Registration Dublin West

Please use the QR code to register for this seminar.

Introducing Oide
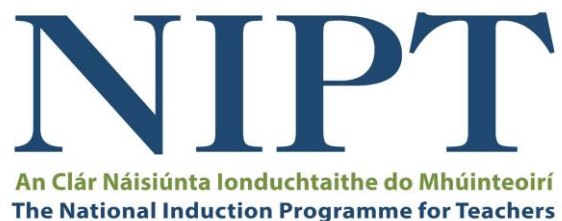
Introductions and Expectations for the day

Please introduce yourself including:

Name

School

Current Role

Expectations from the day

Padlet Wall

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

Session 1 10:00 - 11:00	The key concepts of DEIS Action Planning and the School Self Evaluation Process.
Tea/Coffee 11:00 - 11:15	
Session 2 11:15 - 13:00	Effective teaching and learning underpins DEIS Action Planning School self - evaluation 6 step process and DEIS Action Planning
Lunch 13:00 - 14:00	
Session 3 14:00 - 15:30	Success and challenges of DEIS Action Planning Identifying steps of DEIS Action Planning in your School Context

Purpose for the Day

To reflect on DEIS Action Planning through the lens of School Self Evaluation to bring about improved educational opportunities for those who come to education at a disadvantage

To provide opportunities to professionally collaborate and to develop a shared understanding of how effective teaching and learning is at the core of achieving positive outcomes from DEIS Action Planning

By the end of this session, participants will:

Have reflected on the key concepts of DEIS

Have explored what it is meant by the process of School Self Evaluation

Have reflected on how the SSE process of DEIS Action Planning

Core Principles of DEIS

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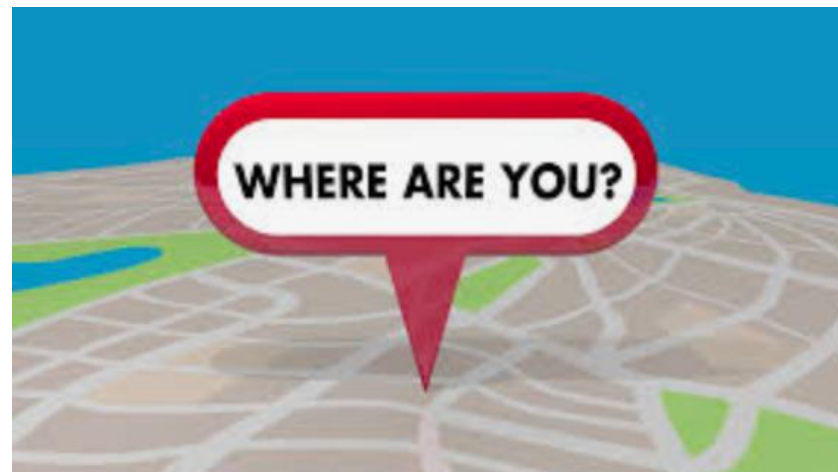
The process of planning for DEIS should be inclusive, reflective, and a collaborative whole school process

Improving the learning experience and outcomes of at-risk students

Where are you currently?

1. What is working well with DEIS Action Planning in your school?

2. What are the challenges of DEIS Action Planning in your school?

Circular 0034/ 2023

There is no requirement for any additional or separate plan for school self - evaluation (SSE) as the DEIS Action Plan for Improvement is the school improvement plan.

The theme Transitions is now called: Supporting Educational Transitions.

The following three integrated themes were introduced as new DEIS themes in 2017: Leadership, Continuous Professional Development, Wellbeing.

While these integrated themes **do not require** a separate section each like the main DEIS themes, consideration should be given to how they can be **integrated** into the main themes, with relevant targets and actions set out as appropriate.

UPDATE

Effective Leadership of DEIS Action Planning

Suggested indicators of highly effective leadership of
the DEIS action process include:

Clear and effective **communication** structures and protocols

Managing and analysing data effectively to set measurable targets

Identification of most **at-risk students** to inform target setting

Whole-school implementation of the DEIS action plan

Ongoing **monitoring and reviewing** of actions

An Roinn Oideachais
Department of Education

Looking at DEIS Action Planning for Improvement in Primary and Post-Primary Schools
The quality of leadership and management; teaching, learning and professional development

Inspectorate
Department of Education
April 2022

Department of Education, 2022

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Supporting the Professional
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National School Attendance Campaign

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Guidelines on the appropriate use of the Attendance Campaign Support Grant for Primary and Post Primary and Post – Primary Schools

National School Attendance Campaign 2023 / 2024
(informative Webinars)
(TESS/ Dept. Of Education)

UPDATE

Clarifying Misconceptions

You must have a school improvement plan as well as your DEIS Plan.

There are a set number of targets for each theme.

The more actions we have the better.

The DEIS Coordinator is solely responsible for the DEIS Action Plan.

Parents cannot help us to reach DEIS Action targets.

The student voice does not have to be part of our DEIS Action Planning.

DEIS Themes

Literacy	Numeracy	Attendance	Supporting Educational Transitions
Partnership with Parents	Partnership with Others	Retention	Attainment

CPD / Leadership / Wellbeing integrated into the DEIS Themes

8 Teams of DEIS
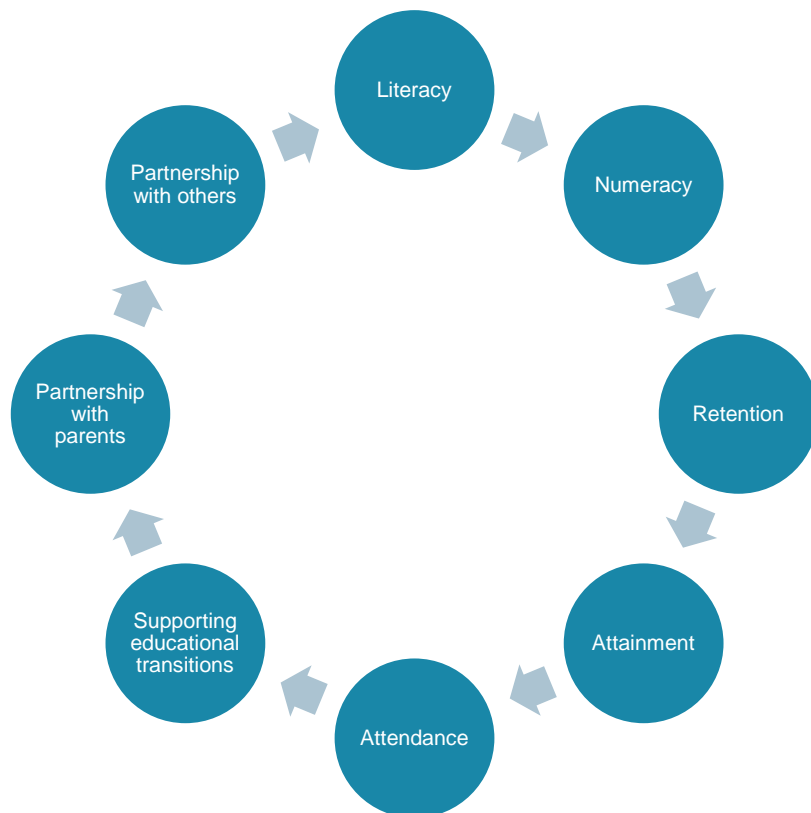
SSE Six Step Process

From your experience,
how do you engage the
six step SSE process
with DEIS Action Planning?

Session 2

By the end of this session, participants will:

become familiar with the SSE 6 step process specific to DEIS Action Planning.

develop through collaboration an understanding of establishing an effective DEIS Action Planning Team within the school community.

understand how Teaching and Learning underpins the DEIS Action Planning process.

Relating the SSE Six Step Process to DEIS Action Planning

SSE is a 6 step process for evaluating practice and bringing about improvement.

The focus on Teaching & Learning should be visible across the themes of DEIS.

The process of SSE can be applied when reviewing the targets of DEIS action plans.

There should be an evidence based approach.

Coherency, collaboration and communication between those involved are key to keeping the process manageable.

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Supporting the Professional Learning of School Leaders and Teachers

Identify the focus

DEIS schools should
use the self evaluation process to
ensure that their action plans for
improvement have a robust evidence
base and are clearly targeted at
students requiring specific interventions
and supports.

(Circular 40/2016)

Step One: Identify the focus

Key questions to consider:

What do we want to improve?

Why do we want to improve this?

How can this be achieved?

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

Walking through a target: Attainment

Identify the focus

To increase **(verb)** the percentage of pupils taking higher level **(thing affected)**

Step Two: Gather Evidence

1. Carefully consider **what information** you actually need.

2. Do **not collect too much** data – be concise and focussed.

3. What data do you **already have?**

4. **Related issues** e.g. if attendance – also lates / partial days 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?

Quantitative Data Sources

State Examination Results

Classroom Based Assessment Results

Attendance Data

Retention Data

Standardised Testing Results

Surveys

Quantitative data can be measured, and given a numerical value.

Qualitative Data Sources

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.

Walking through a TARGET: Attainment

Gather evidence

To increase **(verb)** the percentage of pupils taking higher level **(thing affected)** from 60% **(baseline)**

Everyone's Voice Matters

Who?

Student voice
Parent voice
Teacher voice

How do you incorporate these perspectives into your DEIS Action Planning process?

Student Voice

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Why gather student voice?

Article 12 of the United Nations Committee on the Rights of the Child states:
"State Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

Space

Voice

Audience

Influence
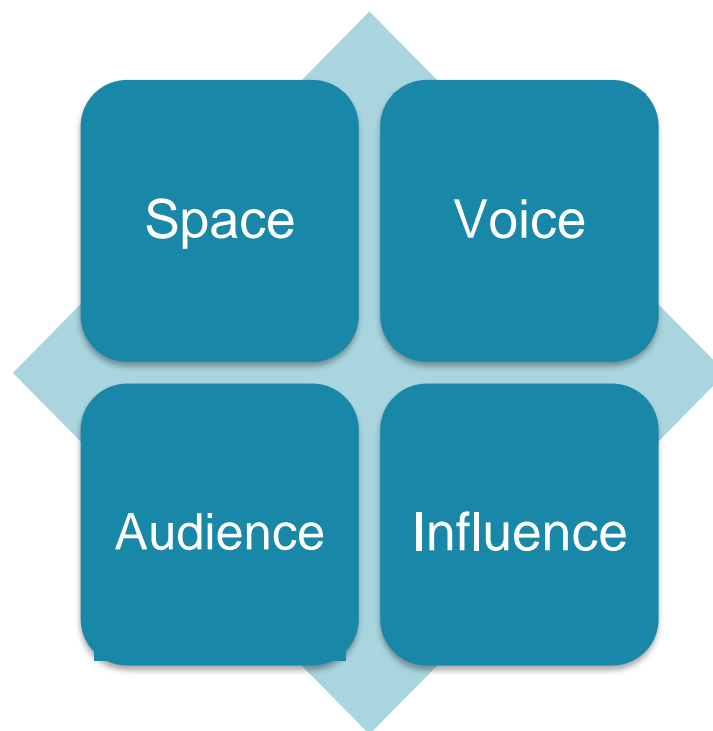
(Lundy Model of Participation, 2007)

How can student voice inform DEIS Action Planning?

From a DEIS Action Planning perspective, gathering the perspectives of at-risk students allows schools to set meaningful targets and actions to meet the needs of these students.

Analyse and make judgements

Time

Open and honest discussion

Share with the whole staff

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

Walking through a TARGET: Attainment
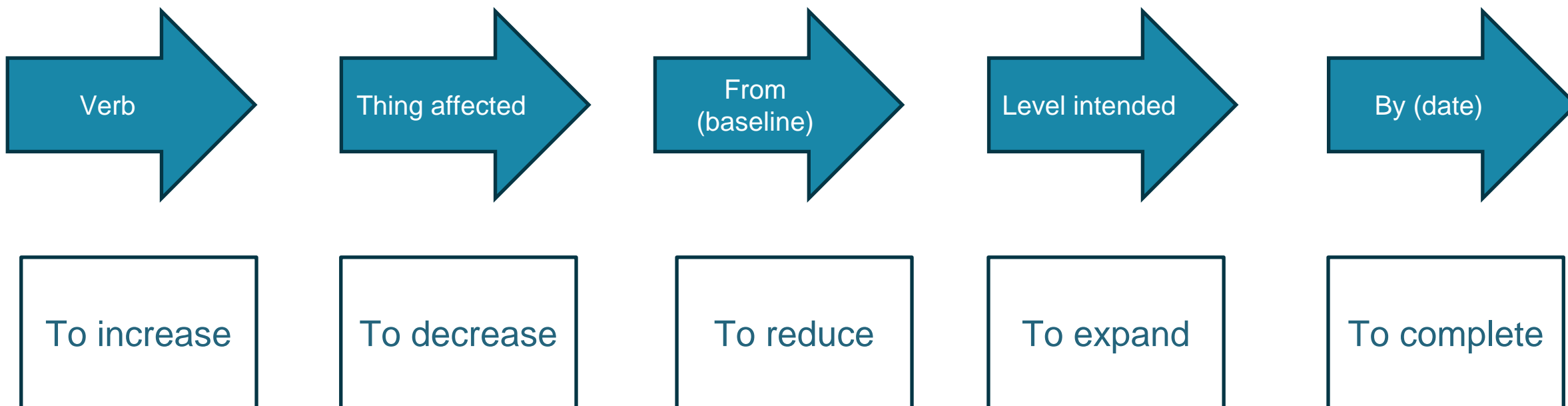
Analyse and make judgements

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.

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Formula and Language of Targets

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Verb →	Thing affected →	From (baseline) →	Level intended →	By (date) →
To increase	To decrease	To reduce	To expand	To complete

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.

Targets or Actions?

1. By the end of 2024 all students will have excellent problem-solving skills.

2. To increase the retention rate of Senior Cycle Students to 100% over 3 years.

3. To encourage students to reach their full potential.

4. To increase the number of teachers using formative assessment strategies from 40% to 50% by the end of 2025.

5. To decrease the number of students in cohort A (regular late-comers) from 25 to 22 in year 1, 22 to 19 in year 2 and 19 to 17 in year 3.

Effective Target Setting

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

SMART Target Setting

Consider the targets in **your own DEIS plan.**

Are these targets SMART?

Are they learner outcome focused?

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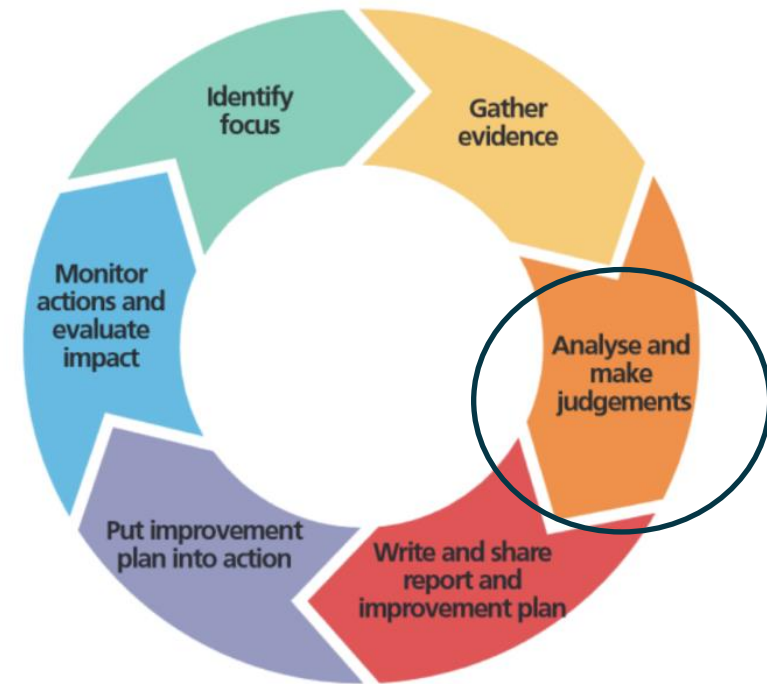
Actions Supporting Targets

Classroom level

Department level

Whole school level

Actions: Points to Consider

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?

Promoting Effective Teaching and Learning

Key elements of success in relation to teaching and learning in DEIS schools identified in the report include:

Setting **high expectations** of outcomes for all learners
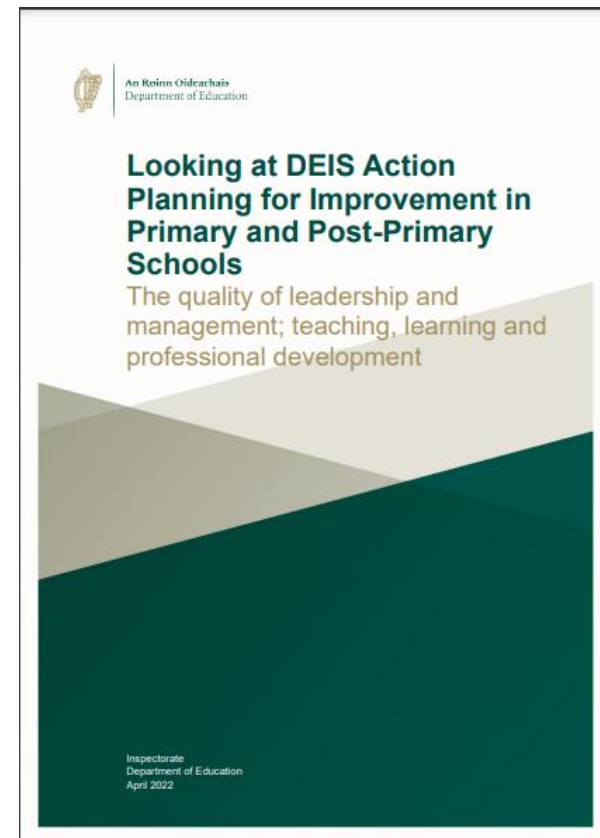
Using **assessment data** to inform teaching and learning, to monitor how effective different teaching strategies are and to highlight areas for professional learning for staff members

Providing **feedback** to pupils/students on how they are progressing in their learning and how the steps that they can take to improve their learning outcomes

Preparing for teaching and learning so that the **needs** of the targeted pupils/students are met in the lesson

Department of Education, 2022

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Looking at your DEIS Plan

How does effective teaching and learning in classroom practice inform the actions across your DEIS Plan?

How can this be communicated across the DEIS teams and all teachers?

Walking through a Target: Attainment

Devising actions to meet the target:

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.

Identify focus

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Write and share report and improvement plan

Put improvement plan into action

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Write and share report and DEIS plan

DEIS Action Planning Framework
  - 8 individual themes

Annual Report

Reporting to the community

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

Putting the DEIS Plan into Action

Emphasising effective teaching and learning

Subject department meetings

Croke Park hours

Continuous professional development

Linking with digital planning

8 DEIS teams

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

Monitoring and Evaluating

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?

Monitoring and Evaluating Actions

Gathering data on the effectiveness of these actions and interventions... and **analysing** the data to measure the effectiveness of how the school is deploying its resources

Monitoring the plan to ensure that accurate and useful data is available and enables **identification of areas** in need of further development

Publishing a **summary** of the improvement plan for parents and other members of the school community

Monitoring the DEIS action plan for improvement and discussing it at **board of management meetings.**

Identify focus

Gather evidence

Monitor actions and evaluate impact

Analyse and make judgements

Put improvement plan into action

Write and share report and improvement plan

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For DEIS Action Planning to Be Successful, Schools Need:

Highly effective leadership at all levels

Commitment of whole staff to the process

Collaboration

Clear systems in place

Positive school climate

A clear link with the school self-evaluation process

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Where are you currently?

Consider the following areas in relation to your own school context.

Which of these areas are working well?

Which of these areas require improvement?

How can this be improved?

Collaboration	Coherency of teaching and learning across the DEIS themes
Teacher engagement with DEIS plan	Monitoring

Go Again: Identify the Focus

Oide Supports

Oide Professional Learning Leaders

Oide Website

Seminars

Evaluation

Post Primary DEIS Action Planning

Seminar Feedback

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