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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Deis i bhfeidhm: Céimeanna Praiticiúla le hAghaidh Athrú Intomhaiste Brí

*Making DEIS Work: Practical Steps for Meaningful,  
Measurable Change*

Session 3

Facilitator:

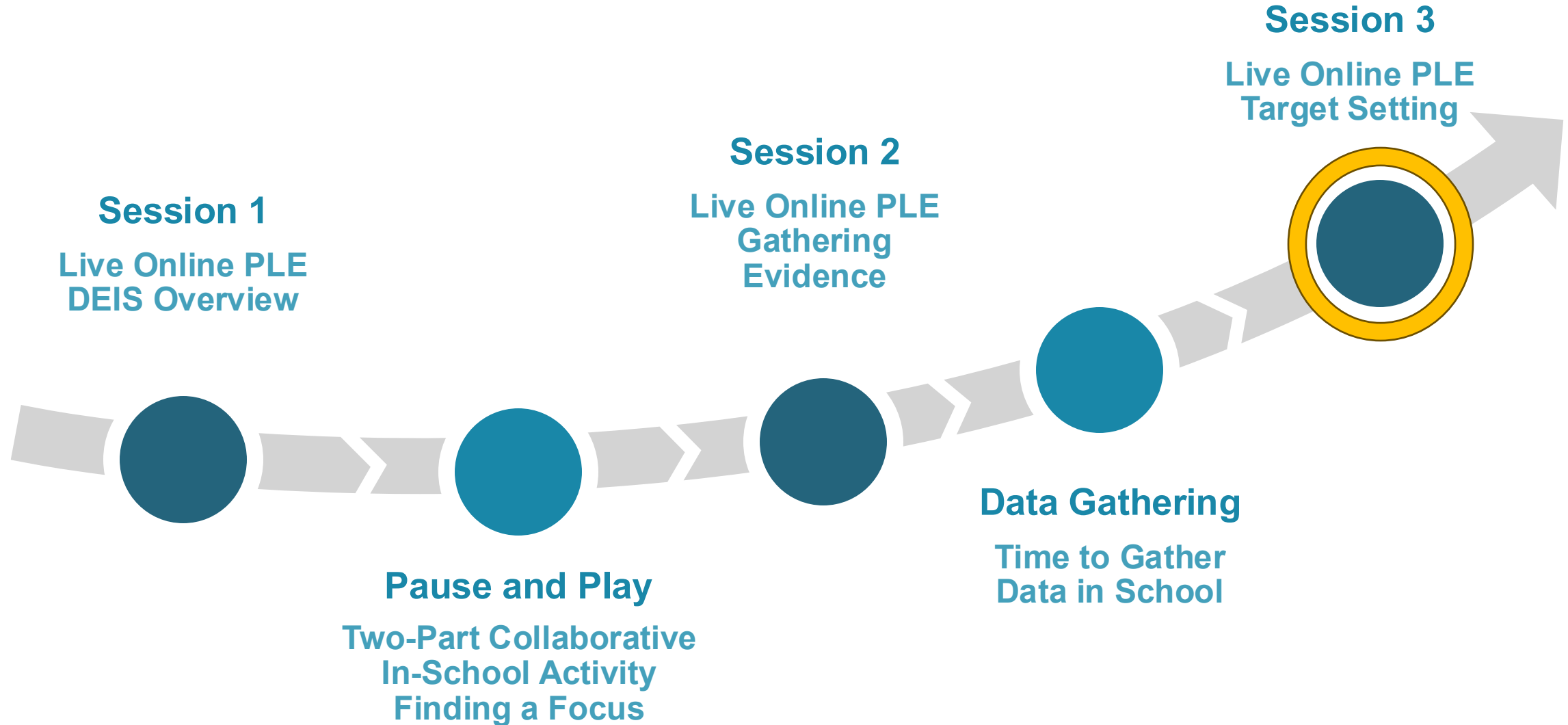


# Fáilte go Seisiúin 3

## *Welcome to Session Three*



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# Seiceáil Isteach

## *Check in*



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



# Cuspóirí an tSeisiúin

## *Session Intentions*



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To deepen understanding of effective DEIS target setting, including how to develop SMART, context-specific targets

To consider how to implement ongoing monitoring processes that track progress, inform practice and support evidence-based adjustments to DEIS plans

# Spriocanna Éifeachtúil a Shocrú

## *Effective Target Setting*



- Ensure targets are SMART.
- Targets should be **evidence-based**.
- A target is achievable and realistic only when we can say how it is going to be achieved (actions).
- Targets should be **clearly communicated** and understood by all.
- **Reviewed regularly** through professional conversations to maintain focus and momentum.



# Spriocanna vs Gníomhaíochtaí

## *Targets vs Actions*



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### Targets

- What we want to achieve.
- Clear, specific, measurable outcomes based on identified needs.
- Set the direction and focus for improvement.
- Answer the question: "What change do we want to see?"

### Actions

- What we will do to achieve the target.
- Specific steps, strategies, or interventions that support the target.
- Describe the "how"—the practical steps that lead to progress.
- Should be aligned to the target and supported by evidence.



# Athchuart ar Chás Staidéar *Case Study Revisited*

## Oak National School Data Gathered:

**Writing Samples:** J1 to 6th class

**Writing Rubric:** using progression steps on conventions of print and sentence structure from PLC

## Oak National School Findings:

**Junior and middle classes:** 50% of writing samples had consistent errors in using capital letters and full stops.

**Senior classes:** 60% of pupils did not use paragraphs in extended texts.  
Frequent punctuation errors (capital letters, full stops and commas) persisted for 12% of pupils.

# Gnéithe de Sprioc Éifeachtach

## *Elements of an Effective Target*



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To increase (verb) the number of pupils who use correct punctuation – capital letters and full stops - in simple sentences (area for improvement) in junior and middle classes from 50% (current level/baseline) to 70% (desired outcome) by June 2027 (timeframe).



# Féin-mhachnamh ar Sprioc a Shocrú

## *Individual Reflection on Target Setting*



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Considering your chosen area of focus and the data you have gathered on this area:

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

# Plé

## Discussion



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Share the sample target that you have developed with your group.

Discuss if it meets the SMART criteria.


Provide feedback to support each other to refine targets if needed.

### SMART GOALS

Write your goals for the new school year:

**S** **PECIFIC**  
MAKING YOUR TARGET SPECIFIC  
AND NARROW FOR MORE EFFECTIVE  
PLANNING 

**M** **EASURABLE**  
MAKE SURE YOUR TARGET  
AND PROGRESS ARE MEASURABLE 

**A** **CHIEVABLE**  
PLAN FOR A DESIRED OUTCOME  
THAT IS ACHIEVABLE 

**R** **ELEVANT**  
TARGET SHOULD ALIGN WITH THE  
IDENTIFIED NEEDS OF YOUR PUPILS 

**T** **IME-BOUND**  
CONSIDER THE TIME IT WILL TAKE  
BEFORE WE WILL SEE AN  
IMPROVEMENT 

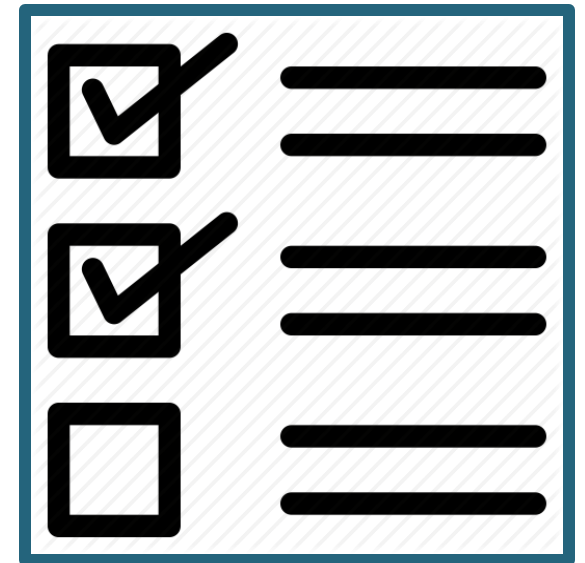
# Breithnithe chun Spriocanna a Aontú

## *Considerations when Agreeing Actions*



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- 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
- Actions for all, some and few



# Monatóireacht agus Athbhreithniú

## *Overview of Monitoring and Reviewing*



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Why is monitoring important to the overall success of the DEIS Planning Process?

“Monitoring and Evaluating Impact are... critically important phases of the process in terms of assessing and ensuring impact, sustaining momentum for improvement, and celebrating success.”

Next Steps DE 2022, p. 11

# Breithnithe ar Monatóireacht agus Meastóireacht

## *Considerations on Monitoring and Evaluating*



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- Improvement Plan to include frequent **monitoring** of targets and actions.
- Be clear about **who** monitors and **when**.
- **Identify early** if targets are not being met.
- **Identify early** if actions are not being carried out.
- What **evidence** is needed for the ongoing monitoring of progress?
  - Keep it simple.
- What **evidence** is needed for the overall evaluation of progress?
  - Compare to the target and the original baseline data.
  - Make **adjustments** to the targets and actions if needed.

# Féin-mhachnamh ar Mhonatóireacht

## *Individual Reflection on Monitoring*



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Consider your chosen area of focus and the sample target you created earlier

What strategies or approaches could support you in the monitoring of this target to ensure its successful implementation?



# Breithnithe Monatóireachta

## *Monitoring Considerations*



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### Scheduled Review Meetings

Evidence informed  
Sharing of practice  
Professional learning requirements



### Recording Implementation of Actions

Teacher's Preparation - Invisible, Visible, Recorded  
Professional Conversations  
Continuum of Assessment - including pupils' self-assessment



### Use of Technology

Data management systems  
Digital surveys

# Na Chéad Chéimeanna eile

## *Next Steps....*



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**Clarify  
roles**



**Support  
staff**



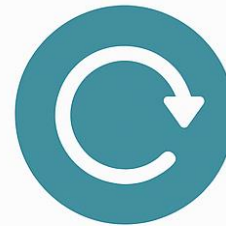
**Communicate  
clearly**



**Monitor  
early  
progress**



**Timetable  
actions**



**Be  
flexible**



# Cuspóirí an tSeisiúin

## *Session Intentions*



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# Treoir Phrionsabail DEIS

## *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

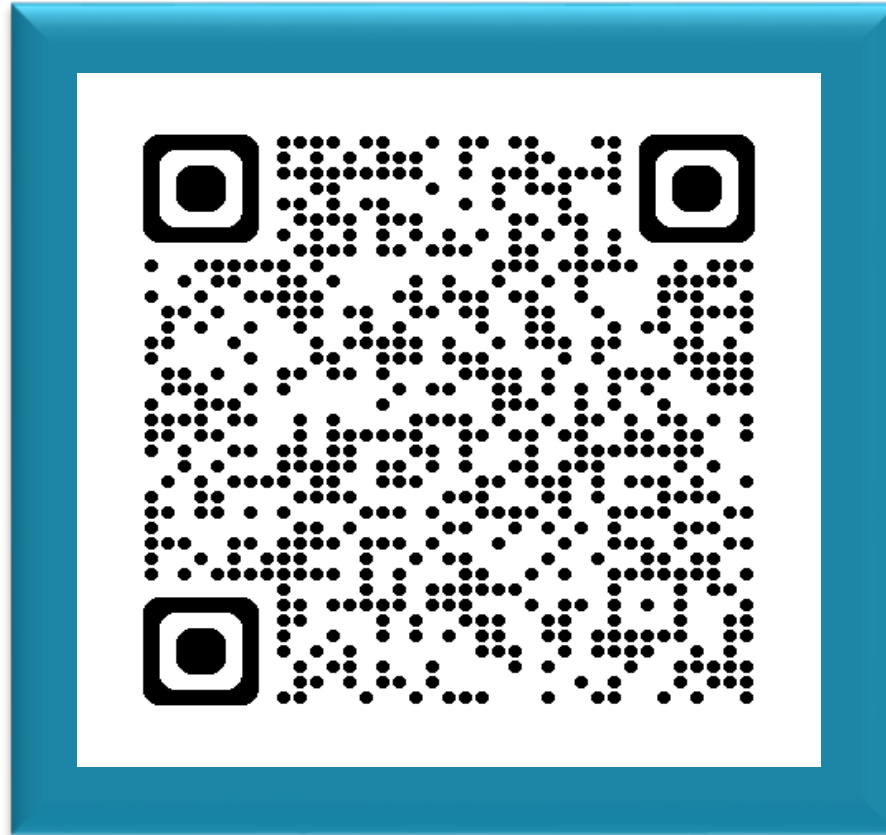
The aim is to improve the learning experiences and outcomes of all pupils, especially the at-risk pupils

# Tagairtí References



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Oide.ie – Primary – Inclusive Education – DEIS





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Go raibh maith agat as do  
rannpháirtíocht.

*Thank you for your engagement.*