



Professional Development  
Service for Teachers

An tSeirbhís um Fhorbairt  
Ghairmiúil do Mhúinteoirí

[www.pdst.ie](http://www.pdst.ie)



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## Literacy in the DEIS Context

*Planning and developing a  
whole school approach to  
literacy in the context of a JCSP  
school*

*Hazel Gannon  
Mick O’Riordan*

# Overview of the Day

<b>Session 1</b>  10:00 – 11:00	<ul style="list-style-type: none"> <li>• Overview of JCSP and DEIS</li> <li>• Sharing our practice</li> </ul> 
11.00 – 11.15	Coffee
<b>Session 2</b>  11.15 – 13.00	<ul style="list-style-type: none"> <li>• Initiatives</li> <li>• Literacy Booklet and JCSP Student's Voice</li> <li>• JCSP Digital Library</li> </ul> 
13.00 – 14.00	Lunch
<b>Session 3</b>  14.00 – 3:30	<ul style="list-style-type: none"> <li>• Developing a Community of Practice Amongst JCSP Co-ordinators (Edmodo)</li> <li>• Close and Evaluation</li> </ul>

# Introductions?



# Learning Intentions

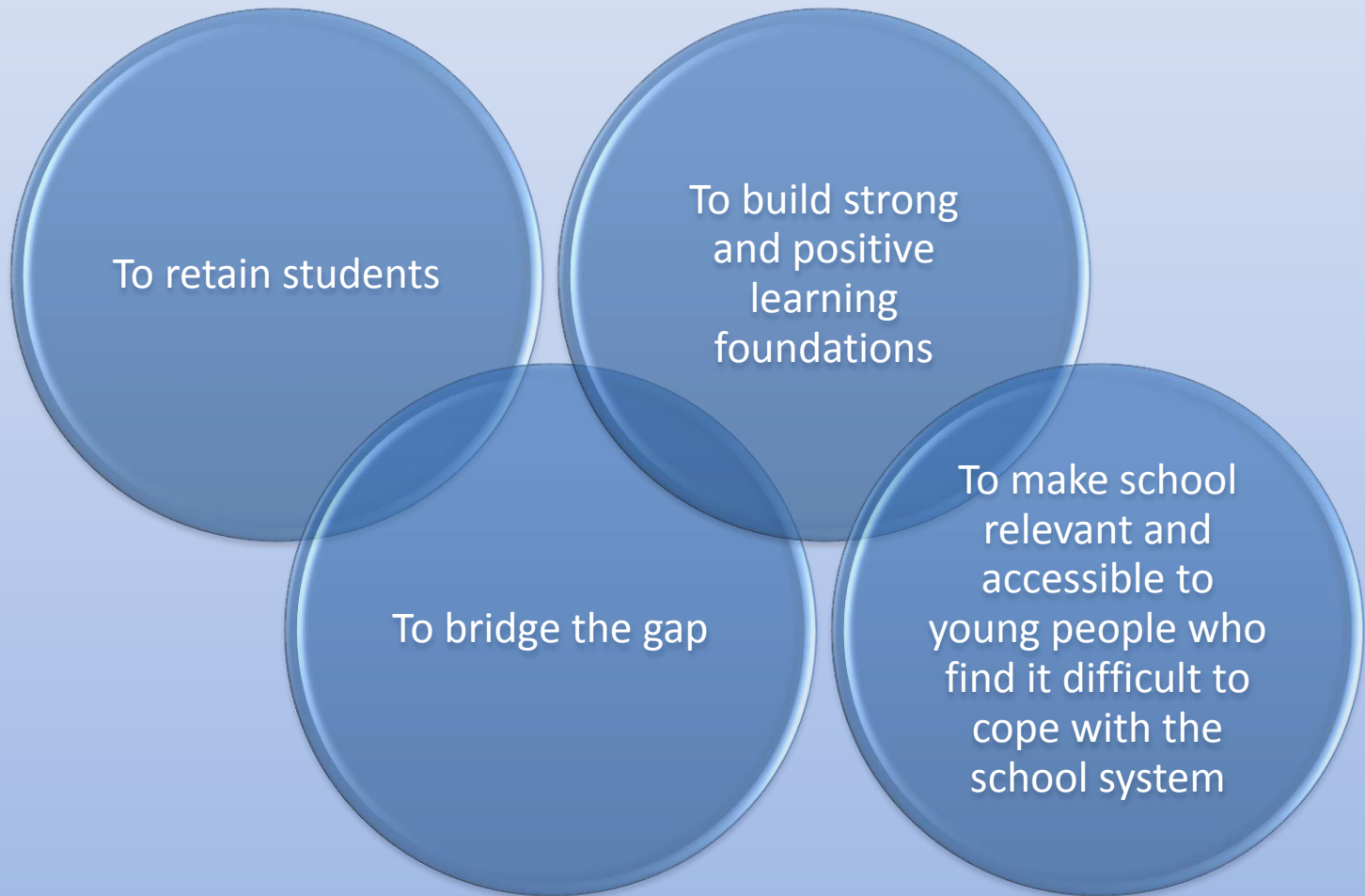


- To provide an overview of DEIS planning
- To understand how JCSP can support your DEIS planning for literacy
- To explore strategies/methodologies that will support literacy
- To understand the requirements of DEIS in the context of SSE

# What is JCSP?

JCSP is a social inclusion programme that is aimed at students who are identified as being at risk of being socially or academically isolated or at risk of early school leaving before the Junior Certificate has been achieved

# Aims of JCSP



# The JCSP Framework

- Builds confidence and self esteem
- Promotes inclusion
- Celebrates success
- Supports student engagement in learning
- Promotes active learning methodologies
- Supports differentiation



# JCSP targets improvement in all identified areas of need . . .

Literacy

Numeracy

Attendance

Behaviour

Communication  
Skills

Home

Social Skills

Self-esteem

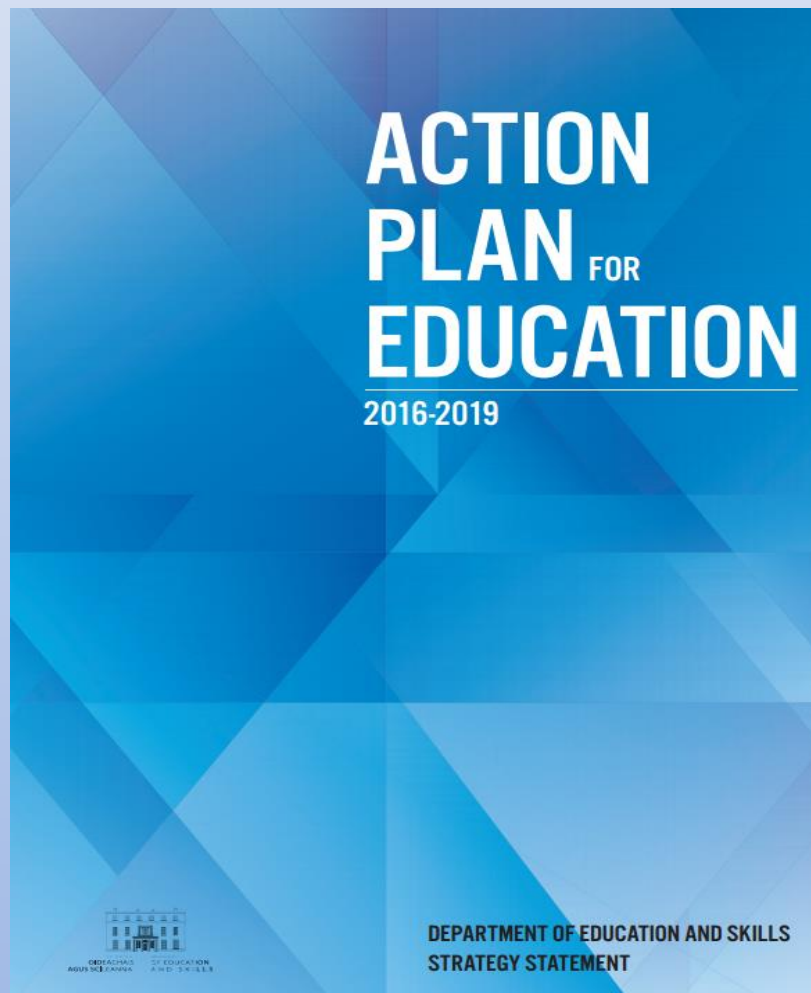
Attainment

# What is DEIS?

“Delivering Equality of Opportunity in Schools” (2005)

- ✓ DEIS is aimed at addressing the needs of children and young people from disadvantaged communities
- ✓ 194 Post Primary Schools
- ✓ 680 Primary Schools
- ✓ Educational measures and social measures

# Action Plan for Education 2016-2019



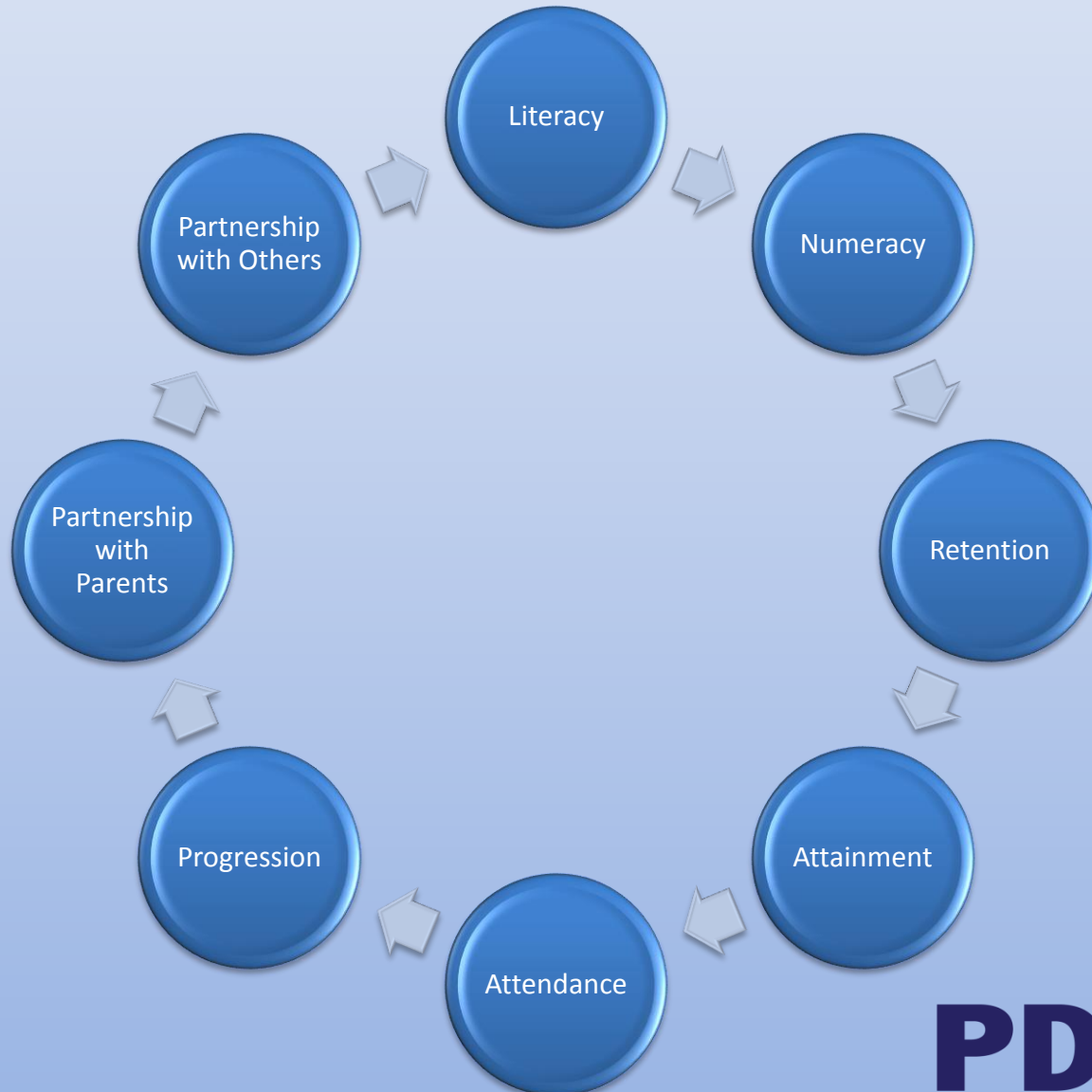
## 5 Goals

1. Improve the learning experience and the success of learners
2. Improve the progress of learners at risk of educational disadvantage or learners with special educational needs
3. Help those delivering education services to continuously improve
4. Build stronger bridges between education and the wider community
5. Improve national planning and support services

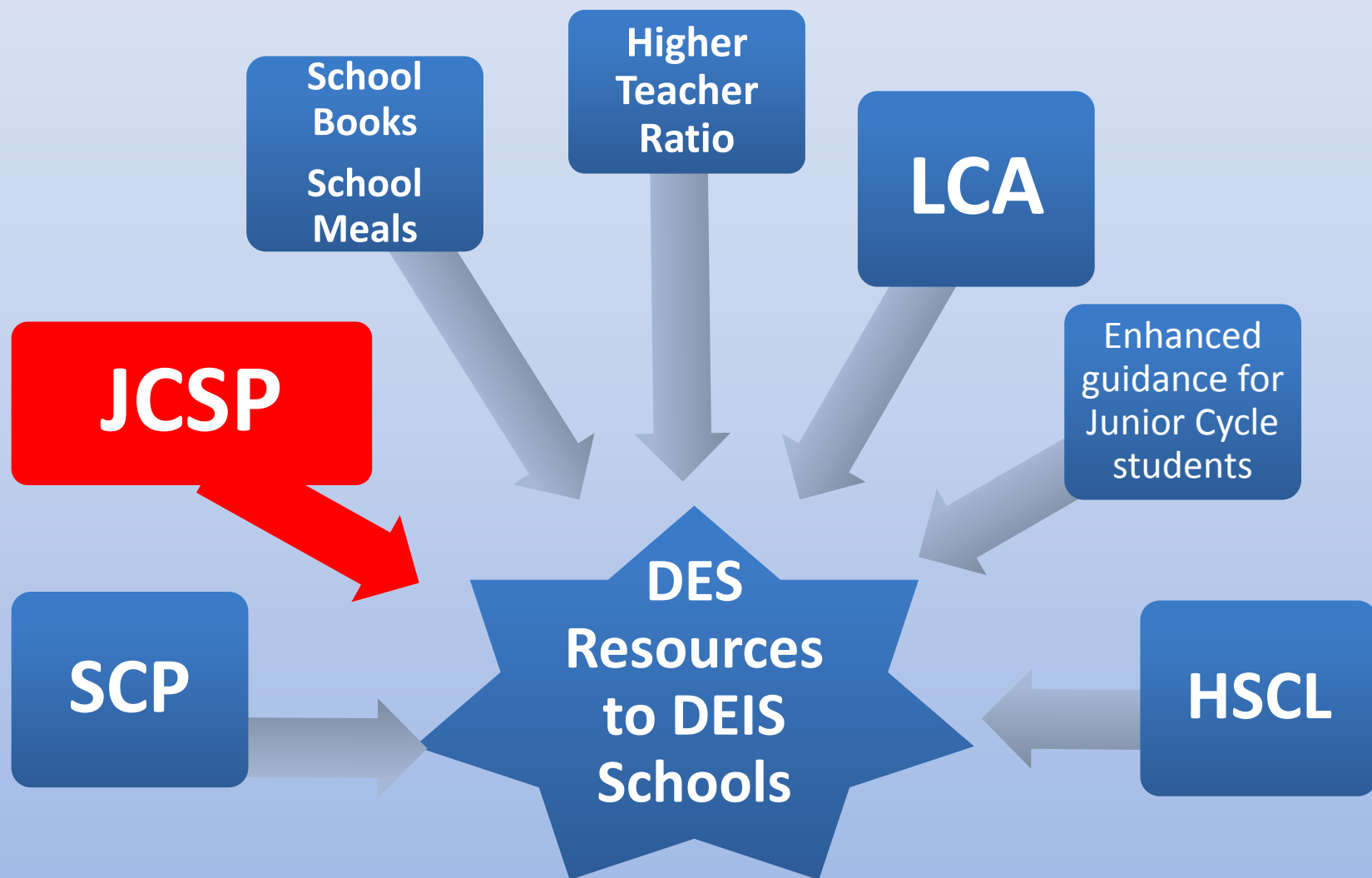
## Goal 2: Improve the progress of learners at risk of educational disadvantage or learners with special educational needs

- DEIS is currently under review and seeking to incorporate best practice into a new programme
- Retention – proportion has grown from 68.2% ten years ago to 82.7% for those students who began second-level in 2009 (non DEIS is 92%)
- Literacy and numeracy outcomes have improved in DEIS schools, however, achievement data shows that outcomes are below the national norm

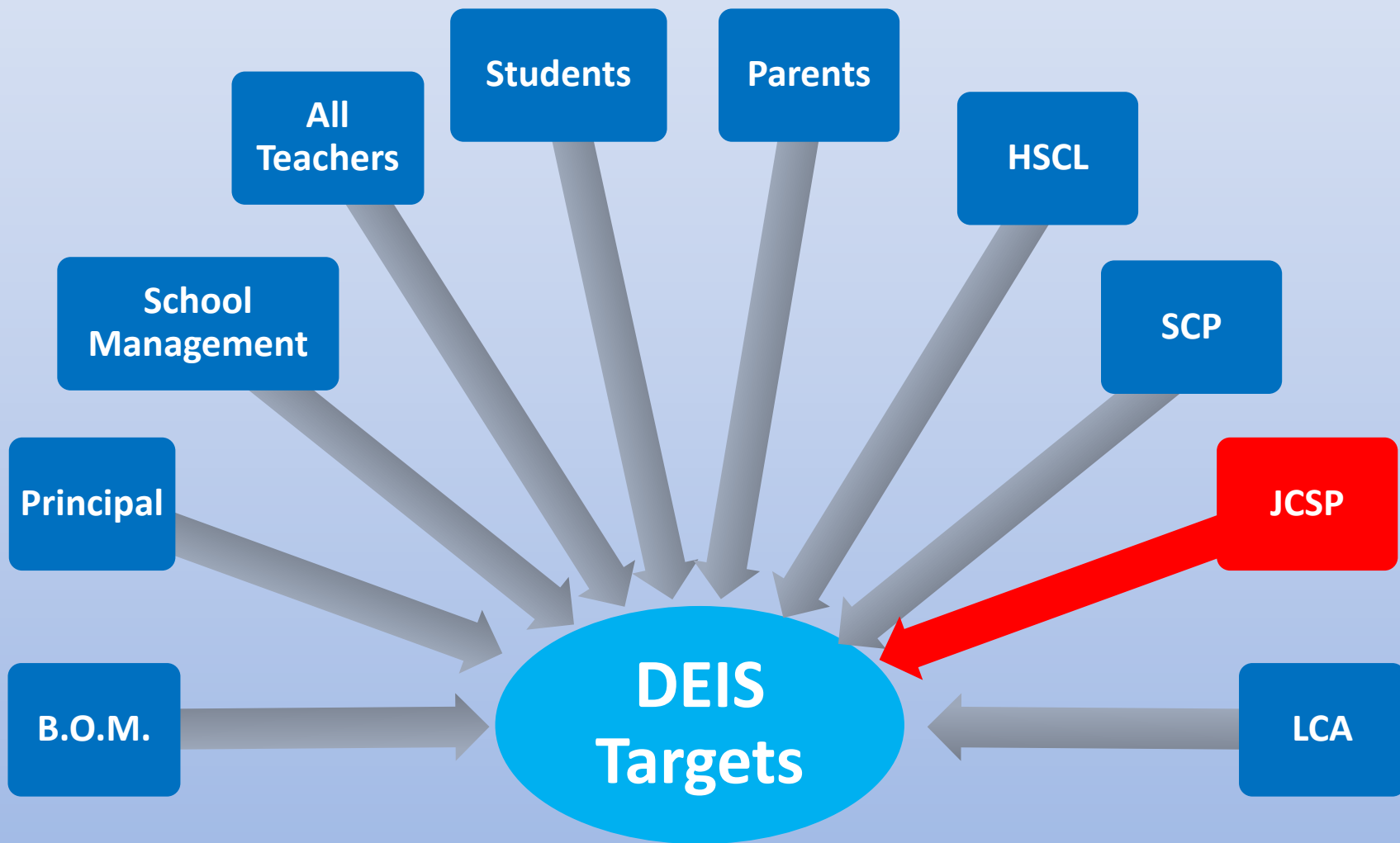
# 8 Areas of DEIS



# Student Needs Supported By . . .



# Working Together to Support Students



# DEIS Core Team/Action Plan

Principal/Deputy

BOM

All Teachers

JCSP&LCA

Resource Team

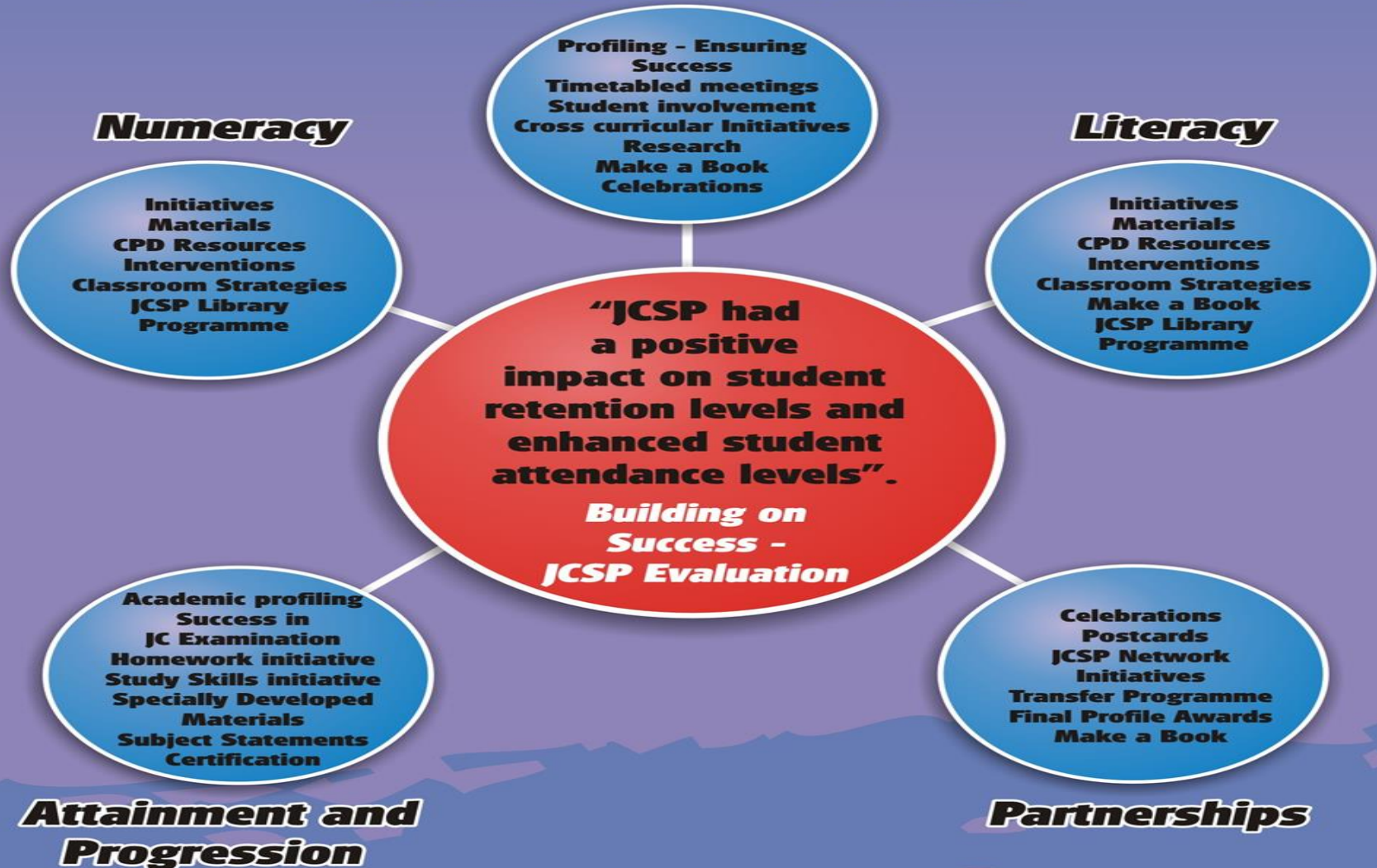
Guidance

HSCL/SCP

Parents

# JCSP Building Success in DEIS Schools

## Retention and Attendance



# Whole School Approach

Accountability and student attainment are crucial in reviewing the DEIS Plan

## All staff

need to be aware of DEIS targets and must be included in subject dept planning, have a responsibility to ensure that DEIS targets are met ,

must familiarise themselves with the DEIS initiatives that are run in the school and how effective they are

# Working Together in Your School

Successes?



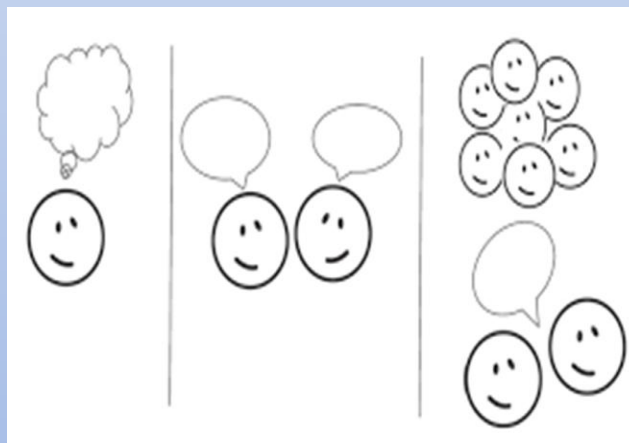
Challenges?



Solutions?

# Think . . . Pair . . . Share . . .

JCSP resources/activities that could help me engage in WSA to achieving our DEIS literacy targets



# Popular JCSP Literacy Initiatives

Paired Reading

Readalong

Reading  
Challenge

Word Millionaire

Subject Topic Box

DEAR

Cross Age Peer  
Tutoring

Reading  
Programme in the  
English Classroom



# Principals indicating that pupil, family, school and community obstacles to achievement were 'a major problem' for their school

- Poor achievement of incoming pupils – 47.1%
- Unemployment in the community – 85.7%
- Lack of parental involvement – 58%
- Emotional and behavioural problems – 56.5%
- Ongoing pupil absenteeism – 28.7%
- Affects of dysfunction among pupils families – 51.1%

*A REPORT ON THE EVALUATION OF DEIS AT SECOND LEVEL*

*ERC 2014*

# Literacy Development

**1 in 10** children  
in Irish schools has  
serious difficulty with  
reading or writing;

In some disadvantaged schools this is  
as high as almost **1 in 3**

“The indicators are that failure at  
literacy.....is one of the main reasons why  
students drop out of school.”

Dr. Mark Morgan 1994

# Word Count Literacy in Numbers

## 30m words

The difference in the number of words a middle-class pre-school child is exposed to – by being spoken to by their parents and others – compared with low-income counterpart

## 1,200 Hours

The amount of time the average middle-class child has been read aloud to before starting school

## 25 Hours

The amount of time the average child in low-income families has been read to

## 18 Months

The gap in language ability between children from low-income families and middle-class families when they start school

# DEIS Evaluations 2013 – Inspectorates Findings Literacy

Overall strengths  
outweighed  
weaknesses in all  
aspects of DEIS  
planning for literacy

59% of schools had  
good target setting  
practices

73% had identified and  
selected effective  
strategies

50% were found to be  
good at implementing  
and monitoring  
strategies

# Positives. . . .

Targets were found to be specific, clearly stated and based on reliable information including test results

Actions relating to vocabulary development  
Library based interventions  
Speaking, listening and writing

Reflective practice is evident in evaluating the effectiveness of interventions

# Areas for Improvement . . . .

Necessity for whole  
school literacy  
improvement plan

40% of parents were not  
aware of any efforts by  
schools to encourage  
students to read at home

The “Implementation  
Gap”

41% of schools need to  
set SMART targets  
(specific, measurable,  
achievable, realistic,  
timed)

# Reflection



Is DEIS planning on the agenda?

Where are we currently with literacy?

Is there a whole school approach to literacy development?

Are literacy targets in place?

Are literacy strategies being monitored?

What have we found out?

# DEIS Planning . . .



# Literacy Data – what to gather

## Primary Transfer Data

Sten scores Lit & Num

English



## Post Primary Entrance Test

CAT Verbal

Standardised Tests  
Literacy

Free Writing Test



## Qualitative Data/ on transfer

HSCL

SCP

SEN

NBSS



## Attitudinal Data

Literacy

Student  
engagement

Parental voice

Student voice



## Teaching & Learning

Attainment in State  
Exams

Student Engagement in  
Learning

Teaching Approaches

# Skills Analysis From Primary Report

## English

- Listening Comprehension
- Oral Expression
- Reading
- Written Expression

## Maths

- Understanding and Recalling
- Using Procedures
- Reasoning and Problem Solving
- Explaining and Communicating

# Everyone's Voice Matters

## Who



## How



SSE

# Make Haste Slowly . . .

- **Take time** to draw conclusions about evidence gathered
- **Take time** to see how the evidence gathered fits against the **Teaching and Learning Quality Framework**
- **Benchmark** – to gauge how your school's teaching and learning fits against measures of best practice
- **Based on results** identify areas of improvement
- Write targets and actions
- **All targets in your DEIS plan focus on learner outcomes and classroom practices**

# Analysing the Evidence

- How have you analysed data in the past?
- Who has traditionally carried out this work?
- What would you change going forward?



# Target Setting

- There must be a rationale for all targets set
  - targets can't be set in a vacuum must be based on analysis of Baseline Data . This data should be triangulated if possible
- Separate Targets and Actions



# Formula & Language of Targets

Verb

Thing  
affected

From  
(baseline)

Level  
intended

By (date)

To increase

To raise

To expand

To meet

To  
decrease

To reduce

To cut

To complete

## An example

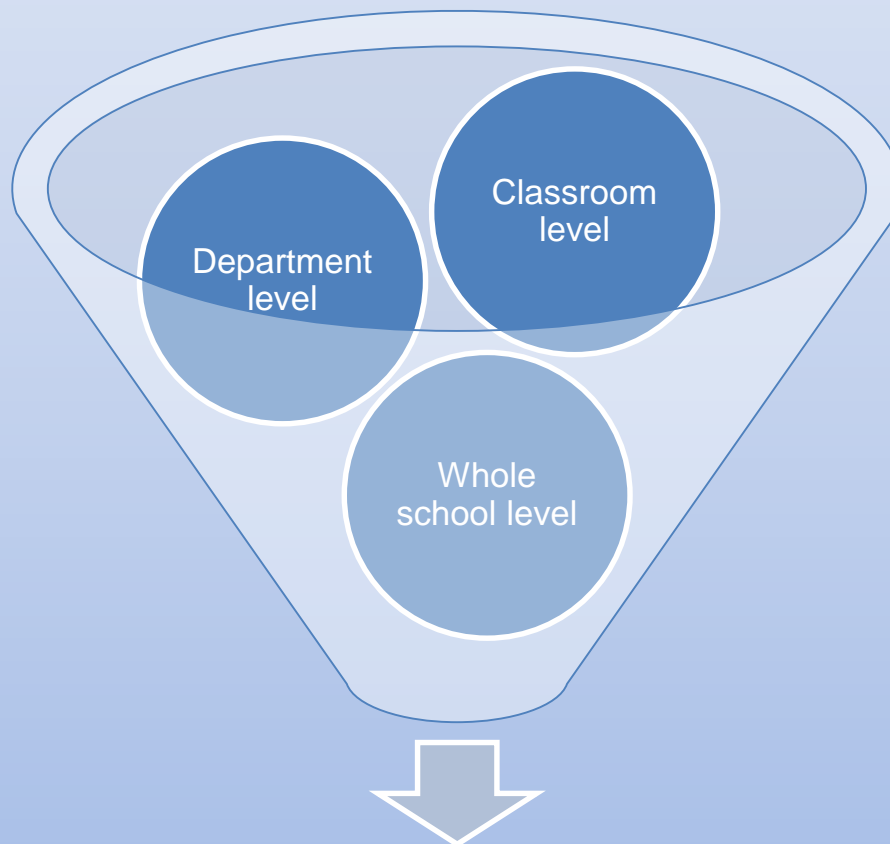
To increase the percentage of pupils taking higher level  
from 60% (**baseline**) to 65% (**level intended**) by the end of year 1  
end of year 2 and 75% by the end of year 3.

(**thing affected**)

70% by the

TARGETS NEED TO REFLECT A SCHOOLS INTENTION TO IMPROVE ON ITS PREVIOUS BEST

# Create Actions



Improvement in Student  
Literacy outcomes

# Why Monitor?

What do we monitor?



# Schools Should Decide . . .

- What will be monitored?
- Who is responsible?
- How will progress be determined and reported?
- When and to whom progress will be reported?
- If targets and actions are realistic or need to be changed?

SSE Guidelines, p.10

## Looking At Action Planning for Improvement In DEIS Post Primary Schools 2015 (Literacy)

### School Doing Well:

- Selecting whole school interventions and using resources to extend vocabulary and reading
- Selecting whole school approaches to teaching and learning to support development of students' literacy skills

### Schools to do Better:

- Sharpen literacy and numeracy focus in subject planning
- Use of active learning methodologies
- Use of AFL strategies
- Address implementation gap
- Set SMART targets

NB

Collaborative planning

Strong support from management

Improved co-ordination systems

# Reflection

Where do you support the literacy demands of your subject?



# Any Questions?



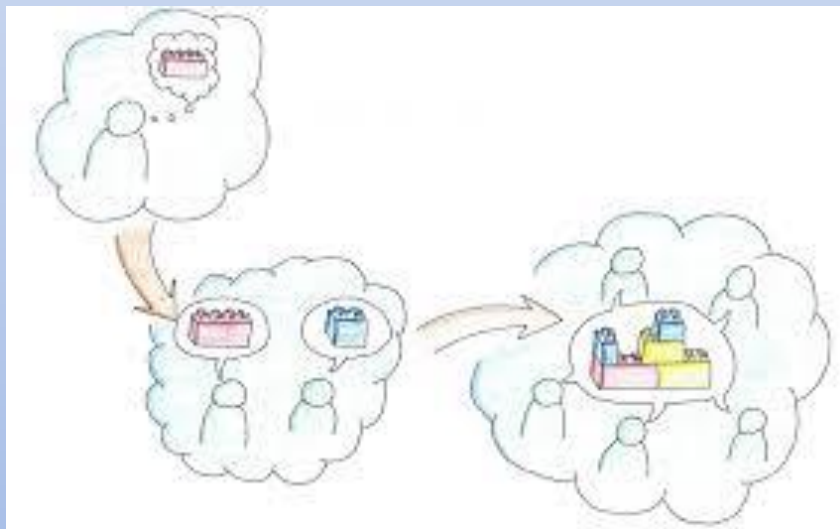
Coffee!

Pause



# Think . . . Pair . . . Share . . .

What literacy strategies/activities/initiatives are working well in your school?

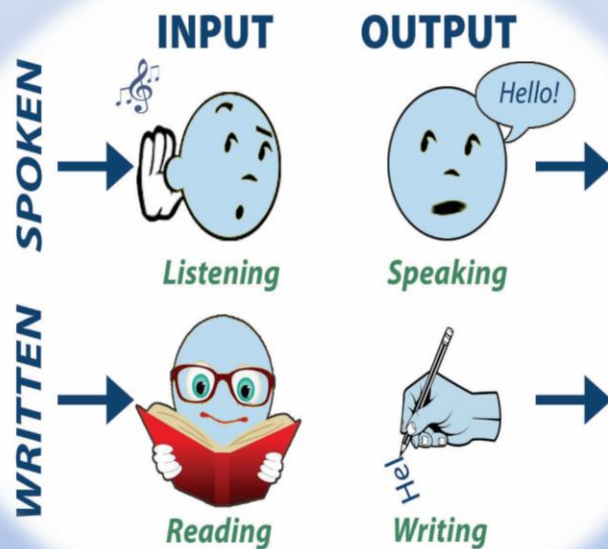


# Sharing of Practice

- Ger Long – Bishopstown Community School
- Ann-Marie O'Shea - Margaret Aylwards CC



# New Literacy Booklet



# New Literacy Booklet

Critical Literacy

Oral Language  
Development

Methodologies To  
Support Speaking  
And Listening

Spelling

Explicit Vocabulary  
Instruction

Writing And  
Scaffolding The  
Process

Reading

Sample Cross-  
Curricular Active  
Learning  
Methodologies

Graphic Organisers

# How do we choose which area of literacy to focus on?



# Using the Literacy Book

Writing (p.23-34) –

- Identify the strengths and possible areas of improvement of the school in this area of literacy
- How could a focus on writing be supported?

At classroom level

Subject department level

Whole school level



# Active Learning Methodologies to Support Literacy Development . . .



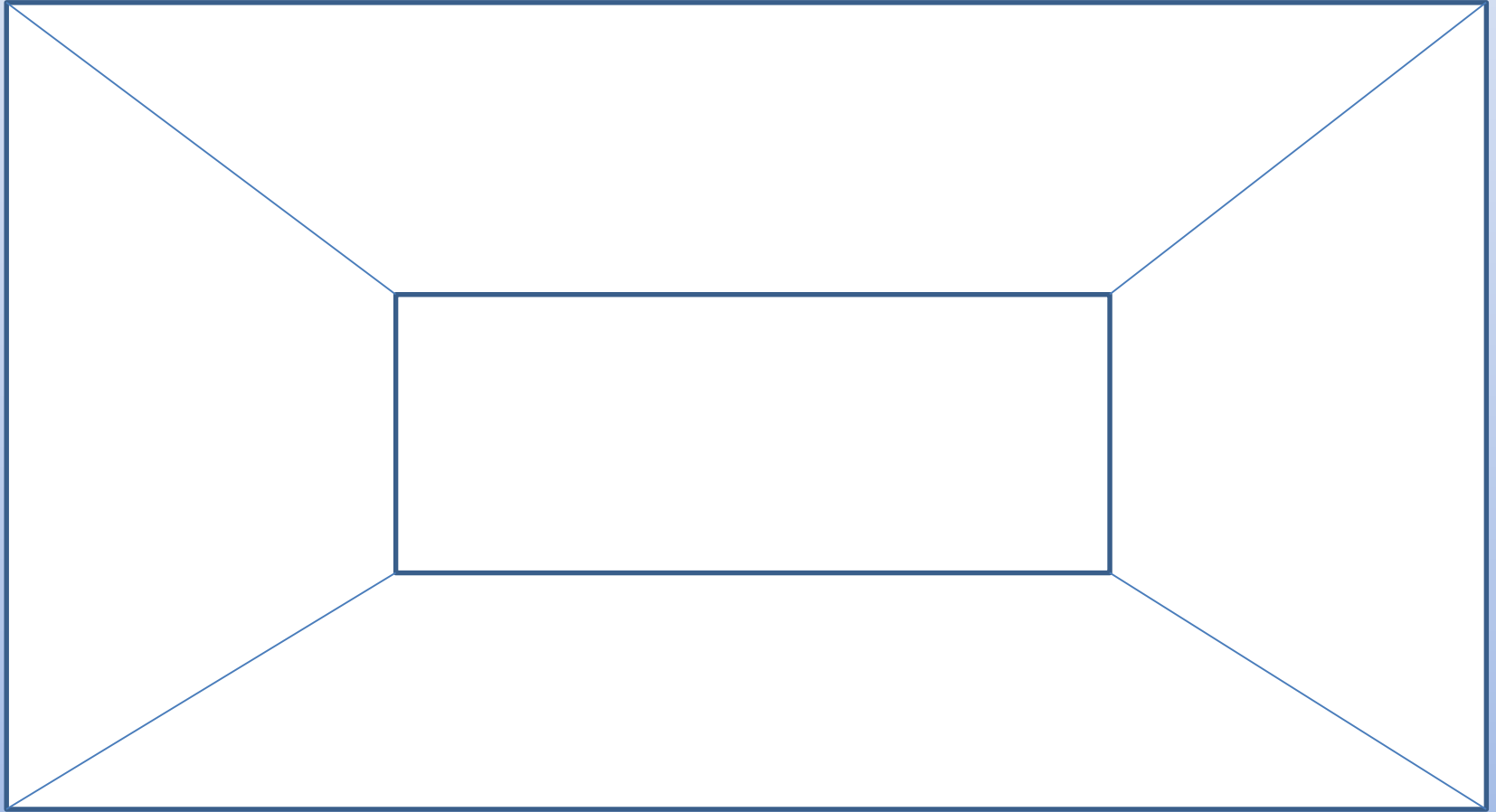
# Placemat

Use sentence starters like:  
We thought, We agreed, We  
feel, Our ideas were.....

Share as a group  
and write the  
ideas that are  
common/ you all  
agree on in this  
middle section

**Common  
Elements**

# Group Activity: Place Mat



# Four Step Review: Place Mat

- Useful for correction of homework or tests
- Also good for review of a new topic
- Method:
  1. Students write the answer individually
  2. The group members agree on a answer
  3. The teacher gives the answers
  4. Groups check how they did

# KWHL Chart - 21<sup>st</sup> Century Style

*K*

What do I know?

*W*

What do I want  
to know?

*H*

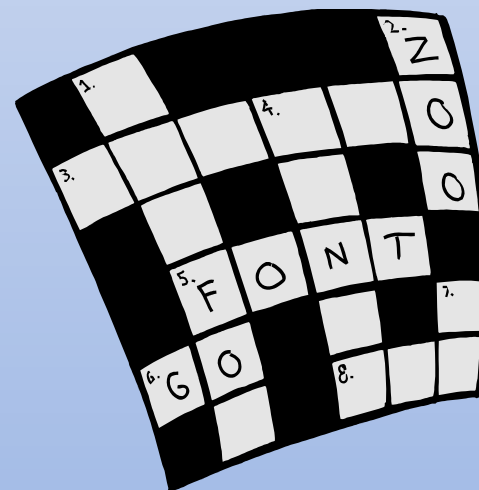
How do I find  
out?

*L*

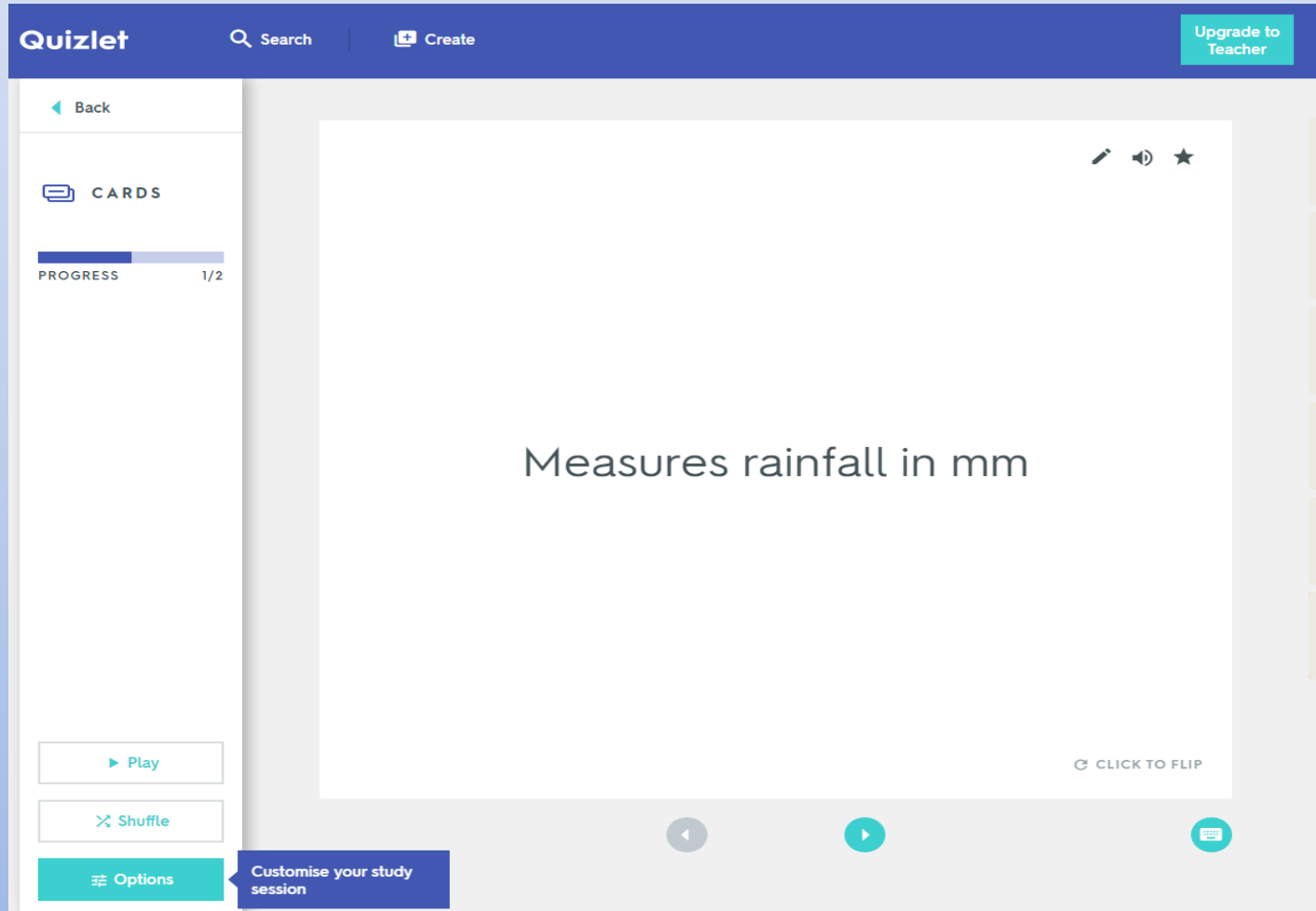
What have I  
learned?

# Keywords: How do we explicitly teach key terminology?

- Word Scramblers
- Match the Definitions
- Word Chart
- Flashcards
- Crosswords / Quizzes
- Cloze Tests
- Word Walls
- Visual Verbal Squares
- [www.quizlet.com](http://www.quizlet.com)
- [www.visuwords.com](http://www.visuwords.com)
- [www.popplet.com](http://www.popplet.com)



# www.quizlet.com



# Vocabulary Charts

Essential Key Vocabulary	Support Vocabulary	Definition	Roots of Words
Volcano	Vent, Lava, Crust, Cone	An opening in the earth's crust from which hot lava, gases, etc. are expelled from the magma chamber beneath	Vulcan, the god of fire and metal-working
Atmosphere			
...	...	...	...

# Visual Verbal Square

**Definition**

**Related words**

**The word in a sentence**

**The word looks like this**

# Keywords Poster

**Junior Certificate School Programme**  
**Keywords List**

Topic:	Date:






**Keywords to Know**

Subject: \_\_\_\_\_ Date Begun: \_\_\_\_\_


Topic: \_\_\_\_\_ Date Completed: \_\_\_\_\_

**Directions:** Look at your list of keywords for this topic and decide in which column you want to write each word.

I don't know the word at all	I've seen or heard the word but I don't know the meaning	I think I know the meaning	I know a meaning

As you learn more about the topic you can move words across to the right hand column.

JCSP Literacy Strategy  
 A Junior Certificate School Programme



# 3-2-1 Strategy

3	Things I Found Out
2	Interesting Things
1	Question I Still Have

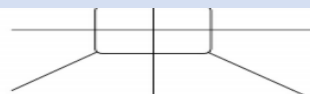
# Graphic Organisers

- Visual method of organising and summarising information
- High quality teaching and learning methodology for mixed ability classrooms
- Supports learning styles or intelligences
- May be used for:
  - Pre-teaching/introduce a topic
  - Teaching a topic
  - Assessment for learning
  - Studying
  - Revision of a topic

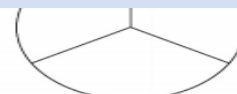
# Graphic Organisers



**Ranking Ladder**



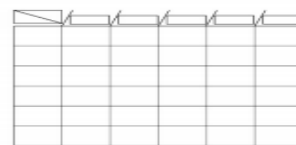
**Four Corner Organizer**



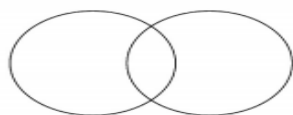
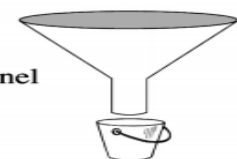
**Funnel**



**Brain Droplets**

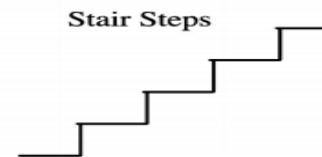
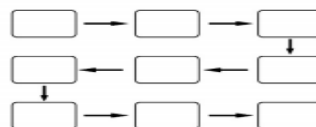


**Cross Classification Chart**



**Double Venn**

**Sequence Chart**



**Stair Steps**

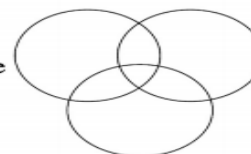


**Fish Bone**

**Chain of linked events**



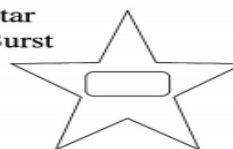
**Triple Venn**



**Research Grid**

Q1 Answer	Q2 Answer
Q3 Answer	Q4 Answer
Q5 Answer	Q6 Answer

**Star Burst**



# Reflecting On My Learning Poster

**REFLECTING ON MY LEARNING**

Today I worked really well at...

The most important thing I learned was...

One thing I didn't really understand was...

One new thing I learned was...

One thing I could do to improve my work is...

For my work today I would give myself the following comment...

What helped me understand was...

Today I made a positive contribution to my group by...

This week I worked really well at...

# Make Questioning More Effective

## By . . .

- Ask fewer questions
- Get the right balance between open and close ended questions
- Prepare key questions
- Think, pair, share
- Provide think time
- Try 'no hands up'
- Use wrong answers to develop understanding
- Prompt students
- Listen and respond positively
- Model questioning for students
- Provide opportunities for students to practice their skills
- Plan time for students' questions and for dealing with them effectively

# Bloom's Taxonomy in Practice

1. Knowledge	2. Comprehension	3. Application
Identify	Explain	Apply
Name/label	Interpret	Calculate/solve
Define	Predict	Choose/select
Describe	Compare	Determine
Match	Contrast	Illustrate
Recite	Characterise	Organise
State (5w's)	Conclude	Present

# Bloom's Taxonomy in Practice

4. Analysis	5. Synthesis	6. Evaluation
Analyse	Imagine	Consider
Distinguish	Create/compose	Debate
Explain	Compile	Critique
Observe	Judge	Determine
Compare/contrast	Elaborate	Evaluate
Investigate	Formulate	Recommend
Observe	Integrate	Support/prove

# Writing to Recount

---

Being able to recount is an important skill for many subjects:

---

Read and recall to partner.

---

Read and write down what they remember.

# Writing to Explain

---

Students will always need to be able to explain:

---

In pairs students are given a topic related to what they are studying and asked to create a piece of writing which explains the topic.

---

Students given 5 minutes to write about topic and 1 minute to proof read.

---

They then pass work on to another pair.

---

Every group should read someone else's work and are given 5 minutes to add comments.

---

All work is displayed at the end and strengths and areas to develop discussed.

# Active Learning Methodologies to Support Oral Literacy

- Discussion
- Oral reports and presentations
- Storytelling
- Debates
- Interviews
- Peer teaching

# How can your teaching help students with low level literacy skills?

1. Presentation of content
2. Getting the levels correct on written resources
3. Literacy friendly classrooms



# Skills Expected of Students in Every Class . . . .

- Process information
- Spelling
- Speaking and listening
- Writing
- Work quickly
- Reading
- Remembering
- Doing more than 1 thing at a time

All of these skills require automaticity and the ability to access information from the brain very quickly

# Automaticity

- Automaticity/Mastery is defined as the ability to do things **without occupying the mind with the low-level details** required. It is usually the result of learning, repetition, and practice
- Students with low literacy levels will typically have **poor automaticity** skills.



## Top tips for use of board

If possible, **prepare boards** before lessons.

**Write clearly** and large enough to be seen from back of room – Check it!

Use the board to **establish routine** e.g. always put date and title, underlined, on first slide etc.

**Point to the board** as you read. Always **leave task instructions** on the board

**Read aloud** any text you write – while you are writing and again after you have finished. **Always check for understanding.**

Use **short, simple sentences** and avoid the passive tense. Use **visual clues**.

If you have to write more than a little text – space it out and **number/colour code** sentences. **Never use block capitals and avoid italics.**

**Highlight** words by use of **colour**, **boxing**, **underlining**. Use colour, borders and dividers to divide up sections.

If you have to write by hand, use **blue or black marker** and check legibility from back of the room. Leave a blank page every 5 slides for extra text.

**Print out** key words/routines from slides and use as visual clues around the room.

# PowerPoints

- Use your PowerPoint slides to emphasis main points, demonstrate model answers and to show students expected presentation and layout
- Use:
  - ✓ Short, active sentences
  - ✓ Lots of visual clues
  - ✓ Sans serif font
  - ✓ Lightly coloured background with dark text
  - ✓ Bordered text boxes to separate information
  - ✓ Remember less is more, max 50 words per slide
  - ✓ Colour (blue and yellow, red and green)



WRITING IN CAPITALS CAN QUICKLY TIRE THE BRAIN BECAUSE  
YOU HAVE TO SPEND MORE TIME  
CONVERTING THE LETTERS BACK TO HOW WE HAVE LEARNT TO READ.


Some fonts like century gothic, and comic sans, are nice and easy to read because they are simple and mirror *handwriting* - especially letters such as 'a' and 'g'.

Others require MORE CONCENTRATION as our ~~eyes~~ and ~~BRAINS~~ work extra hard to clean up the FANCY FEATURES.

14pts is generally viewed as the optimum size for ease of reading. 12pts is OK, but anything lower will strain the eyes.

With anything **bigger**, readers tend to view it as childish!

# Images and Text Don't Mix Well Together

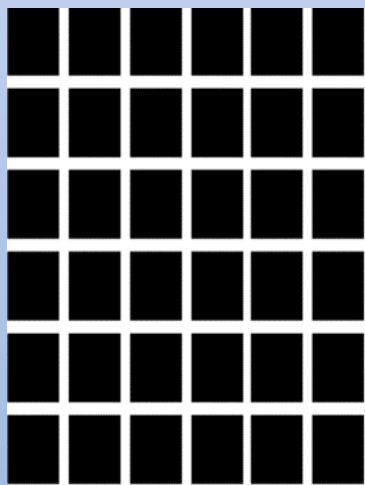
- 
- It stood as the world's tallest building for 40 years, from its completion in 1931 until construction of the World Trade Center's North Tower was completed in 1972. Following the September 11 attacks in 2001, the Empire State Building was again the tallest building in New York (although it was no longer the tallest in the US or the world).
  - The Empire State Building was once again demoted to second-tallest building in New York on April 30, 2012, when the new One World Trade Center reached a greater height.

# Moving text & images and funky slide transitions...

are basically the  
equivalent

an optical illusion

on your  
forehead



When asked to write a pupil will probably think:

"What am I going to write?"

"How much do I have to write?"

"How am I going to write it?"

"How do I spell?"

before even putting pen to paper.

Those pupils, for whom writing is not automatic, will need to think about the following before beginning to record their ideas.

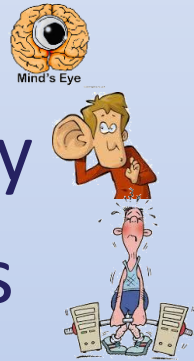
- Find writing instrument
- Find paper
- Orientate writing instrument
- Orientate paper
- Form idea in mind
- Form sentences in mind
- Keep track of idea and sentence in mind, at the same time think of:
  - What is the first word of the sentence?
  - Does it need a capital letter?
  - What is the first letter of the word?
  - How does that letter look?
  - How is that letter formed?
  - Where on the line do I start the letter?
  - What direction does the pencil need to move in order for the letter to be correctly formed?
- Check work to see if it looks right

**All this and only one letter has been produced!**



# It is difficult to write from the board if you have . . .

- Poor visual memory
- Poor auditory memory
- Weak processing skills



A person with literacy difficulties will have to look up to the board up to **5 times** more than a person without to write down the same information

# How do you prepare written resources helpful for students with low level literacy skills?

## Religious Education

7. Approximate the reading age of this text passage taken directly from Wikipedia:

Anders Behring Breivik (born 13 February 1979) is a Norwegian far-right terrorist who committed the 2011 Norway attacks. On 22 July 2011 he killed eight people by detonating a van bomb amid the Regjeringskvartalet in Oslo, then shot dead 69 participants of a Workers' Youth League (AUF) summer camp on the island of Utøya. In August 2012 he was convicted of mass murder, causing a fatal explosion, and terrorism.

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### • SMOG Readability Formula – simplified

SMOG (Simple Measure Of Gobbledegook) is much quicker and easier to work out by hand than other formulae.

1. Select a text
2. Count 10 sentences
3. Count the number of words that have three or more syllables
4. Multiply this by 3
5. Circle the number closest to your answer

1	4	9	16	25	36	49	64	81	100	121	144	169
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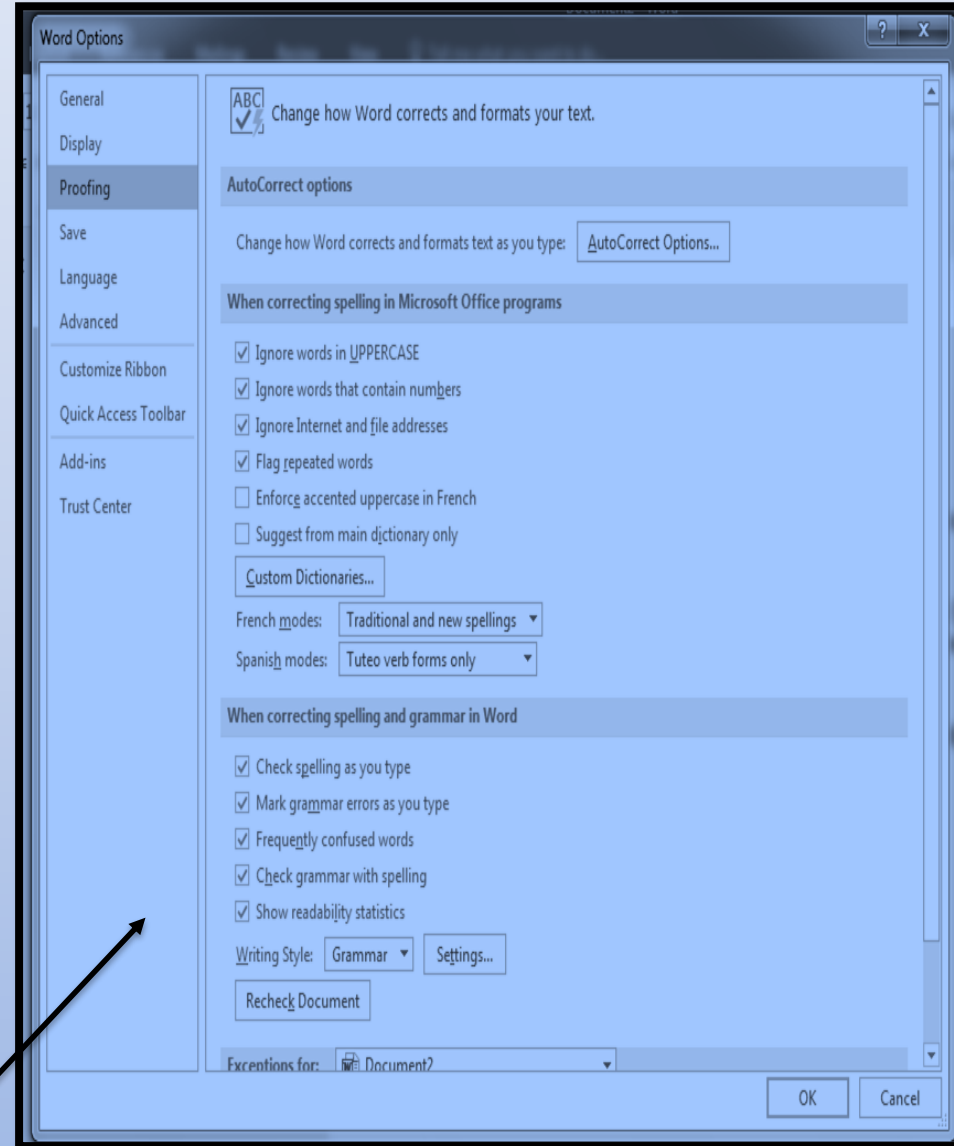
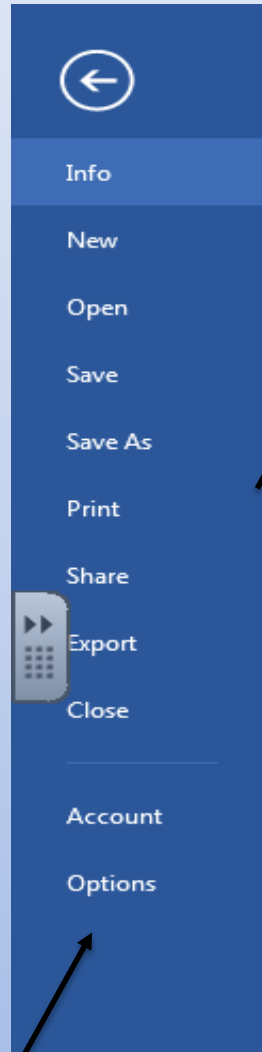
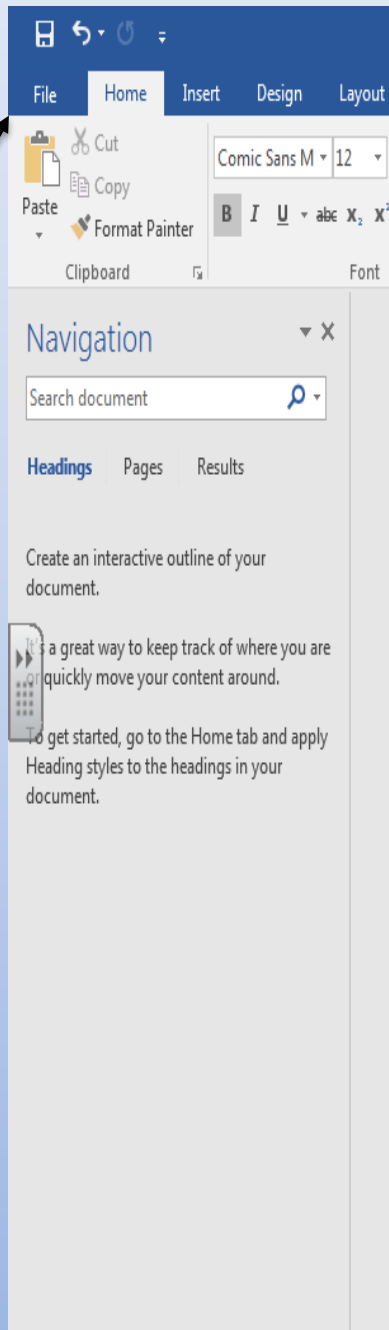
6. Find the square root of the number you circled

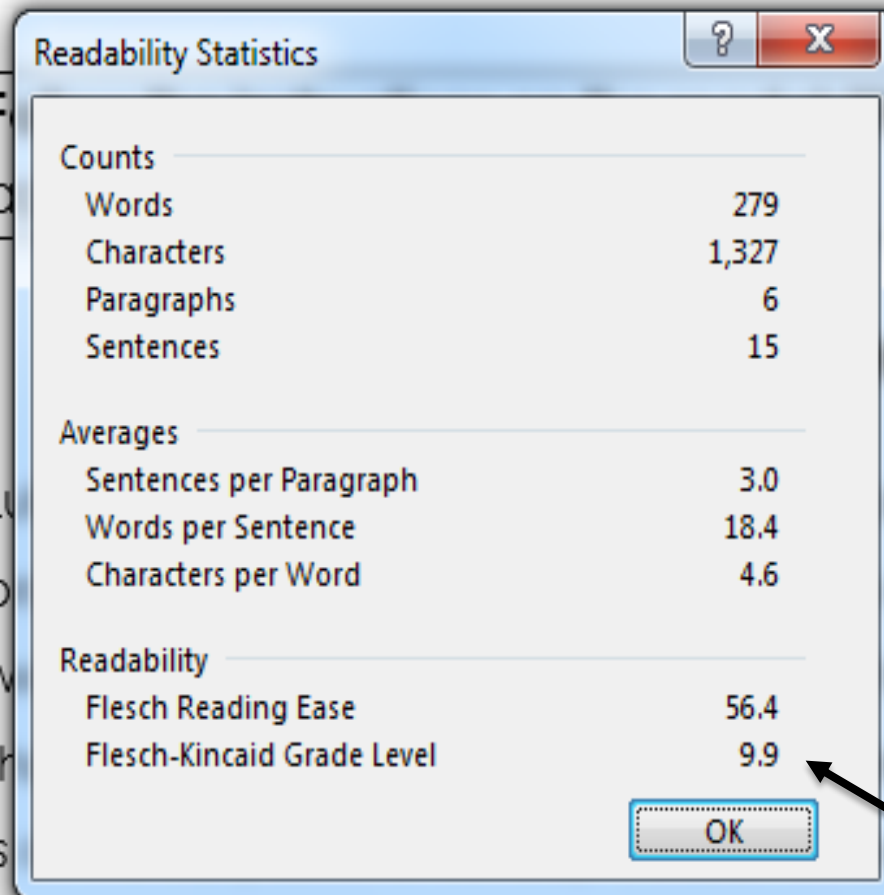
1	4	9	16	25	36	49	64	81	100	121	144	169
1	2	3	4	5	6	7	8	9	10	11	12	13

7. Add 8   Readability Level

To obtain the most accurate readability level on longer texts you should carry out this test on three different sections of the document, for example, the beginning, the middle and the end, and take the average of the three scores.

# Readability



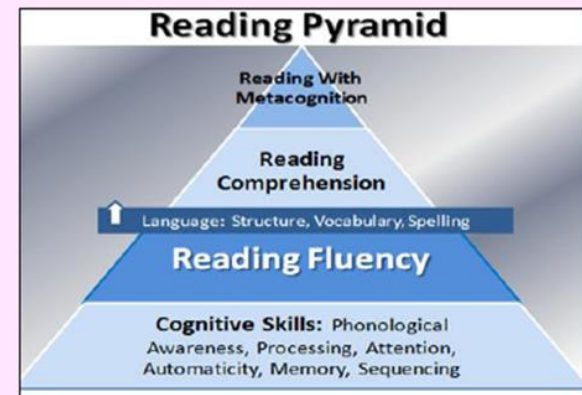


This means that a student in **9th grade** can read easily. **Add 5** for reading age

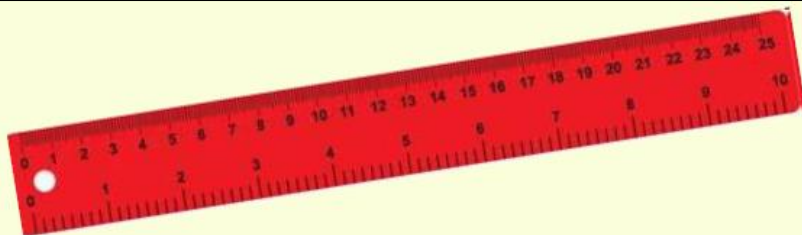
The problems at Lulworth merely reflect what is happening throughout Purbeck, a very popular part of Dorset. Four and a half million visits are

# Think About Images

- Use images that reinforce the messages in the text, to give poor readers clues.
- Be careful not to crowd the text with images. Too many images will distract from the text.
- Sometimes a diagram can be used as a back-up or a complete replacement for the text.



# Helping Students Track Reading



Use a ruler to track lines and keep place.



Use a highlighter pen to identify tricky words.

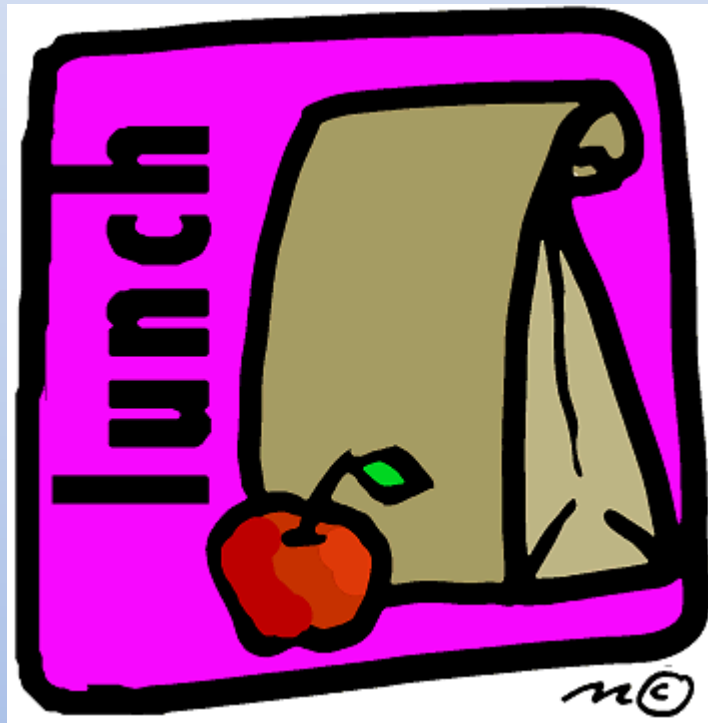
Use coloured overlays if you rely on black and white texts which cannot be adapted.

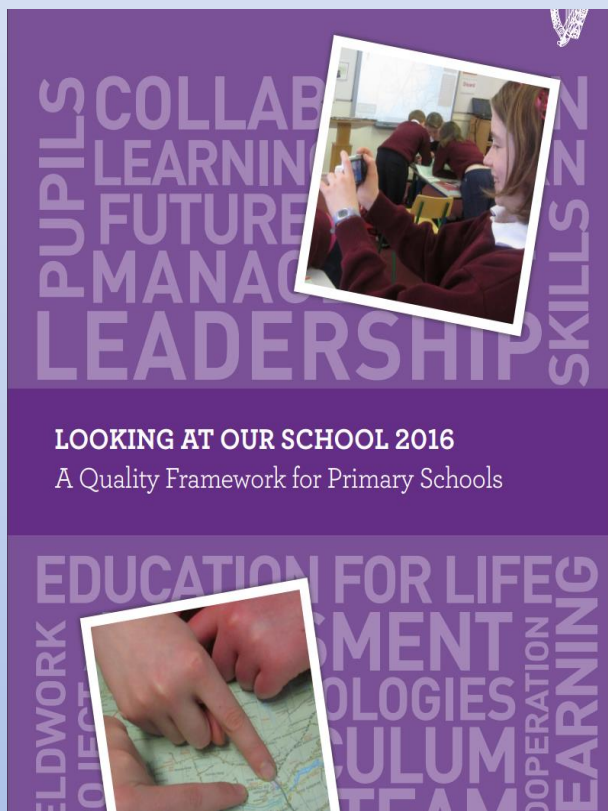


# Sometimes We Need to Rewrite . . .

- World War I started when Archduke Franz Ferdinand, who was a member of the aristocracy of the Austro-Hungarian Empire, was shot in Sarajevo, by a member of Serbian anarchist group, in the country which came to be known as Yugoslavia, but is now called Serbia.
- Large eruptions from volcanoes can affect temperature as ash and droplets of sulphuric acid obscure the sun and cool the Earth's lower atmosphere (or troposphere); however, they also absorb heat radiated up from the Earth, thereby warming the upper atmosphere (or stratosphere).

# Lunch!





# Quality framework and SSE 2016-2020

*Circular 0040/2016*

# The 6-Step Process

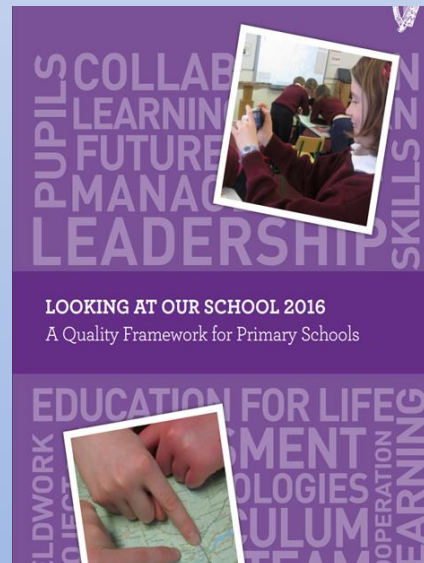


# Step 1: Identify Focus (3)

## Looking at Our School 2016

A quality framework for schools

A set of standards for schools



# Quality Framework:

- Has **two** dimensions
  - Teaching and Learning (focus 2016-2020)
  - Leadership and Management
- Each dimension is subdivided into domains....

# Each Dimension has Four Domains

- Teaching and Learning

1. Learner Outcomes
2. Learner Experiences
3. Teacher's individual practice
4. Teacher's Collegial/ Collaborative Practice

- Leadership and Management

1. Leading Learning and Teaching
2. Managing the Organisation
3. Leading School Development
4. Developing Leadership Capacity

# Domain and Standards

## Learner Outcomes

Attitudes to learning  
Understanding of  
themselves and others  
Acquisition of  
curriculum knowledge  
& skills  
Levels of attainment

## Learner Experiences

Levels of engagement as  
learners  
Growth as learners  
Self-reflection &  
ownership as learners  
Development as lifelong  
learners

## Teacher's Individual Practice

Teacher's knowledge  
and skills  
Use of practice that  
progress students  
learning  
Use of appropriate  
teaching approaches  
Responsiveness to  
individual learning  
needs

## Teacher's Collective/Collabor ative Practice

Teacher's professional  
development and  
collaboration  
Co-operation to extend  
student's learning  
opportunities  
Collective use of  
assessment practices  
Sharing of expertise to  
build capacity

## Step 2: Gather Evidence (4 and 5)

1. Assessment data and student's progress
2. Teacher's views and records – evidence
3. Voice and opinions of students and parents
4. Professional reflection, professional collaboration and dialogue between teachers – effective means of gathering evidence

## Step 3: Analyse and Make Judgements (4)

- Evaluate effectiveness of current practice (p.15-21)
  - “statements of effective practice”and
  - “statements of highly effective practice”

Schools build on existing strengths and work towards excellence

# Step 4: Write and Share

## Report and Improvement Plan (6)

Single document (3 pages) – report and improvement plan (once annually)

- **Report** – account of progress, new aspect of T & L chosen for SSE and priority areas
- **IP** – targets, actions, who will undertake actions, who will monitor, how parents can help, timeframe for achievement

Share summary of both with whole school community  
Template on [www.schoolself-evaluation.ie](http://www.schoolself-evaluation.ie)

# Step 5: Put Improvement Plan into Action

- Key step in process
- When the actions in the improvement plan are implemented the work of the school can improve
- Actions become part of the normal T&L process

## Ownership of Actions

- Teacher
- Subject Department
- Whole School level

# Step 6: Monitor Actions and Evaluate Impact

- Schools will need to decide:
  1. How monitoring will occur?
  2. Who is responsible for monitoring?
  3. How progress will be determined and reported?
  4. When and to whom progress will be reported?
  5. If targets and actions are realistic or need to be changed ?

# Step 6 Continued . . . .

- To evaluate monitoring must of taken place
- Leads to a number of questions:
  1. Has practice changed in the classrooms?
  2. What are teacher's experiences of the agreed changes?
  3. What are students experiences of the agreed changes?

# Standards and statements of quality

Standards	Statements of effective practice	Statements of highly effective practice
Students engage purposefully in meaningful learning activities	<p>Students demonstrate high levels of interest and participation in learning.</p> <p>They are able to work both independently and collaboratively in a purposeful manner.</p> <p>They understand and can explain the purpose of the learning tasks they are engaged in.</p> <p>They are able to report on, present, and explain the process and outcome of learning activities to a competent level.</p>	<p>Students demonstrate very high levels of interest and participation in learning.</p> <p>They are able to work both independently and collaboratively in a very purposeful and productive manner.</p> <p>They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully.</p> <p>They are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.</p>

# SSE Circulars: Key issues addressed

- Avoid duplication: SSE and school development planning are NOT different processes
- School self-evaluation contributes to the process of school development planning
- SSE incorporates DEIS action planning – in a DEIS school the School Improvement plan **is** the DEIS action plan
- Special schools also engage in SSE with topics and issues of relevance to teaching and learning in their context

# SSE Circulars: Key issues addressed

- Give greater flexibility to schools
- No required subjects or curricular areas
- Each school to focus on between two and four areas/aspects of teaching and learning within their own context and that the school believes require improvement over the next four years
- While school is free to choose any issues within teaching and learning for SSE, it is suggested that SSE should be used to implement curricular changes
  - e.g. Junior Cycle implementation

# SSE Circulars: Key issues addressed

- Maintain focus on teaching and learning
- Want to embed the practice of schools reflecting upon and improving their teaching and learning
- Build on what they have done in literacy and numeracy in the first cycle of SSE

# Activity . . . .

- Use the data given to formulate a draft DEIS plan for literacy . . .



# Where to next?



# Useful websites

- [www.jcsp.ie](http://www.jcsp.ie)
- [www.pdst.ie](http://www.pdst.ie) (Literacy)
- [www.schoolself-evaluation.ie](http://www.schoolself-evaluation.ie)
- [www.juniorcycle.ie](http://www.juniorcycle.ie)
- [www.wellread.ie](http://www.wellread.ie)
- [www.adlit.org](http://www.adlit.org)



# Junior Certificate School Programme

*Supporting Teaching and Learning*  
*Thank You*