Website:
Preparation for Teaching and Learning





Student-centred
Approach

DEIS Action
Planning
Impacting on
Learner
Outcomes



DEIS Themes &
SSE Process

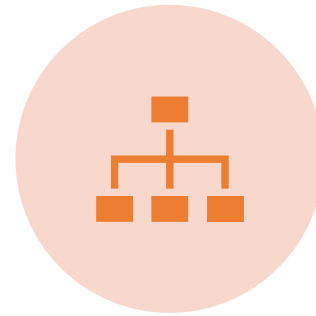
Why DEIS Action Planning for Improvement is Vital for Students



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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



Step forward if you can...



An exercise in empathy and equity in education

[Link: Diversity Walk Case Studies](#)

[Link: Statements](#)



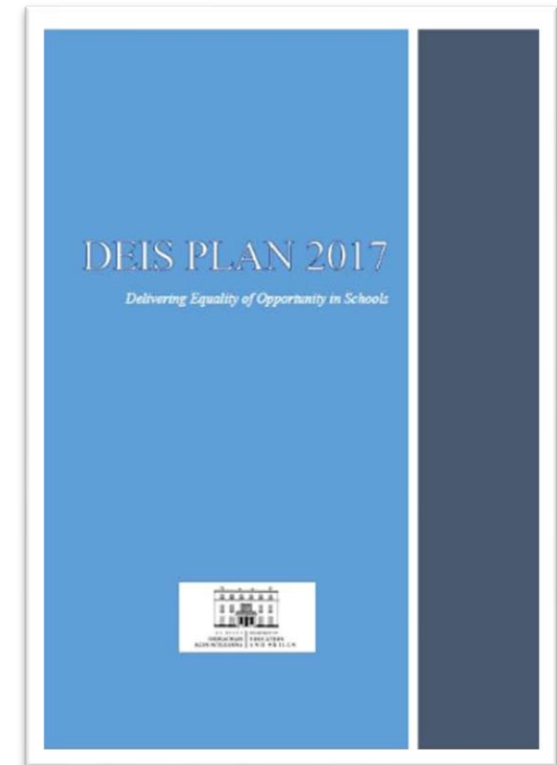
DEIS Priority Students



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How do you know your priority students?

How do you identify their strengths?



DEIS Action Planning For Improvement



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Themes and Integrated Themes



SSE Six-Step Process

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



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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?



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





SMART
Targets
What are
their
purpose?

Formative
Assessment

DEIS
Teaching &
Learning
Actions

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	Measurable	Achievable	Realistic	Timed
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.



Which DEIS targets make the biggest difference?

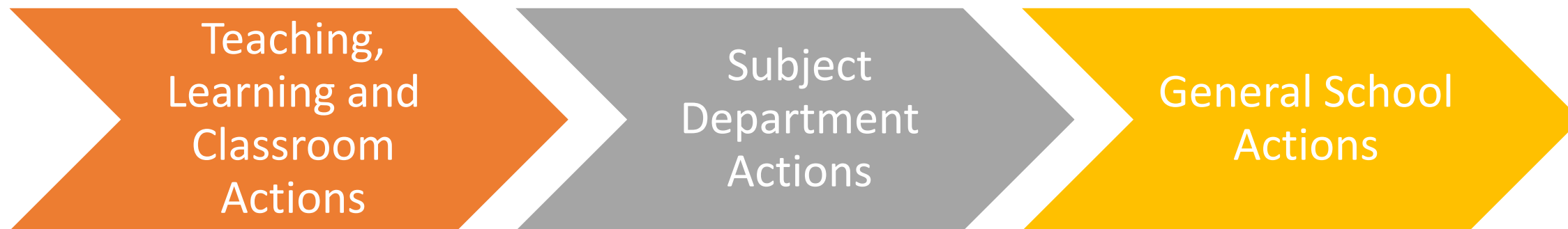


An exercise in empathy and equity in education





Actions to Support SMART Targets



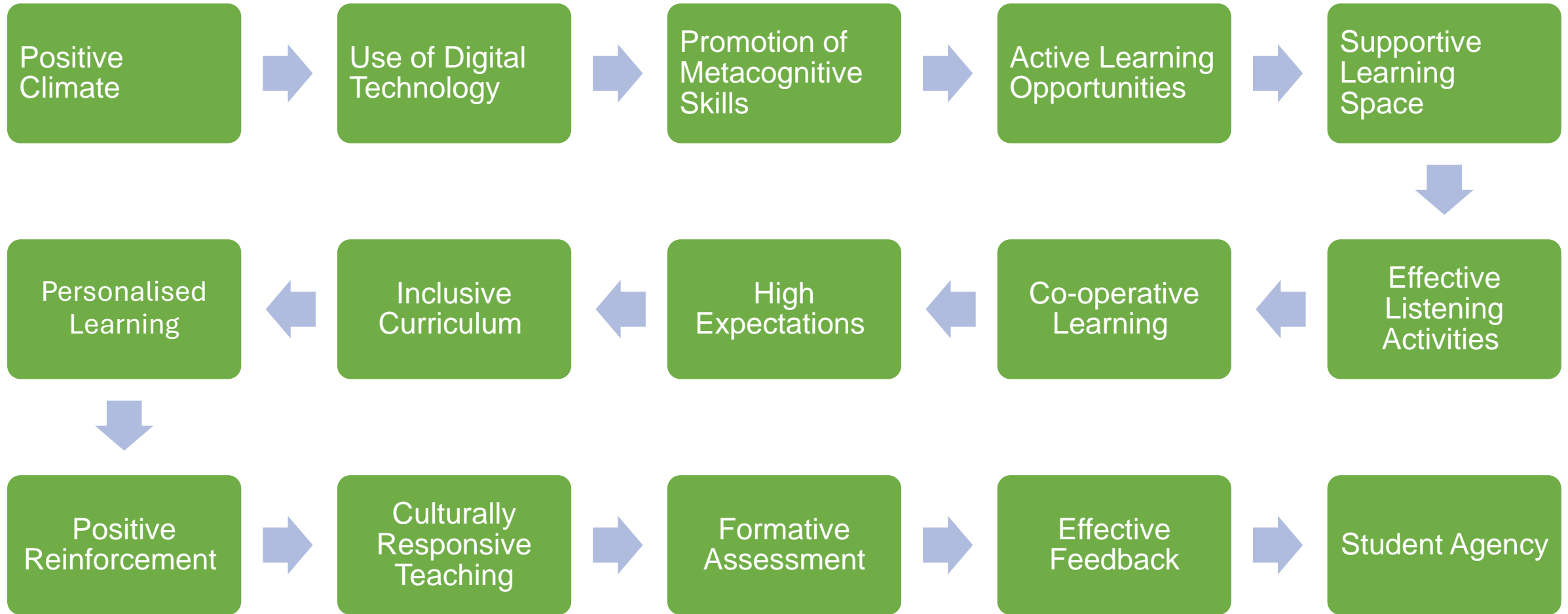
- Are the actions linked to a target?
- Are the actions classroom based?
- Is there a whole school approach?
- Is JCSP evident where appropriate?
- Are the actions focused on teaching and learning?
- How do you keep your classroom active and positive?



Active, Engaging & Empowering Classrooms



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An Active Classroom- Methodologies



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Flipped
classroom

Digital
Technology

Problem
Based
Learning

Collaborative
Learning

Peer
Tutoring

Graphic
Organisers

Role Play

Gamification

Discussion
Based
Learning

JCSP

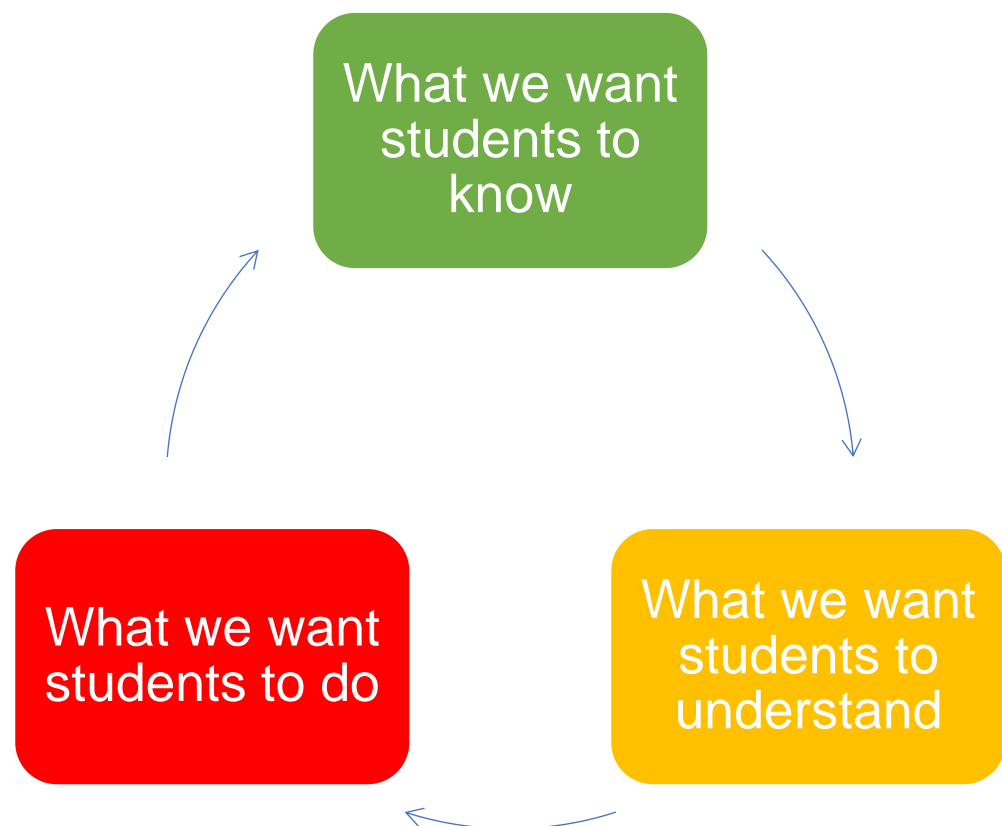
Universal
Design for
Learning

Formative
Assessment





Importance of Formative Assessment



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



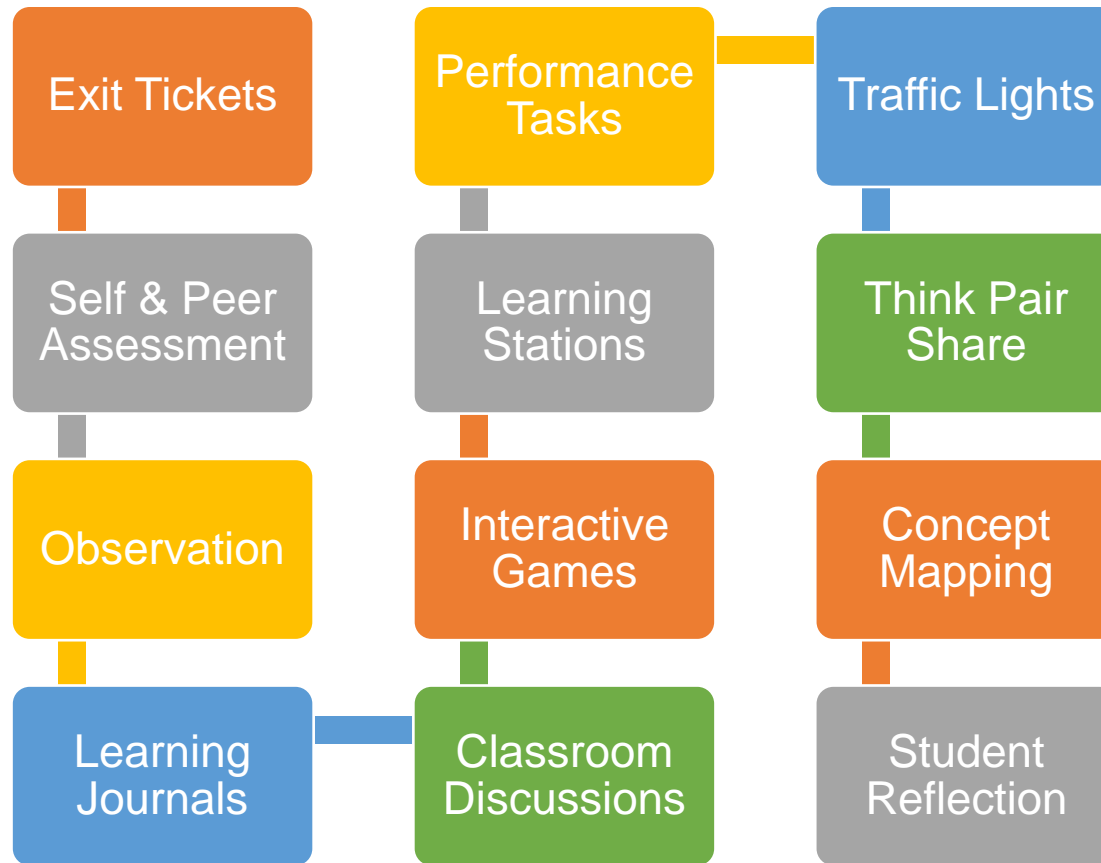


Importance of Formative Assessment

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?

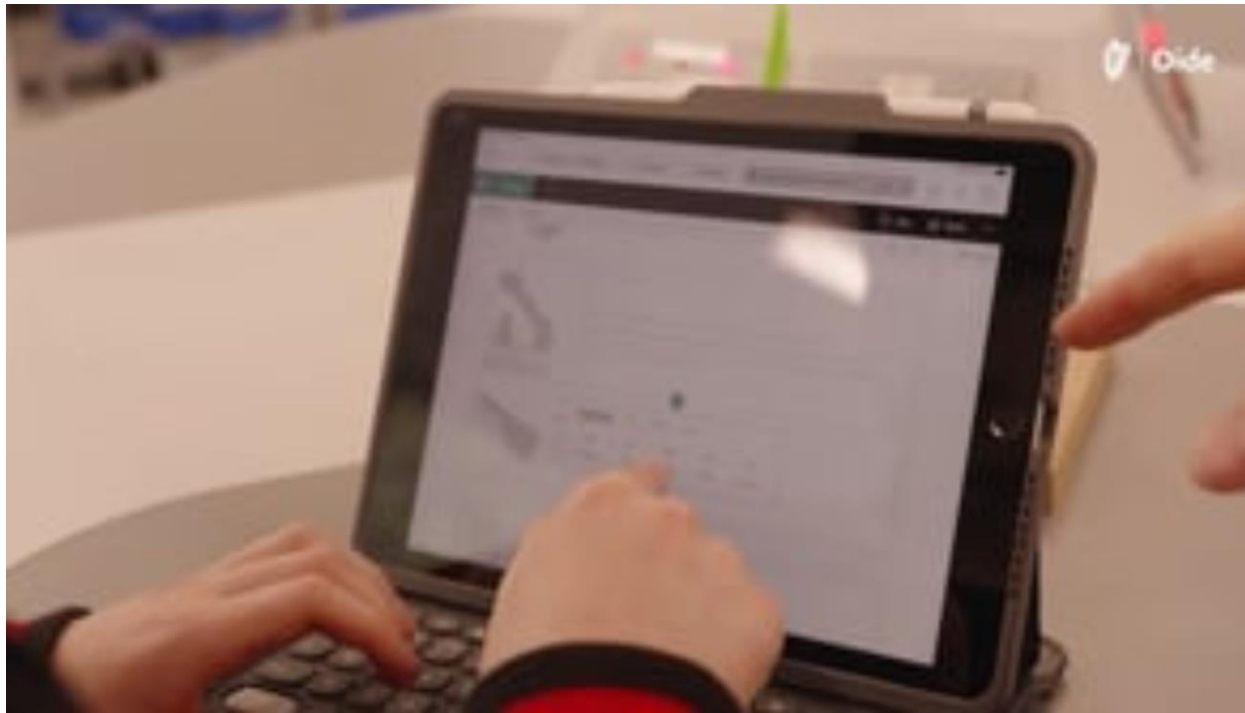


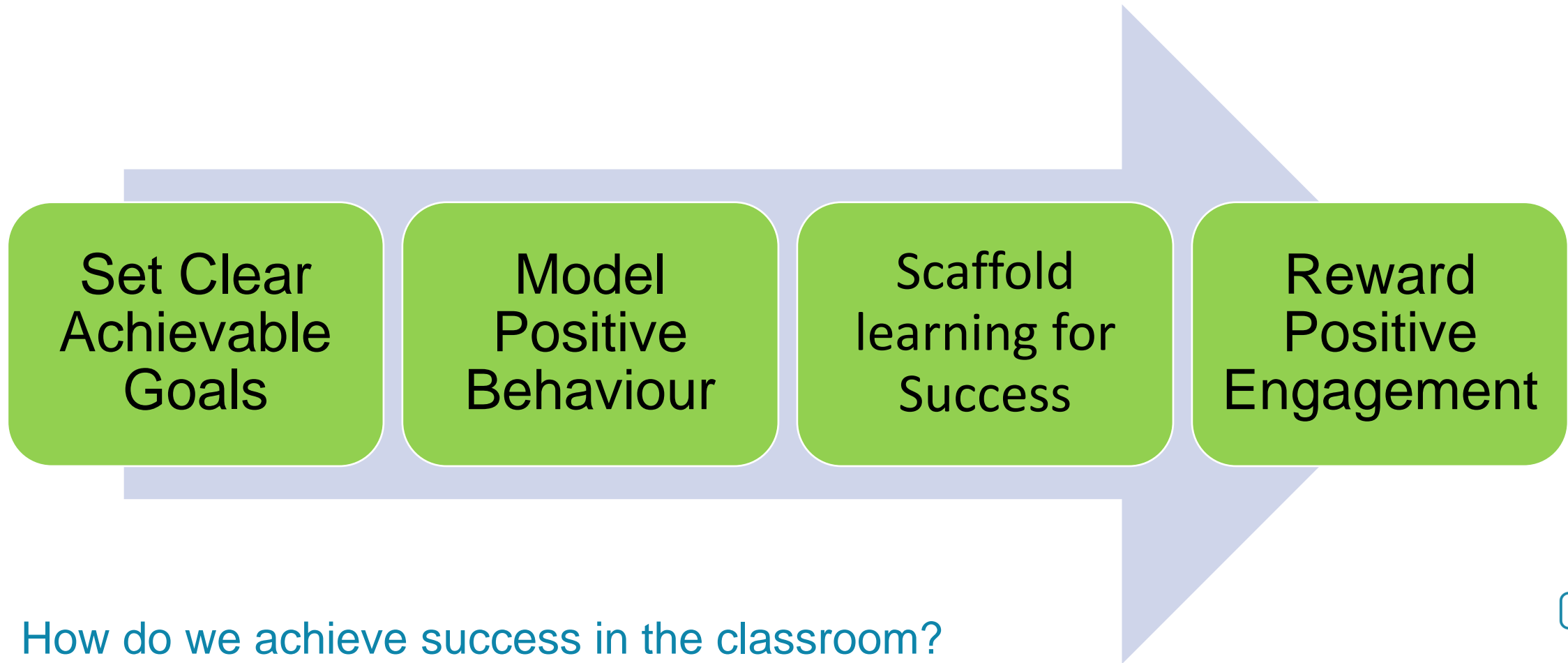
Formative Assessment Practices





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





How do we achieve success in the classroom?

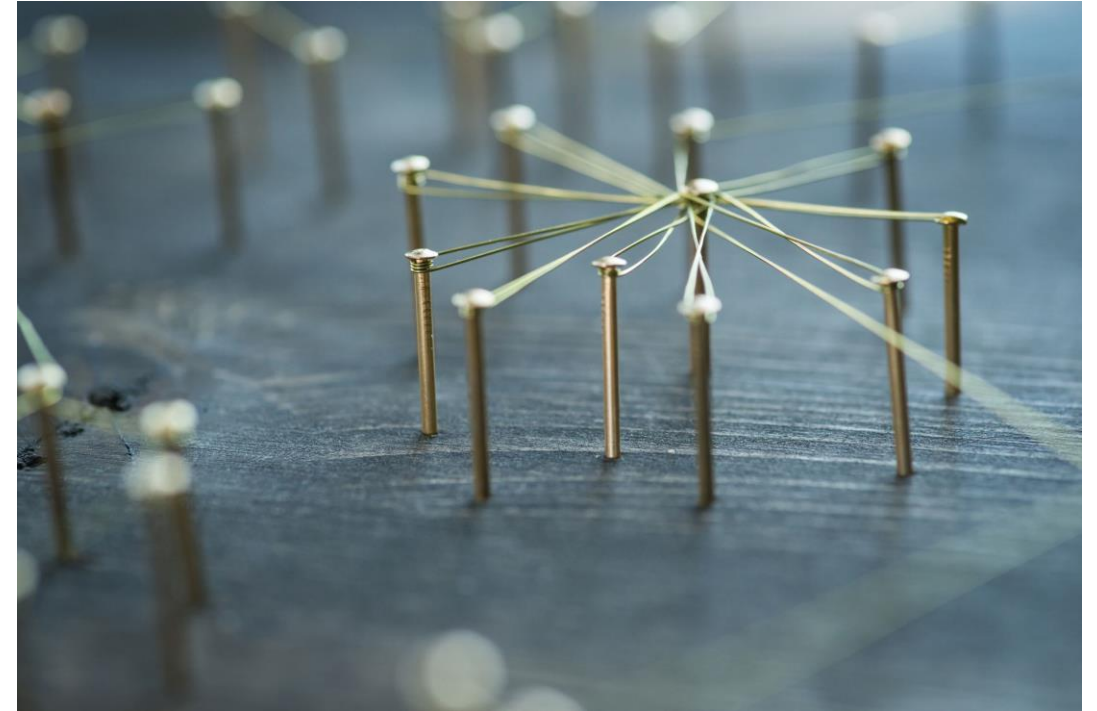


Turning Targets into Action



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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 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?

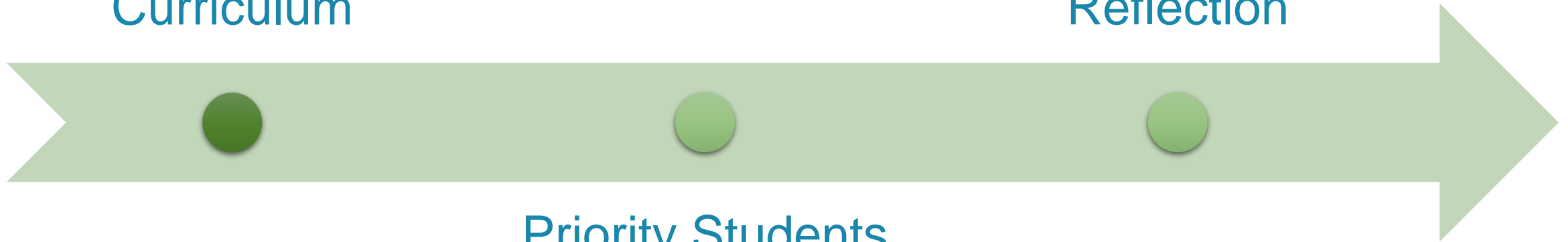


John Hattie, *Visible Learning for Teachers*



Flexible
Curriculum

Reflection



Priority Students

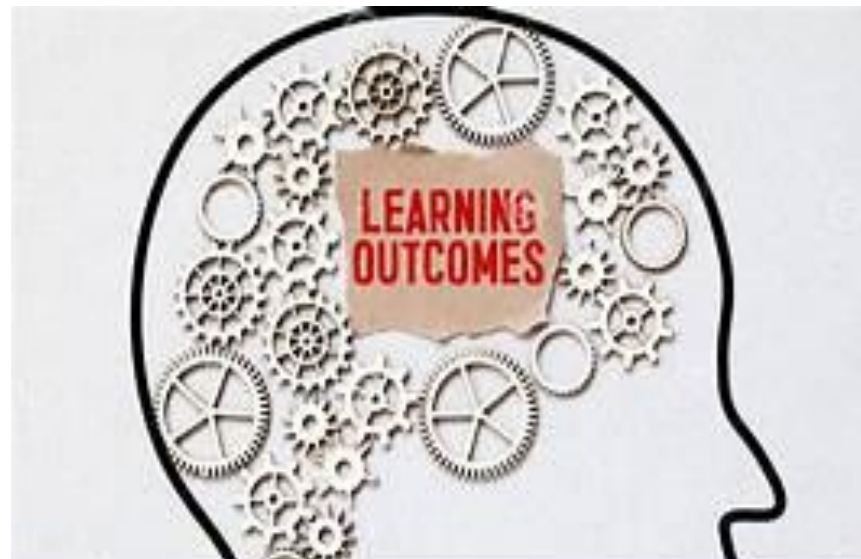


What opportunities do the learning outcomes from your subject specifications afford you to offer a positive learning experience in your classroom?

Skills

Knowledge

Values



Competencies

Dispositions





Junior Cycle

- Level 3 Junior Cycle
- JCSP
- L1LPs L2LPs

Senior Cycle

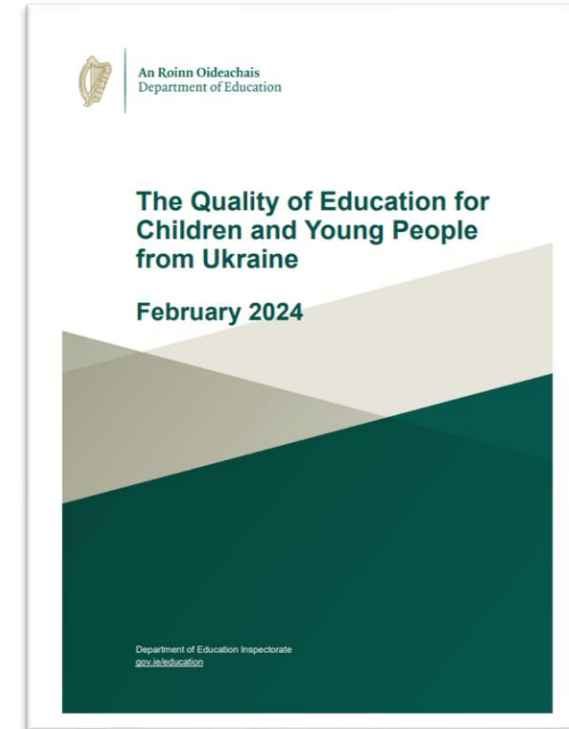
- Transition Year Programme
- Level 5 LC Established
- Level 5 LCVP
- Level 4 LCA
- L1LPs L2LPs





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

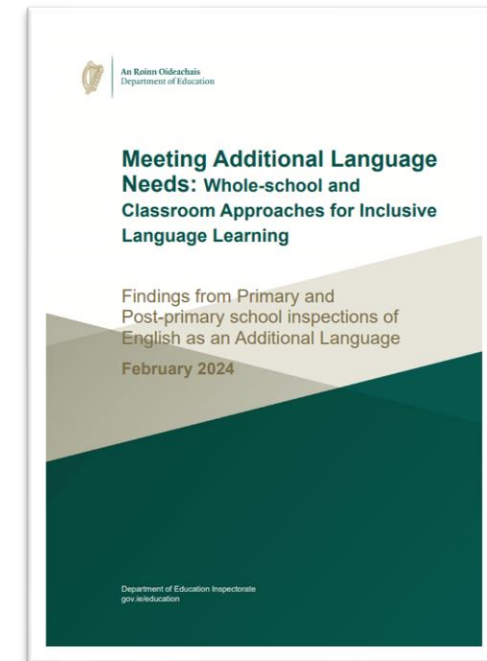
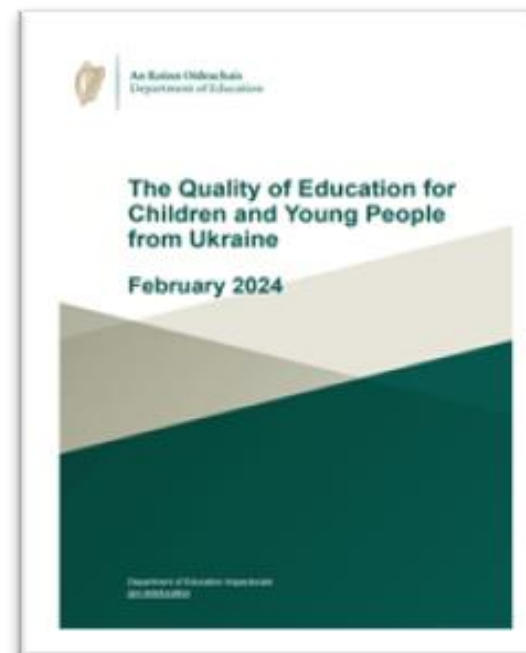
- 'In January 2024 there were over 18,000 children and young people from Ukraine in Irish primary and post-primary schools: 11,165 in primary schools and 6,838 in post-primary schools'





Young People learning EAL

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

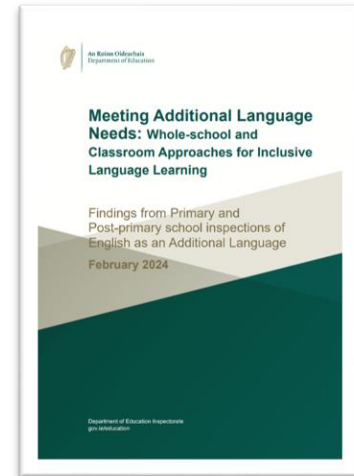


Teaching and Learning in Mainstream Settings for Young People learning EAL



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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](#)



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?



Traveller and Roma Communities in our Classrooms



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

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

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

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

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

6 **Business Studies**
Examine Traveller and Roma entrepreneurship and economic contributions

7 **Music**
Study traditional Traveller and Roma music and instruments

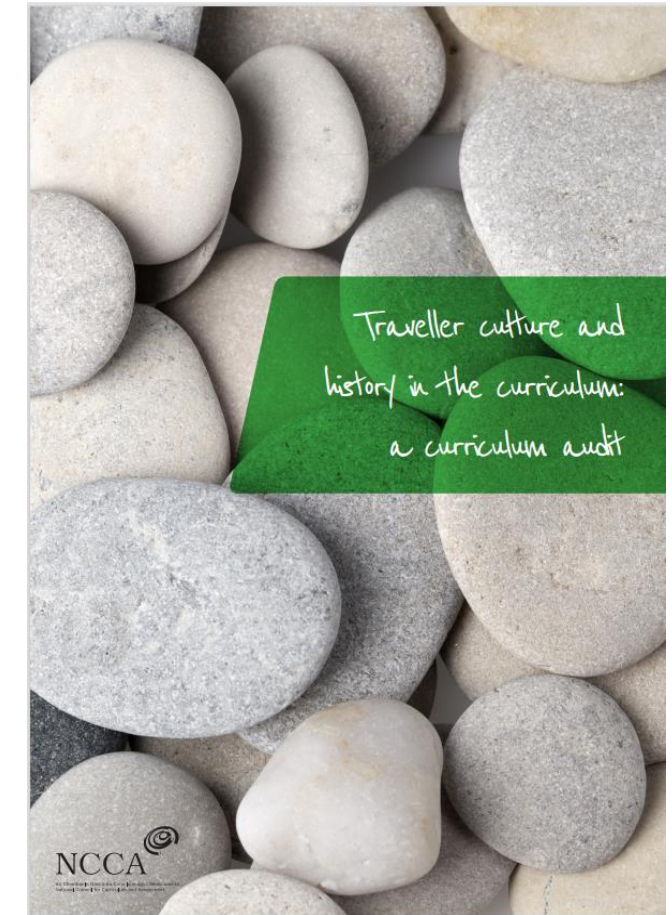
8 **Visual Arts**
Include Traveller and Roma art and crafts in projects

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

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

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

12 **Wood Technology**
Highlight traditional Traveller and Roma craftsmanship



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Supporting the Professional
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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



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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?

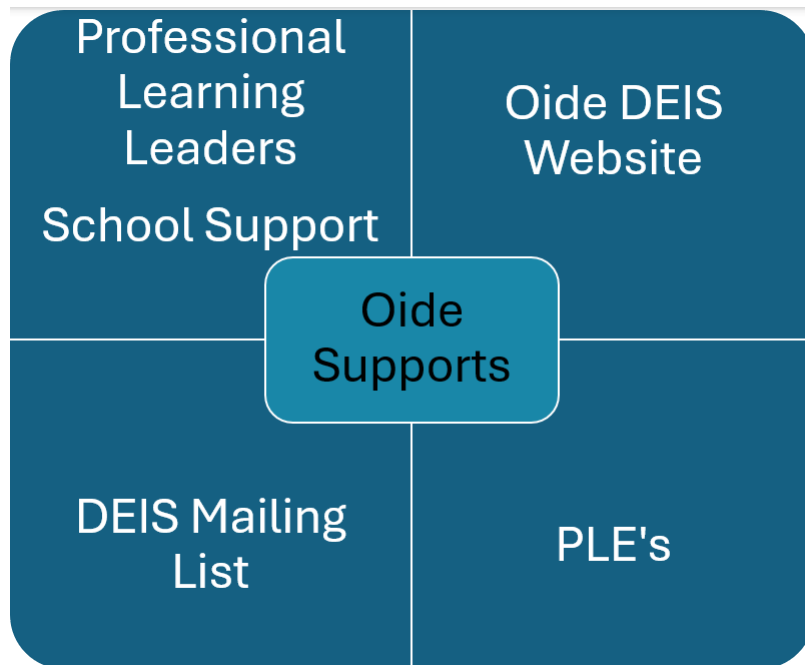
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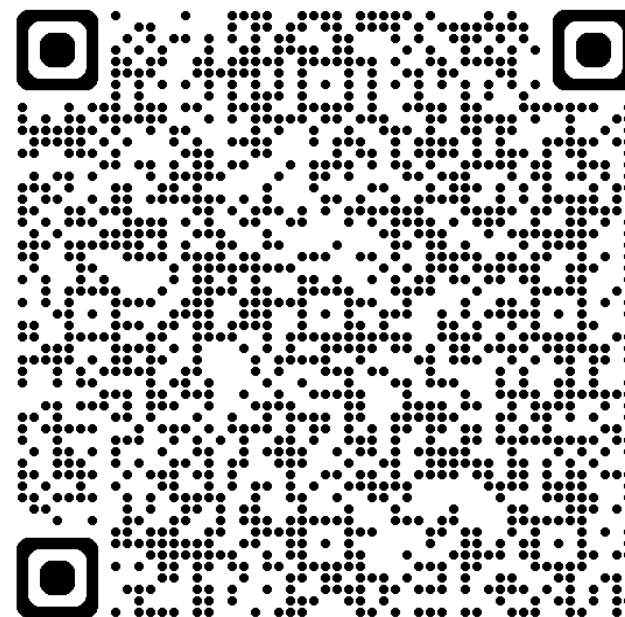




Oide Supports



Sources of Supports



Mailing List QR Code



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](#)