



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Making DEIS Work: Practical Steps for Meaningful, Measurable Change

Professional Learning Booklet

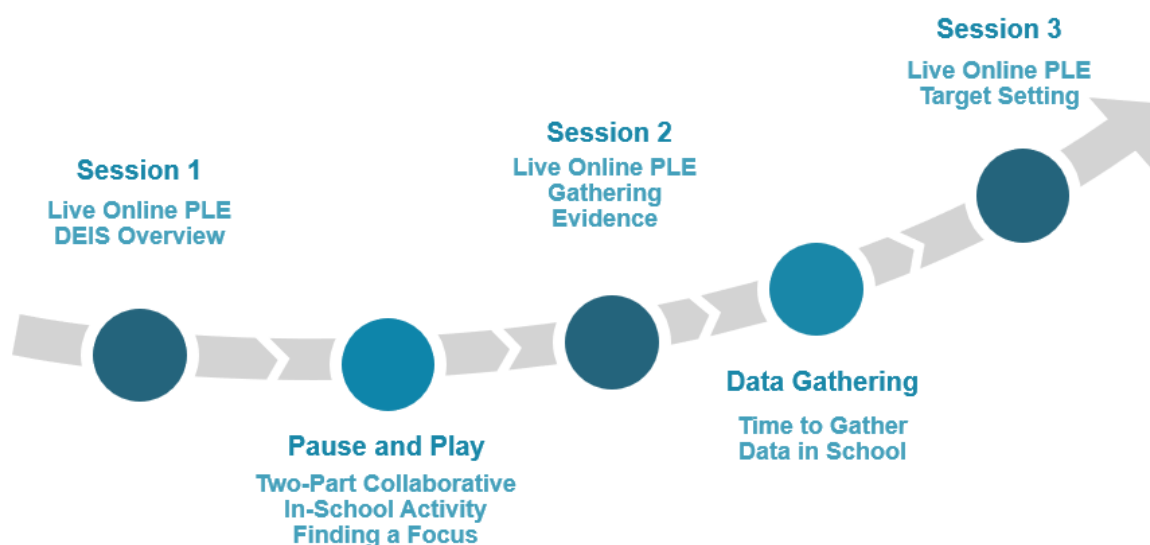
2025 - 2026



PLE Overview

Session 1	Pleanáil Gníomhaíochta DEIS Um Fheabhsú Scoile a Neartú Strengthening DEIS Action Planning for School Improvement
Session 2	DEIS ag Obair: Céimeanna Praiticiúla le hathrú intomhaiste brí Making DEIS Work: Practical Steps for Meaningful, Measurable Change
Session 3	DEIS i bhfeidhm: Céimeanna Praiticiúla le hathrú intomhaiste brí Making DEIS Work: Practical Steps for Meaningful, Measurable Change

Professional Learning Pathway



Session 1: Strengthening DEIS Action Planning for School Improvement

Seisiún 1: Pleanáil Gníomhaíochta DEIS Um Fheabhsú Scoile a Neartú

Session 1 Intentions:

- To understand the DEIS vision, key messages, and expectations for DEIS Action Planning.
- To explore the Six-Step Process as a systematic approach for effective DEIS Improvement Planning across the key themes.
- To identify features of an effective DEIS plan.

Ionchais agus Riachtanais DEIS 2017

Expectations and Requirements of DEIS



Vision

For education to more fully become a proven pathway to better opportunities for those in communities at risk of disadvantage and social exclusion.

Ambition

To become the best in Europe at harnessing education to break down barriers and stem the cycle of inter-generational disadvantage by equipping learners to participate, succeed and contribute effectively to society in a changing world.

Reflecting on Current Practice

How confident do you feel about the impact of your current DEIS planning process?

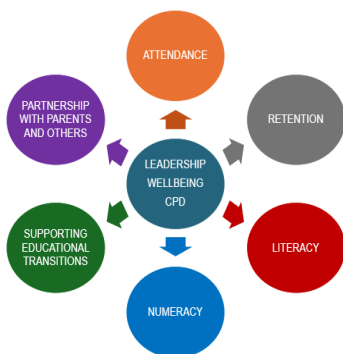

Consider:

What is working well?

What areas are having an impact in your school?

Are there areas that are less effective or challenging?

Our DEIS THEMES are developed through the Six Step SSE Process

DEIS THEMES	How they are developed...
	

Considering the Features of an Effective DEIS Planning Process. What are your current strengths in each feature? What could be improved upon? Record your reflections in the table below.

Strategic	
Explanation	Each DEIS plan should articulate a strong, inclusive vision that aligns with the broader DEIS mission of equity and excellence for all pupils. This vision should be grounded in the school's own context, needs, and priorities, with a clear focus on improving educational outcomes for all children, especially those most at risk of educational disadvantage.
Areas of strength	Areas for improvement

Evidence Informed

Explanation	Planning should be grounded in a thorough analysis of qualitative and quantitative data. It's important to draw on a wide range of evidence to build a clear understanding of the school's real needs.	
Areas of strength		Areas for improvement

Focused

Explanation	Targets a small number of achievable, meaningful priorities. Targets should not be vague or generic, they should be SMART. Targets must be focused on all children, and especially children most at risk of educational disadvantage. Targets are the 'What' you want to achieve.	
Areas of strength		Areas for improvement

Aligned with National Frameworks

Explanation	Connects to LAOS 2022 and the Wellbeing Policy Statement and Framework for Practice.	
Areas of strength		Areas for improvement

Action Orientated

Explanation	<p>Contains specific, time-bound actions with clear responsibilities. Actions need a clear rationale and should be based on known best practices. As mentioned, targets are the what you want to achieve, the actions are the how you are going to do this.</p> <p>All teachers should be familiar with the targets in the DEIS plan, and the actions should be evident in the classroom.</p> <p>A clear accessible grid or streamlined document that outlines the targets and actions can help teachers and ensure they are considering the DEIS plan in their preparation for teaching and learning.</p>	
Areas of strength	Areas for improvement	

Cyclical and Iterative

Explanation	Reflects continuous reflection, refinement, and adaptation based on evidence of progress and context.	
Areas of strength		Areas for improvement

Collaborative

Explanation	Developed through meaningful consultation with staff, pupils, and parents. Effective plans are co-created. Staff, pupils, and even parents should understand and feel ownership of the plan.	
Areas of strength	Areas for improvement	



Monitored and Reviewed	
Explanation	Includes measurable targets and processes for ongoing monitoring. Assigning responsibility for monitoring and setting dates for review of a theme during a staff meeting helps keep focus on the targets and actions.
Areas of strength	Areas for improvement



Session 2: Making DEIS Work: Practical Steps for Meaningful, Measurable Change

Seisiún 2: DEIS ag Obair: Céimeanna Praiticiúla le hathrú bríoch intomhaiste

Session 2 Intentions:

- To develop skills in interrogating and analysing data effectively to inform and support evidence-based decisions in DEIS Planning.

Data Sources:



Case Study

Context:

Oak National School is a DEIS Band 2 urban primary school with 320 pupils. The school serves a community with varying levels of socio-economic disadvantage.

The staff is committed to improving literacy outcomes and based on teacher observations and reflections, recently identified **writing**, as a key area for development.

Area of Focus:

After looking at the learner outcomes in the PLC, the staff narrowed their focus to the learner outcome **conventions of print and sentence structure** as they feel this is a need for improvement across the school.

1. What specific data should the school gather to establish a baseline target?

2. Who might they need to gather the data from?

Reflection

Considering your chosen area of focus reflect on the data currently available in your school:

What does this data tell you about your selected area?	
Does this data tell the full story? Who does this data represent?	
What additional data might we need to gather to support deeper understanding?	
What are my next steps?	

Session 3: Making DEIS Work: Practical Steps for Meaningful, Measurable Change

Seisiún 3: Deis i bhfeidhm: Céimeanna Praiticiúla le hAghaidh Athrú Intomhaiste Brí

Session 3 Intentions:

- To develop an understanding of how to move from data to action within the DEIS planning process by setting meaningful, evidence-informed targets in our DEIS Planning.



Target Setting

Develop a SMART target that reflects what you aim to achieve for the pupils in your school including those at risk of educational disadvantage.

Considerations when Agreeing Actions

- Stakeholder Voice/Participation
- Ensure the action **relates directly** to the target and the number of actions are realistic to your context.
- Assign **responsibility** and **set measurements** for your actions e.g. “all teachers will explicitly teach every Monday”.
- **Be specific.** Actions that are vague tend not to be done!
- Targeted Actions vs Universal Actions

Monitoring:

Strategies and Approaches:

Next Steps:

	Clarify roles		Support staff
	Communicate clearly		Monitor early progress
	Timetable actions		Be flexible

Guiding Principles of DEIS

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

Teaching and learning actions should be evident across the six themes of DEIS.

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

The aim is to improve the learning experiences and outcomes of all pupils, especially the at-risk pupils.

References and Key Documents

- Looking at our DEIS Action Plan for Improvement in Primary and Post Primary Schools [Looking at DEIS Action Planning for Improvement in Primary and Post-Primary Schools](#)
- Looking at Our Schools 2022: A Quality Framework for Primary Schools and Special Schools <https://assets.gov.ie/232720/c8357d7a-dd03-416b-83dc-9847b99b025f.pdf>
- Participation Framework National Framework for Children and Young People's Participation in Decision-making. <https://hubnanog.ie/participation-framework/>
- School Self Evaluation – Six Step Process [School Self-Evaluation - Six-step process](#)
- Wellbeing Policy Statement and Framework for Practice 2018-2023 (Revised 2019) [wellbeing-policy-statement-and-framework-for-practice-20182023.pdf](#)
- SSE Newsletter 13 and 14 on Target Setting and Monitoring <https://www.gov.ie/en/department-of-education/collections/sse-newsletters/#school-self-evaluation-newsletters>