Every Student is Capable of Success

The Junior Certificate School Programme
By the end of the day I will be able to:

- Evaluate where my school is in relation to DEIS
- Understand where DEIS is in today's context
- Comprehend how DEIS works in another school context
- Look at and analyse evidence through the SSE lens
- Be aware of the tools available for analysing data
- Evaluate my DEIS plan
- Formulate an action plan going back to school
The JCSP is an intervention within the Junior cycle aimed at those students who are identified as being at risk of leaving school early perhaps without completing The Junior Certificate.

All JCSP Students sit the Junior Cert examinations
JCSP - AIMS of the Programme

- To retain students
- To bridge the gap
- To build strong and positive learning foundations
- To make school relevant and accessible to young people who find it difficult to cope with the school system.
Framework supports DEIS principles

- Teaching team
- Profiling
- Success, affirmation and celebrations
- Active learning cross-curricular outdoor education
- Literacy and numeracy strategy
- Initiatives
- Parents
The JCSP Framework

- Builds Confidence & Self esteem
- Promotes Inclusion
- Celebrates Success academic and key skills
- Supports student Engagement in learning
- Promotes Active Learning Methodologies
- Champions Differentiation
JCSP aims to support students

The JCSP Programme targets improvement in all identified areas of need.
Educational Disadvantage

The Education Act (1998) defines educational disadvantage as

“the impediments to education arising from social or economic disadvantage which prevent students from deriving appropriate benefit from education in schools”
DEIS

Retention
Attendance
Literacy
Numeracy
Examination Attainment
Educational Progression
Partnership with parents
Partnership with others
DES Resources available to DEIS Schools

DEIS PLAN

- Retention & Attendance
- Attainment & Progression
- Literacy & Numeracy
- Partnership
DEIS Partners – working together

- Students
- Parents
- HSCL
- SCP
- JCSP
- LCA
- B.O.M.
- Principal
- School Management
- All Teachers

DEIS Targets
What does JCSP do to support the 8 DEIS areas?

Retention
Attendance
**Literacy**
**Numeracy**
**Examination Attainment**
Educational Progression
Partnership with parents
Partnership with others
"JCSP had a positive impact on student retention levels and enhanced student attendance levels".

Building on Success - JCSP Evaluation

Retention and Attendance

Numeracy
- Initiatives
- Materials
- CPD Resources
- Interventions
- Classroom Strategies
- JCSP Library Programme

Literacy
- Initiatives
- Materials
- CPD Resources
- Interventions
- Classroom Strategies
- JCSP Library Programme

Attainment and Progression
- Academic profiling
- Success in JC Examination
- Homework initiative
- Study Skills initiative
- Specially Developed Materials
- Subject Statements Certification

Partnerships
- Celebrations
- Postcards
- JCSP Network Initiatives
- Transfer Programme
- Final Profile Awards
- Make a Book
2010 Evaluation of panning process in DEIS Post Primary Schools

DEIS Review - Strengths Perspective

- Targets / Data
- Initiatives / Strat
- Implementation
- Progress

- Attendance
- Retention
- Progression
- Attainment
- Literacy
- Numeracy
- Partnership
Key Learning

- Data (DRIP, DRIR)
- Target Setting
- Review
- Integrated - Whole School - All Subject Departments
- Systems/ Structures/ Process
- Clearly Assigned Roles
- Time
- Support - Professional Development
Where is our school in relation to DEIS Planning?

• Rate your DEIS planning in school on a scale of 1 to 10. Where 10 is excellent DEIS planning and 1 is not good.
• What have you done to make your school a_____?
DEIS in today's context...
National Priorities

- Junior Cycle
- SSE
- Literacy & Numeracy
Particular features of the JCSP, such as its emphasis on learner profiles, cross-curricular learning, active learning, assessment close to the point of completion, and school-based certification are working well for schools and also feature in the new Framework for Junior Cycle.
Key skills in junior cycle

- Managing information & thinking
- Working with others
- Managing myself
- Communicating
- Staying well
- Being creative
Literacy & Numeracy

- JCSP profiling
- JCSP Literacy and Numeracy resources & materials
- JCSP Initiatives
- JCSP library
DEIS schools should continue developing and implementing DEIS action plans for improvement in order to meet the planning and reporting requirements for DEIS.

The school self evaluation process, as outlined for all schools, will help DEIS schools to make informed judgements about their practice and about the areas requiring improvement.

In schools where thorough review and improvement planning for literacy and numeracy have already been completed and recorded, the school should continue to focus on monitoring and implementing the action plans developed to date. In such schools, as the School self-Evaluation Process is developed on a continuous basis, the Focus may be redirected to teaching and learning in areas other than literacy and numeracy.
Six steps in the SSE Process

1. Gather evidence
2. Analyse the evidence
3. Make judgements about strengths and areas for development
4. Write school self-evaluation report
5. Devise a 3-year school improvement plan
6. Implement and monitor improvement plan
The Teaching and Learning Quality Framework

**Teaching & Learning**

- **Theme:** Learner outcomes
  - Attainment of subject and programme objectives

- **Theme:** Learning experiences
  - Learning environment
  - Engagement in learning
  - Learning to learn

- **Theme:** Teachers’ practices
  - Preparation for teaching
  - Teaching Approaches
  - Management of students
  - Assessment
The Teaching and Learning Quality Framework

Teaching & Learning

**Learner outcomes**
- Standardised/Sten scores, CAT, SEC, copies, class tests, attitudinal survey

**Learning experiences**
- Questionnaires
- Learning log
- Observation

**Teachers’ practices**
- Focus group
- Questionnaires
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<th>Mathematics</th>
<th>Other?</th>
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**Test Results**

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*Insert an e from Absent and a for Excluded*
Analysing evidence - What does it all mean?

What do these data seem to tell us about our priority?

What do they not tell us?

What else would we need to know?

Earl and Katz (2006: 63)
Numeracy Questionnaire

I like maths.
- ( ) Strongly Agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly Disagree

All my teachers have a positive attitude towards maths.
- ( ) Strongly Agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly Disagree

My maths skills and procedures are used in all my other subjects.
- ( ) Strongly Agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly Disagree

My teachers in all subjects use the same words to describe the same mathematical concepts.
- ( ) Strongly Agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly Disagree

I believe I can improve my numeracy skills.
- ( ) Strongly Agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly Disagree

I see the relevance of maths to my everyday life.
- ( ) Strongly Agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly Disagree

I'm required to justify and explain my answers in all my subjects.
- ( ) Strongly Agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly Disagree
29 responses

Summary

Q 1. Please tick the statements you agree with

- I only need maths for maths class: 5 (19%)
- I will do honours maths for my Junior Cert: 14 (52%)
- I like maths: 14 (52%)
- I think that all my teachers like maths: 4 (15%)
- I will not need maths after I leave school: 5 (19%)

People may select more than one checkbox, so percentages may add up to more than 100%.

Q 2. Please tick the statements you agree with for "Maths in school."

- There is usually more than one way to work out a problem in maths: 22 (79%)
- I usually check my answers to make sure I didn't make a mistake: 16 (57%)
- I am good at figuring out questions I have never seen before: 3 (11%)
- I like doing calculations (e.g. adding/subtracting) in my head: 12 (43%)
- I am good at explaining maths in my own words: 8 (29%)

People may select more than one checkbox, so percentages may add up to more than 100%.

Q 3. I understand maths best when:

- I work it out on my own: 10 (36%)
- I have help from friends: 1 (4%)
- I have an explanation: 1 (4%)
- I don't understand maths at all: 1 (4%)
- Other: 0

People may select more than one checkbox, so percentages may add up to more than 100%.
Bar chart showing the percentage of students who answered questions correctly.

Maths Competency Test
http://www.pdst.ie/node/2879
The Teaching and Learning Quality Framework

Teaching & Learning

Theme

- Learner outcomes
  - Attainment of subject and programme objectives

- Learning experiences
  - Learning environment
  - Engagement in learning
  - Learning to learn

- Teachers’ practices
  - Preparation for teaching
  - Teaching Approaches
  - Management of students
  - Assessment
Coffee – 15 minutes
How DEIS Works in My School
The Teaching and Learning Quality Framework

Teaching & Learning

Learner outcomes
- Attainment of subject and programme objectives

Learning experiences
- Learning environment
- Engagement in learning
- Learning to learn

Teachers’ practices
- Preparation for teaching
- Teaching Approaches
- Management of students
- Assessment
Handout – Planning Ahead
Lunch
DEIS

Retention
Attendance
Literacy
Numeracy
Examination Attainment
Educational Progression
Partnership with parents
Partnership with others
<table>
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<th>Improvement Targets</th>
<th>Required Actions</th>
<th>Success Criteria / Measurable Outcomes</th>
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Case Study
Questions to ask when writing your DEIS plan

1. Is the target relevant in the context of evidence gathered and analysed?

2. Are the actions relevant to the target set?

3. How will you know that a target has been achieved?
The DEIS Plan Targets

Improvement targets may relate to any aspect of pupils’ achievement, including their knowledge, skills and their attitudes.

(SSE Guidelines p.61)
Language of targets

- To increase
- To raise
- To expand
- To meet
- To decrease
- To reduce
- To cut
- To complete
An Example:

To increase (verb) the percentage of pupils taking higher level English (thing affected) from 60% (baseline) to 65% (level intended) by the end of year one (date), 70% by the end of year 2 and 75% by the end of year 3.
SMART Targets

Specific – focus on student outcomes
Measurable - clear & precise
Attainable - reflect ability & needs of students /appropriately challenging
Realistic – to both school context, data & actions
Timed- allowing time for planned actions to be implemented
What were the key things that came up in your discussions?
Where are you in relation to DEIS Planning?

• Rate your DEIS planning in school on a scale of 1 to 10
• What have you done to make your school a_____?
• What would your school need to do to move up one point on the scale?
Action Plan Going Home

• Who will you share today’s information with?

• What is your overall goal for DEIS planning this year?

• What is your first step when you go back to school?