

Dublin and Dún Laoghaire
Education and Training Board

LEARN ACHIEVE SUCCEED

Statement
of Strategy

2017-2021

ddletb



Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire
Átha Cliath agus Dhún Laoghaire Education and Training Board

**LEARN
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Message from the Cathaoirleach of Dublin and Dún Laoghaire Education and Training Board

It is with great pleasure that I introduce Dublin and Dún Laoghaire Education and Training Board's (DDLETB) Statement of Strategy 2017 – 2021. This is a very significant document as it is the first Statement of Strategy for our new organisation. It builds on a long tradition of innovation and responsiveness to the learners and communities of County Dublin and Dún Laoghaire on the part of the organisations and training centres which merged to form DDLETB in 2013. I believe this strategy will enable us to grow and develop as a new organisation and help us provide education and training of the very highest quality over the next five years.

I would like to commend the members of the Dublin and Dún Laoghaire Education and Training Board, the Chief Executive Officer, Paddy Lavelle, and all of our staff for their continuing hard work and their commitment to the development of this strategy. I wish all our learners and staff every success as we work together to learn, achieve and succeed.



Rose Callan
Cathaoirleach



Foreword by the Chief Executive Officer



Dublin and Dún Laoghaire Education and Training Board is preparing for the coming of age of the new millennium in 2021. This high level strategy will guide us in the run-up to that auspicious date by setting goals and priorities which will assist us in providing high quality education and training services in the three counties of Fingal, South Dublin and Dún Laoghaire during the coming five years.

We have taken account of the Department of Education and Skills' most recent Strategy and Action Plan in framing those goals and priorities. Indeed, the goals of that Action Plan align with our goals particularly well.

We hope to further the government's overall aim of making the Irish education and training service the best in Europe by 2026. To this end, we will work with our stakeholders in the Department of Education and Skills and SOLAS to ensure we continue to improve all aspects of our performance and services.

We have been committed to this change agenda since our establishment and continue to contribute to the work of Education and Training Boards Ireland in achieving its objectives in this regard. That change agenda will see us move to a shared services model in finance and payroll operations and this will have a positive impact on the service we provide.

Our focus will be to guide implementation of the strategy at school and centre level. Each service will be able to evaluate and plan in the context of our overarching goals, priorities and actions. The services will report on their achievements in implementing the strategy on an ongoing basis.

Our aim is to deliver a high quality learning experience. Progress towards each goal set out in the strategy will be measured at school and centre level. Schools and centres will not be left on their own in trying to achieve improvements, however; they will benefit from collaboration with others through networks where a culture of support enables everyone to do better.

It is heartening to see that the five core values identified by the consultative process which fed into this strategy reflect what we already saw as the very essence of what we do. Each value resonates with the best of what we are trying to achieve. They are: Equality; Professionalism; Integrity; Collaboration; Innovation.

I commend this strategy to you in the knowledge that it will help us to improve the experience of all of our learners up until 2021.

Paddy Lavelle

Paddy Lavelle
Chief Executive Officer

Executive Summary

The DDLETB Statement of Strategy sets high level objectives for the organisation under four Strategic

Goals:

- ♦ High quality education and training programmes.
- ♦ High quality experience for learners.
- ♦ Organisational and staff development.
- ♦ Effective communication and collaboration.

Each goal has its own set of strategic priorities which will be met through a series of supporting actions. These goals and priorities have been designed to assist DDLETB to avail of the opportunities which will arise and to meet the challenges it faces over the next five years.

Goal 1: High quality education and training programmes

Strategic priorities under this goal include the provision of quality assured excellent teaching and learning for all with high levels of achievement and accreditation by learners. These will be achieved through relevant, responsive, integrated and innovative programmes and initiatives.

Actions to support these strategic priorities will include the development of a common understanding of what

constitutes excellence in teaching and learning in DDLETB. This will inform an overarching teaching and learning policy encompassing our core values and facilitating lifelong learning.

We will support our learners to reach their maximum potential and to progress on the National Framework of Qualifications. We will also establish a Further Education and Training (FET) Quality Management Team to implement our new Quality Assurance System for FET and to prepare for Delegated Authority from QQI.

Goal 2: High quality experience for learners

The strategic priorities under this goal include the provision of positive learning experiences and environments with suitable resources and premises for learners. Lifelong learning, personal development, progression and employment will be supported. There will also be a strong commitment to technology-enhanced learning to support independent and collaborative learning.

Actions to support these priorities include the development of strategies and resources to support schools in addressing educational disadvantage; establishing Learner Charters that describe the standard of service our learners can expect from DDLETB;

Each goal has its own set of strategic priorities which will be met through a series of supporting actions.



and the identification of priorities for improvements to buildings. We will support the development of entrepreneurial and digital skills among our learners. This will see us develop opportunities for non-formal learning as well as working to ensure effective pathways for progression to further and higher education and employment are clearly defined and communicated to our learners.

Strategies and resources to support schools in the provision of special and inclusive education and addressing educational disadvantage will be developed and implemented.

Goal 3: Organisational and staff development

Strategic priorities here include the creation of a culture of innovation and improvement within the organisation. This will be based on ethical governance, accountability, capacity building for active leadership, and staff support

encompassing continuing professional and career development. This will see the organisation being restructured to implement the strategy and to respond to policy and legislative changes as they occur. A culture of innovation which is open to change and continuous improvement will be fostered. We will develop and implement a branding and marketing strategy which will publicise our innovative programmes and activities. In addition, we will continue to embed good governance across the organisation in line with the code of practice for the governance of ETBs.

Goal 4: Effective communication and collaboration

The strategic priorities under this goal are to enhance our internal and external communication systems and to build strategic networks and partnerships with key stakeholders.

This will see us develop our ICT infrastructure to enhance communication, information sharing and networking both internally and externally. It will also involve the enhancement of management information systems to support improved education and training provision in schools, colleges, centres and services. We will also enhance our links with relevant local and national bodies, agencies and stakeholders to support our programmes and services to learners.



**OUR OVERALL
AIM IS TO ENABLE OUR
LEARNERS REACH
THEIR POTENTIAL**

Vision, mission and strategic goals

VISION

Actively lead the provision of high quality education and training.

MISSION

Provide a wide range of education and training programmes, services and supports to children, young people and adults across the DDLETB region.

GOALS

- 1 High quality education and training programmes
- 2 High quality experience for learners
- 3 Organisational and staff development
- 4 Effective communication and collaboration

Profile of Dublin and Dún Laoghaire Education and Training Board

4.1 Introduction

Dublin and Dún Laoghaire Education and Training Board was established in July 2013 through the merger of two Vocational and Education Committees (VECs): County Dublin VEC and Dún

Laoghaire VEC. This was followed by the incorporation of three SOLAS (formerly FÁS) Training Centres in Baldoyle, Loughlinstown and Tallaght to DDLETB in January 2014.

4.2 Our vision and values

Our vision is to actively lead the provision of high quality education and training. Our mission is to provide a wide range of education and training programmes, services and supports to children, young people and adults across the DDLETB region.

We put the learner at the heart of everything we do. We believe that lifelong learning is key to personal development and wellbeing, social inclusion and economic prosperity. Our operational values in providing our services are illustrated below.

different approaches and responding to change.

♦ **Professionalism**

Courtesy, efficiency and excellence in our dealings with our learners, stakeholders and staff and working to the highest standards in education and training.

♦ **Integrity**

Honesty, transparency and confidentiality and meeting our responsibilities as a provider of lifelong learning in a consistent and ethical fashion.

Operational values

♦ **Equality**

Fairness, respect and inclusion in the treatment of our learners, stakeholders and staff and a culture where diversity is welcomed and valued.

♦ **Collaboration**

Working in partnership with our learners, stakeholders and staff and facilitating the sharing of knowledge, expertise and skills.

♦ **Innovation**

Remaining a leader in the provision of education and training by encouraging new ideas, trying out

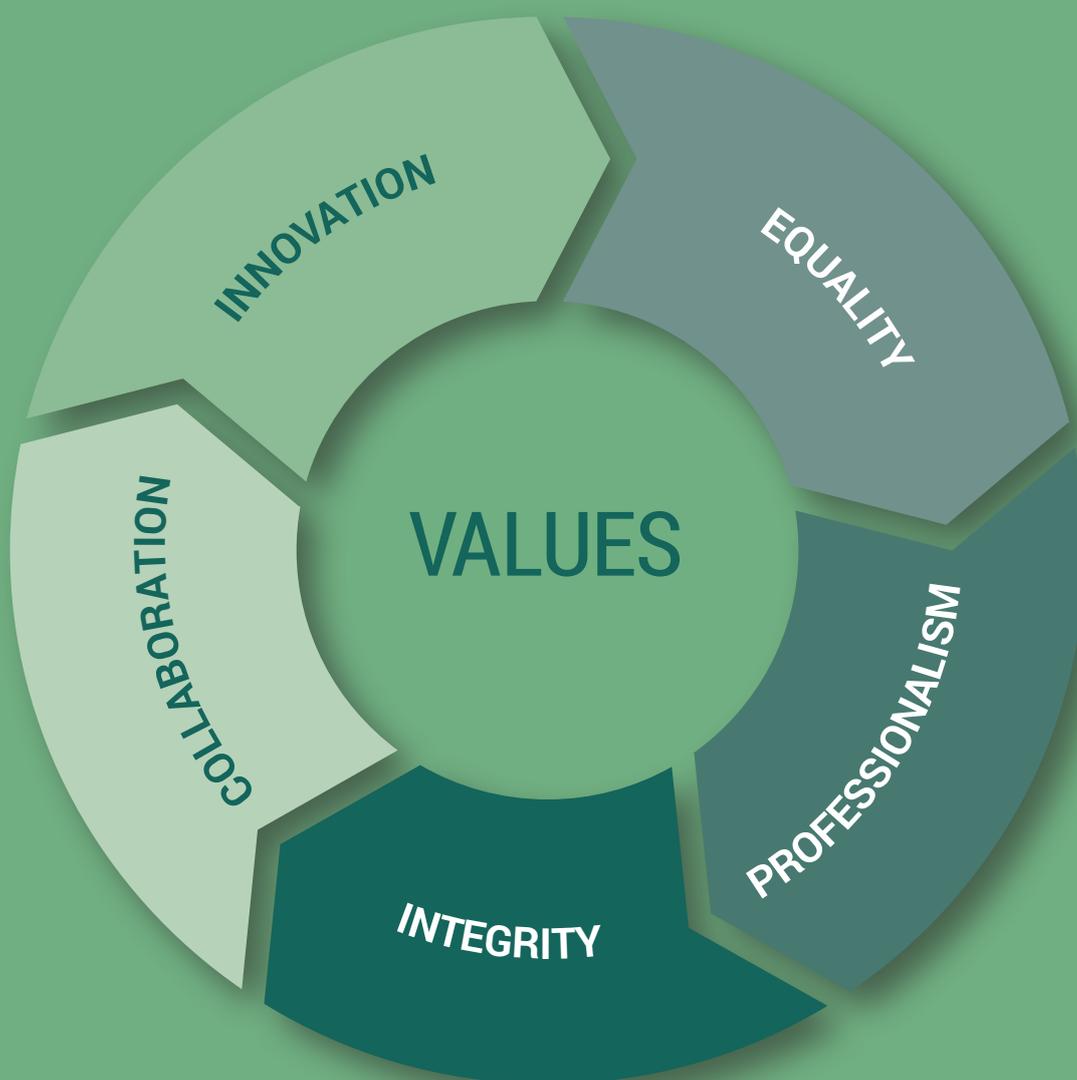
Our overall aim is to enable our learners reach their potential. We strive to offer learning experiences which respond to the needs of learners of all ages and abilities. We make guidance and supports available to our learners to help them attain their learning goals and qualifications.

We include transfer and progression options for our learners to maximise their chances of pursuing further education and training and securing employment. We acknowledge the importance of suitable premises and resources for our learners in our commitment to inclusive education.

We aspire to continuing to grow as a learning organisation and we ensure that our staff have access to continuing professional development opportunities.

We are mindful of our responsibilities in relation to human rights and equality, both as a service provider and employer. We understand the importance of technology as a means of enhancing learning, collaboration and communication among our learners and stakeholders. To this end, we are working to ensure our digital systems are accessible, reliable and protected. We aspire to continuing to grow as a learning organisation and we ensure that our staff have access to continuing professional development opportunities. This includes enabling staff to become reflective practitioners, enhance their skills and collaborate with colleagues. We recognise that professional development can be facilitated in a variety of ways;

from accredited programmes to workshops and professional learning networks. We appreciate that much of the work of our organisation is made possible by the support and administrative staff in our schools, centres and services and by the key support functions at Head Office. We place a very high value on the contribution made by the various Boards of Management which support DDLETB at organisational level and at the level of our schools, further education colleges and Youthreach. We also work in partnership with key organisations and agencies at local and national level in pursuit of quality service provision to our learners.



The work of the organisation is supported by Boards of Management in DDLETB's schools, further education colleges and Youthreach.

4.3 Governance and legislative framework

DDLETB is governed by a Board comprising 21 members. This includes 12 representatives from the three local county councils: Fingal, South Dublin, Dún Laoghaire-Rathdown; two members elected from staff; two parent representatives; and five members with a special knowledge of education and training including a learner representative

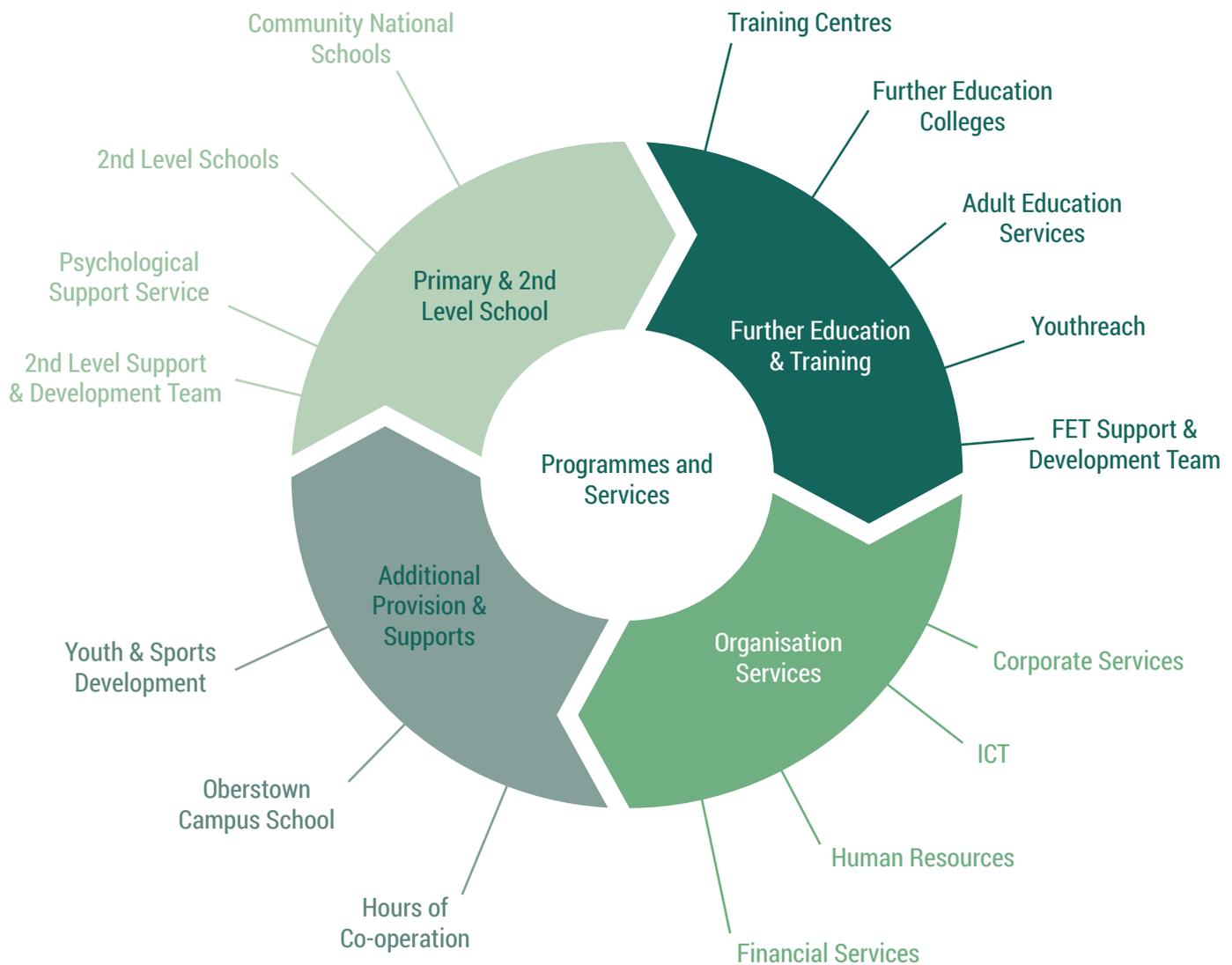
and a business representative. The full list of Board Members is available in Appendix 1.

As mentioned above, the work of the organisation is supported by Boards of Management in DDLETB's schools, further education colleges and Youthreach.

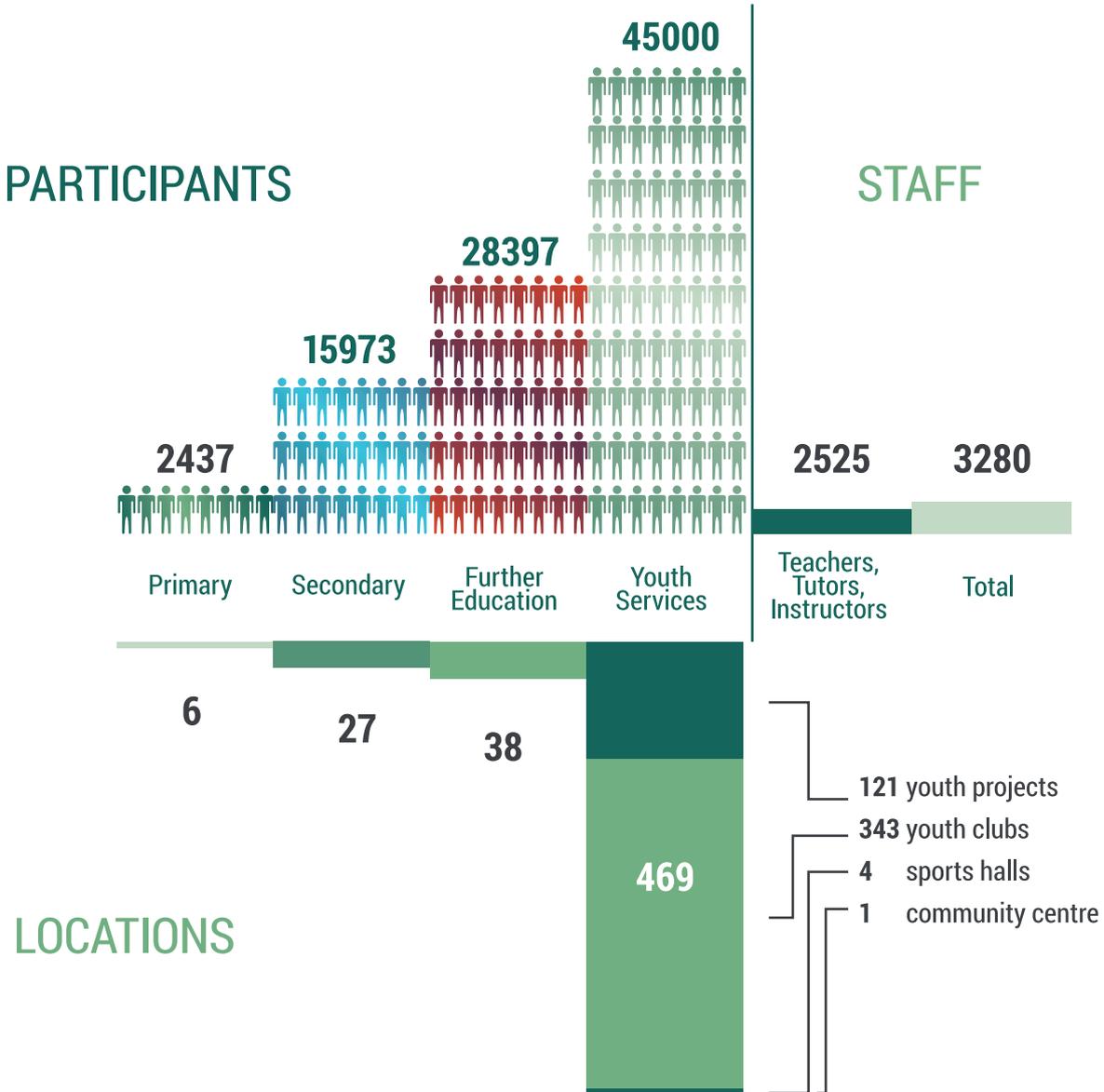
4.4 Map of our programmes and services

A full list of all our schools, colleges, centres and services appears in Appendix 2 and on our website www.ddletb.ie

Figure 1: DDLETB's programmes and services.



4.5 Facts and figures



ANNUAL EXPENDITURE



Context

5

5.1 The education and training landscape in Ireland

Education and training have been identified as key priorities by the government

Legislation & Regulation

At national level, education and training have been identified as key priorities by the government. The link between education and equality as well as economic prosperity is highlighted in the Programme for a Partnership Government 2016. Excellence and innovation in education and training are seen as key to enabling individuals to fulfil their potential and to our success as a country.

In recent years, there have been a number of significant changes in the landscape for education and training in Ireland. The Education and Training Boards Act 2013 led to the establishment of 16 Education and Training Boards (ETBs) as well as the introduction of a code of practice for governance.

Another major development which arose from the Further Education and Training Act 2013 was the establishment of An tSeirbhís Oideachais Leanúnaigh agus Scileanna (SOLAS) as the national further education and training authority. The Qualifications and Quality Assurance (Education and Training) Act 2012 is

another significant piece of legislation as this established Quality and Qualifications Ireland (QQI) and the Quality Assurance (QA) systems for ETBs.

Policy Developments

A number of key policies are shaping provision in education and training in Ireland at present. Under the Department of Education and Skills (DES) Action Plan for Education 2016 - 2019, specific reference is made to the implementation of the new Framework for Junior Cycle with its new short courses, group projects and Junior Cycle Profile of Achievement. Mention is also made of a new plan for schools offering the DEIS programme to support achievement and progression. Another key action is the extension of coding and ICT options in schools. In the Further Education and Training (FET) sector, a review has led to the development of new apprenticeships. In addition, Education and Training Boards Ireland (ETBI) has recently published a strategy for technology-enhanced learning in partnership with SOLAS.

Socio-economics

Ireland's economy is changing as we emerge from the recession with consequent changes to the labour market. This means that DDLETB is working in a challenging environment in which we are required to do more with the same resources as well as meet the requirements of new planning and reporting systems. The Public Service Reform Plan 2011 is also having a major impact and will

continue to affect some of the core functions of DDLETB's organisational and financial services as a result of the move towards shared services across the sector.

Technological Developments

Advances in information and communications technology are having a significant impact on education, training and administration. In recent years there

has been exponential growth in the use of wireless networks, cloud services, mobile devices and social media. The benefits and challenges of embedding technology and digital learning tools in the education sector are outlined in the Department of Education and Skills' Digital Strategy for Schools 2015 – 2020 and the SOLAS Strategy for Technology-enhanced Learning for Further Education and Training 2016 – 2019. All of the factors mentioned above have helped to shape our four strategic goals.

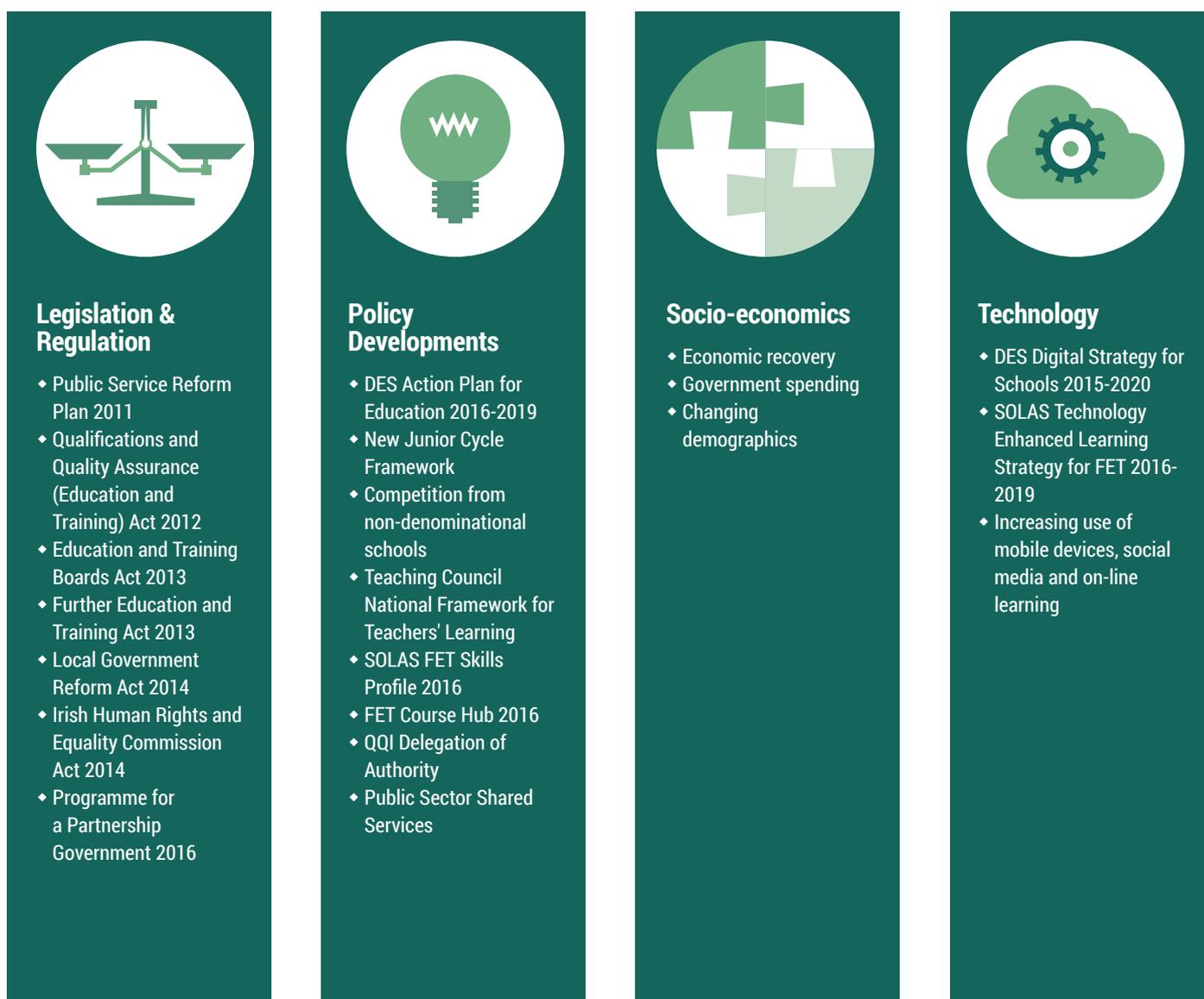


Figure 2: Factors shaping the strategic landscape of DDLETB



The Dublin and Dún Laoghaire ETB region encompasses the three local authority areas of Fingal, South Dublin and Dún Laoghaire Rathdown



5.2 The Regional Perspective

Geography and demographics

The Dublin and Dún Laoghaire ETB region encompasses the three local authority areas of Fingal, South Dublin and Dún Laoghaire-Rathdown. It extends from Balbriggan in the north to Lucan in the west and Bray in the south and has an overall population of 750,000 people. There are varying demographic and socio-economic trends in evidence in the region. Population growth rates vary quite dramatically, for example, with Dún Laoghaire-Rathdown experiencing moderate growth of some 11% over the past 20 years while Fingal County has shown the highest growth of any county in Ireland over the same period with an increase of over 79%.

Age profile also varies greatly. Fingal is the youngest county in the State with an average age of 32 while Dun Laoghaire-Rathdown has the third highest number of elderly people in the country. Meanwhile, the largest single age group in South County Dublin is 25-44 year olds. Overall, 26% of the population in the DDLETB area is under the age of 18 years.

Socio-economics

Dún Laoghaire-Rathdown is the most affluent local authority in Ireland yet it has quite large pockets of significant

disadvantage. Similarly, South County Dublin may be considered affluent overall but also contains areas of significant disadvantage. Fingal is also quite mixed containing areas of high affluence and quite extreme disadvantage. Individuals from new communities, including refugees, asylum seekers and ethnic minorities account for a relatively high proportion of residents across the region. South Dublin County has the second highest number of people from the Traveller community of any county in Ireland within its boundaries. It is also worth noting that there are over 5,000 people living with a disability in Dun Laoghaire-Rathdown, which is well above the national average.

Education

Educational attainment also varies greatly across the region. There are considerable segments of the adult population in South County Dublin who only have primary school education. However, the proportion of those with higher education has grown from 12.6% in 1991 to 29.5% in 2011, just below the national average. Dún Laoghaire-Rathdown has the highest rate of third level education in the country with a rate of 44.8%.

There has been an improvement in educational attainment among adults in Fingal during the past five years for

most levels of education. For instance, the percentage of the overall population reported to have no formal or primary education fell from 10.8% to 9.5%, and the percentage of persons with lower secondary education only fell from 17.1% to 13.9%.

Employment

According to the latest Quarterly National Household Survey (Q2 2016) there are 617,000 people at work and 54,000 people unemployed in the Dublin region. The unemployment rate for the region is 8.1%, slightly below the national average of 8.6%. However, Department of Social Protection statistics show that the rate varies significantly across the region with significant pockets of high unemployment in all three counties.

Conclusion

This wide variation in population and socio-economic profiles across the region presents clear challenges to DDLETB in terms of delivering high quality education and training services which are truly responsive to learner needs. The need to meet these challenges has informed the development of this strategy.



FINGAL COUNTY HAS
SHOWN THE HIGHEST
GROWTH OF ANY COUNTY
IN IRELAND

The Strategy

6.1 Approach to developing the strategy

This Statement of Strategy is the result of a consultation process which commenced in January 2016. Consultation consisted of meetings and focus groups involving managers,

co-ordinators, and support and development teams from across the organisation and the Board of DDLETB. An online survey of learners, parents, staff, board members, strategic

partners and other stakeholders was a key element of the consultation. From this process, a number of strategic goals and priorities emerged.

Task	Timescale
Preliminary meetings and consultation	January 2016
Draft framework for the Strategy	May 2016
Collaboration with ETBI	May 2016
Initial consultation with senior managers	June 2016
Initial consultation with middle managers and co-ordinators	July 2016
Briefing and discussion at DDLETB Board	October 2016
Final consultation with senior managers	October 2016
Final consultation with middle managers and co-ordinators	November 2016
Focus groups with stakeholders including learners, parents, staff, DDLETB Board and strategic partners	November 2016
On-line survey of stakeholders	November 2016
Finalising of the Strategy	December 2016
Approval by DDLETB Board	January 2017
Launch	May 2017

6.2 Goals, priorities and actions

The DDLETB Statement of Strategy sets high level objectives for the organisation as a whole under four Strategic Goals:

- ♦ High quality education and training programmes.
- ♦ High quality experience for learners.
- ♦ Organisational and staff development.
- ♦ Effective communication and collaboration.

These goals refer not only to teaching and learning but also to the enhancement of our support services

and our organisation services. Underpinning each goal is a set of strategic priorities. These priorities are designed to assist DDLETB to address the opportunities and challenges facing the organisation over the next five years. With a complex range of services delivered to a broad section of the community, it is vital that DDLETB continues to build its strategic capacity organisationally and more importantly as a provider of lifelong learning.

A particular focus within the Strategy is equality and active social inclusion. DDLETB has a number of responsibilities in relation to human rights and equality, both as a service provider and employer. To this end, we continue to develop practices and procedures to eliminate discrimination, to promote equality of opportunity and treatment for our learners and staff and to protect the human rights of all those we serve and employ.

Strategic goals and priorities

Strategic Goals	1 High quality education and training programmes	2 High quality experience for learners	3 Organisational and staff development	4 Effective communication and collaboration
Strategic Priorities	<p>1.1 Excellent teaching and learning for all.</p> <p>1.2 Quality-assured provision with high levels of achievement and accreditation by learners.</p> <p>1.3 Evidence-based planning, co-ordination and review.</p> <p>1.4 Relevant, responsive, integrated and innovative programmes and initiatives.</p> <p>1.5 Reflective practice to support improvement and sharing of knowledge, skills and resources.</p>	<p>2.1 Positive learning experiences and environments with suitable resources and premises.</p> <p>2.2 Relevant knowledge and skills for lifelong learning, personal development, progression and employment.</p> <p>2.3 Commitment to technology-enhanced learning to support independent and collaborative learning.</p> <p>2.4 Feedback to and from learners and parents.</p> <p>2.5 Equality and active social inclusion.</p>	<p>3.1 Identity as a leading provider and culture of innovation and improvement.</p> <p>3.2 Ethical governance to ensure accountability and value for money.</p> <p>3.3 Capacity building for active leadership.</p> <p>3.4 Staff support, continuing professional and career development.</p>	<p>4.1 Enhanced internal and external communication systems.</p> <p>4.2 Strategic networking and partnerships with key stakeholders.</p>



A PARTICULAR FOCUS
WITHIN THE STRATEGY
IS EQUALITY AND ACTIVE
SOCIAL INCLUSION.

Strategic actions

Strategic Goal 1

High quality education and training programmes.

Strategic Priority 1.1

Excellent teaching and learning for all.

Strategic Actions

1.1.1 Develop a common understanding of what constitutes excellence in teaching and learning in DDLETB, drawing on current quality frameworks, and ensure all strategic actions are guided by this.

1.1.2 Devise an overarching teaching and learning policy for DDLETB which encompasses our core values and facilitates lifelong learning.

1.1.3 Develop teaching and learning strategies and resources to promote autonomous learning, collaborative learning and content creation with the assistance of technology by our learners.

Lead

Director of Schools &
Director of FET

Director of Schools &
Director of FET

Director of Schools &
Director of FET

Timeframe

2017 - 2020

2017

2017 - 2020

Strategic Priority 1.2

Quality-assured provision with high levels of achievement and accreditation by learners.

Strategic Actions

1.2.1 Support our learners to reach their maximum potential and to progress on the National Framework of Qualifications.

1.2.2 Use qualitative and quantitative data from School Self-Evaluations, Inspection reports etc to review and enhance teaching and learning in our schools.

1.2.3 Establish a Further Education and Training (FET) Quality Management Team to implement our new Quality Assurance System for FET and to prepare for Delegated Authority from QQI.

Lead

Principals, Managers &
AEOs

Director of Schools &
Principals

Director of FET

Timeframe

2017 - 2020

2017 - 2020

2017

Strategic Priority 1.3

Evidence-based planning, co-ordination and review.

Strategic Actions

1.3.1 Implement our annual service plan.

1.3.2 Implement and review annual plans at school, college, centre and service level.

Lead

CEO

Principals, Managers &
AEOs

Timeframe

2017 - 2021

2017 - 2021

Strategic Priority 1.4

Relevant, responsive, integrated and innovative programmes and initiatives.

Strategic Actions

1.4.1 Enhance strategies and resources to promote language, literacy and numeracy (LLN) across our schools and FET provision.

1.4.2 Embed the vision and key skills of the new Junior Cycle Framework in our second level schools.

1.4.3 Promote and support our schools with regard to their characteristic spirit and multi-denominational ethos.

1.4.4 Implement new apprenticeship and career traineeship programmes.

Lead

Director of Schools &
Director of FET

Director of Schools &
Principals

Director of Schools

Director of FET

Timeframe

2017 - 2021

2017 - 2021

2017

2017

Strategic Priority 1.5 Reflective practice to support improvement and sharing of knowledge, skills and resources.

Strategic Actions	Lead	Timeframe
1.5.1 Include reflective practice in all DDLETB continuing professional development.	All Directors	2017 - 2021
1.5.2 Provide and expand professional learning networks and school cluster groups for second level teachers on key themes including DEIS, EAL, LLN, SEN and Junior Cycle.	Director of Schools	2017 - 2021
1.5.3 Promote participation by teachers in schools in Instructional Leadership and in the Transfer Learning Programme (TL21), in partnership with Maynooth University.	Director of Schools	2017 - 2021

Strategic Goal 2 High quality experience for learners.

Strategic Priority 2.1 Positive learning experiences and environments with suitable resources and premises.

Strategic Actions	Lead	Timeframe
2.1.1 Promote health and wellbeing across our programmes and services and share good practice.	Principals, Managers & AEOs	2017 - 2021
2.1.2 Develop strategies and resources to support schools in addressing educational disadvantage.	Director of Schools	2017
2.1.3 Establish Learner Charters that describe the standard of service our learners can expect when engaging with DDLETB.	Director of Schools & Director of FET	2017 - 2020
2.1.4 Identify priorities for improvements to buildings and seek funding accordingly.	Director of Organisation Support & Development	2017 - 2021

Strategic Priority 2.2 Relevant knowledge and skills for lifelong learning, personal development, progression and employment.

Strategic Actions	Lead	Timeframe
2.2.1 Support the development of entrepreneurial and digital skills of all our learners.	Director of Schools & Director of FET	2017 - 2021
2.2.2 Develop opportunities for non-formal learning for our learners.	Director of Schools & Director of FET	2018 - 2020
2.2.3 Ensure effective pathways for progression to further/higher education and employment are clearly defined and communicated to our learners.	Principals, Managers & AEOs	2017 - 2021
2.2.4 Implement the National Guidance Strategy in FET.	Principals, Managers & AEOs	2017 - 2020

Strategic Priority 2.3 Commitment to technology-enhanced learning to support independent and collaborative learning.

Strategic Actions	Lead	Timeframe
2.3.1 Develop and implement technology-enhanced learning (TEL) across the organisation.	Director of Schools & Director of FET	2017 - 2021
2.3.2 Support staff to develop and use digital resources to facilitate learning and assessment.	Director of Schools & Director of FET	2017 - 2021

Strategic Priority 2.4 Feedback to and from learners and parents.

Strategic Actions	Lead	Timeframe
2.4.1 Ensure progress and attainment of learners are monitored and that all learners receive regular feedback, including suggestions and strategies for improvement.	Principals, Managers & AEOs	2017 - 2021
2.4.2 Provide parents of our learners in schools with regular feedback on their child's progress.	Principals	2017 - 2021
2.4.3 Engage with learners to seek feedback on our provision and services to inform continuous improvement and programme development.	Principals, Managers & AEOs	2017 - 2021
2.4.4 Establish DDLETB learners/parents forums to include representatives from each school, college, centre and service with a focus on discussing teaching and learning.	CEO	2017 - 2020

Strategic Priority 2.5 Equality and active social inclusion.

Strategic Actions	Lead	Timeframe
2.5.1 Support strategies that reduce barriers to participation and ensure equality of opportunity, with a particular emphasis on priority groups and young unemployed people.	Director of Schools & Director of FET	2017 - 2021
2.5.2 Develop strategies and resources to support our schools in the provision of special and inclusive education and addressing educational disadvantage.	Director of Schools	2017 - 2021
2.5.3 Develop and implement the equality policy and admissions codes of practice across our FET provision.	Director of FET	2017 - 2021



Strategic Goal 3

Organisational and staff development.

Strategic Priority 3.1

Identity as a leading provider and culture of innovation and improvement.

Strategic Actions	Lead	Timeframe
3.1.1 Re-structure the organisation to implement the strategy and to respond to policy and legislative changes.	CEO	2017 - 2021
3.1.2 Develop and implement a branding and marketing strategy for the organisation.	Director of Organisation Support & Development	2017 - 2021
3.1.3 Publicise our innovative programmes and activities to promote the quality and success of our provision.	Director of Organisation Support & Development	2017 - 2021
3.1.4 Foster a culture of innovation open to change and improvement.	SMT	2017 - 2020
3.1.5 Promote our core values in all our systems and services.	SMT and Principals, Managers & AEOs	2017 - 2020
3.1.6 Develop review and evaluation systems to ensure continuous improvement in our services.	SMT and Principals, Managers & AEOs	2017 - 2020
3.1.7 Share and promote innovation in teaching and learning.	Director of Schools & Director of FET	2017 - 2021

Strategic Priority 3.2

Ethical governance to ensure accountability and value for money.

Strategic Actions	Lead	Timeframe
3.2.1 Continue to embed good governance across the organisation in line with the code of practice for the governance of ETBs.	Director of Organisation Support & Development	2017 - 2021
3.2.2 Continue to enhance systems to measure value for money of our programmes.	Director of Organisation Support & Development	2017 - 2021
3.2.3 Review our resources with regard to implementation of our 5 year strategy and develop plans accordingly.	SMT	2017 - 2021
3.2.4 Work with the Department of Education and Skills to ensure our pay and non-pay resources are in line with the number of learners within our provision.	CEO	2017 - 2020

Strategic Priority 3.3

Capacity building for active leadership.

Strategic Actions	Lead	Timeframe
3.3.1 Develop a succession planning strategy to ensure continuity of service.	Director of Organisation Support & Development	2017 - 2020
3.3.2 Provide support and professional development for staff with leadership roles and/or posts of responsibility across the organisation.	SMT	2017 - 2021

Strategic Priority 3.4

Staff support, continuing professional and career development.

Strategic Actions	Lead	Timeframe
3.4.1 Develop a framework and annual plan for CPD which identifies specific priority areas.	Director of Organisation Support & Development	2017 - 2020
3.4.2 Provide a range of continuing professional development options to promote excellence.	SMT	2017 - 2020

Strategic Goal 4

Effective communication and collaboration.

Strategic Priority 4.1: Enhanced internal and external communication systems.

Strategic Actions

4.1.1 Develop a framework for ICT to enhance communication, information sharing and networking internally and externally.

4.1.2 Improve information to the public.

4.1.3 Enhance opportunities for internal networking to support continuous improvement of our services.

4.1.4 Enhance MIS solutions to support provision in schools, colleges, centres and services.

Lead

Director of Organisation Support & Development

Timeframe

2017

2017 - 2020

2017 - 2020

2017 - 2021

Strategic Priority 4.2: Strategic networking and partnerships with key stakeholders.

Strategic Actions

4.2.1 Develop protocols to engage with government departments and agencies, employer representative bodies and other stakeholders.

4.2.2 Collaborate with relevant forums to contribute to the on-going development of the education and training sector.

4.2.3 Enhance links with relevant local and national bodies, agencies and stakeholders to support our programmes and services to learners.

Lead

SMT

SMT

SMT and Principals, Managers & AEOs

Timeframe

2017

2017 - 2021

2017 - 2021



6.3 Implementation

These goals, priorities and actions will form the basis of implementation plans for each strand of the organisation. Actions from the implementation plans will be integrated into annual plans at school, college, centre, and service level. While the organisation is fully committed to the five year Strategy, its implementation is subject to the availability of resources.

The figure below illustrates the relationship between the overarching strategy and the actions for each strand of DDLETB.



Figure 3: From Strategy to Implementation in DDLETB

Abbreviations

CC	Community College
CFE	College of Further Education
DDLETB	Dublin and Dún Laoghaire Education and Training Board
DEIS	Delivering Equal Opportunity in Schools
DES	Department of Education and Skills
EAL	English as an Additional Language
FÁS	Foras Áiseanna Saothaoir
FET	Further Education and Training
LLN	Language, Literacy and Numeracy
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
SEN	Special Educational Needs
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
TEL	Technology Enhanced Learning
TL21	Transfer Learning Programme
VEC	Vocational Education Committee



Appendices

Appendix 1

Members of DDLETB (as at 1 January 2017)

Cllr Mick Duff
Cllr Louise Dunne
Cllr Ken Farrell
Cllr Karen Furlong
Cllr Pat Hand
Cllr Brian Lawlor
Cllr Eithne Loftus
Cllr Mags Murray
Cllr Sorcha Nic Cormaic
Cllr Roderic O’Gorman (Leaschathaoirleach)
Cllr Liona O’Toole

Cllr Justin Sinnott
Ms Rose Callan (Cathaoirleach)
Mr Ciaran Duffy
Ms Eithne Dunne
Ms Claire Markey
Mr Gerard McCaul
Mr Gerry McGuire
Mr Frank O’Hanlon
Ms Olive Phelan
Dr John Walsh

Appendix 2

Schools, Colleges, Centres and Services in DDLETB (as at 1 January 2017)

Community Colleges

Adamstown CC, Lucan Co Dublin
Ardgillan CC, Balbriggan Co Dublin
Balbriggan CC, Balbriggan Co Dublin
Blackrock FEI, Blackrock Co Dublin
Castleknock CC, Dublin 15
Coláiste Chillian, Clondalkin Co Dublin
Coláiste Cois Life, Lucan, Co Dublin
Coláiste de hÍde, Tallaght, Dublin 24
Coláiste Pobail Setanta, Dublin 15
College of Further Education Dundrum, Dublin
Collinstown Park CC, Clondalkin Co Dublin
Deansrath CC, Clondalkin Co Dublin
Donabate CC, Donabate Co Dublin
Dun Laoghaire FEI, Dun Laoghaire Co Dublin
Fingal CC, Swords Co Dublin
Firhouse CC, Dublin 24
Gaelcholáiste Reachrann, Dublin 13
Grange CC, Donaghmede Dublin 13
Greenhills CC, Dublin 12
Kingswood CC, Kingswood, Dublin 24

Kishoge CC, Lucan Co Dublin
Mount Seskin CC, Tallaght, Dublin 24
Lucan CC, Lucan Co Dublin
Lusk CC, Lusk, Co Dublin
Luttrelstown CC, Clonsilla, Dublin 15
Riversdale CC, Blanchardstown, Dublin 15
Sallynoggin CFE, Sallynoggin, Co Dublin
Skerries CC, Skerries Co Dublin
St. Finian’s CC, Swords Co Dublin
St Kevin’s CC, Clondalkin, Dublin 22
St. MacDara’s CC, Templeogue, Dublin 6W
Stillorgan CFE, Stillorgan Co Dublin.

Community National Schools

Scoil Choilm, Dublin 15
Scoil Ghráinne, Dublin 15
Scoil Chormaic, Balbriggan, Co Dublin
Citywest and Saggart Community National School, Tallaght, Dublin 24
Lucan Community National School, Co Dublin
Scoil Aoife, Tallaght, Dublin 24.

Youthreach Centres

Balbriggan Youthreach
Blanchardstown Youthreach
Clondalkin Youthreach
Lucan Youthreach
Priory Youthreach, Tallaght
Rathfarnham Youthreach
Rush Youthreach
Sportsreach, Sallynoggin
Swords Youthreach
Tallaght Youthreach
Youth Education and Support Centre, Clondalkin.

Training Centres

Baldoyle Training Centre, Dublin 13
Loughlinstown Training Centre, Co Dublin
Tallaght Training Centre, Dublin 24

Adult Education Centres and Services

Balbriggan, Co Dublin
Blanchardstown, Dublin 15
Clondalkin, Dublin 22
Dún Laoghaire, Loughlinstown, Co Dublin
Dundrum, Dublin 14
Lucan, Co Dublin
Swords, Co Dublin
Tallaght, Dublin 24.

Additional Provision & Supports

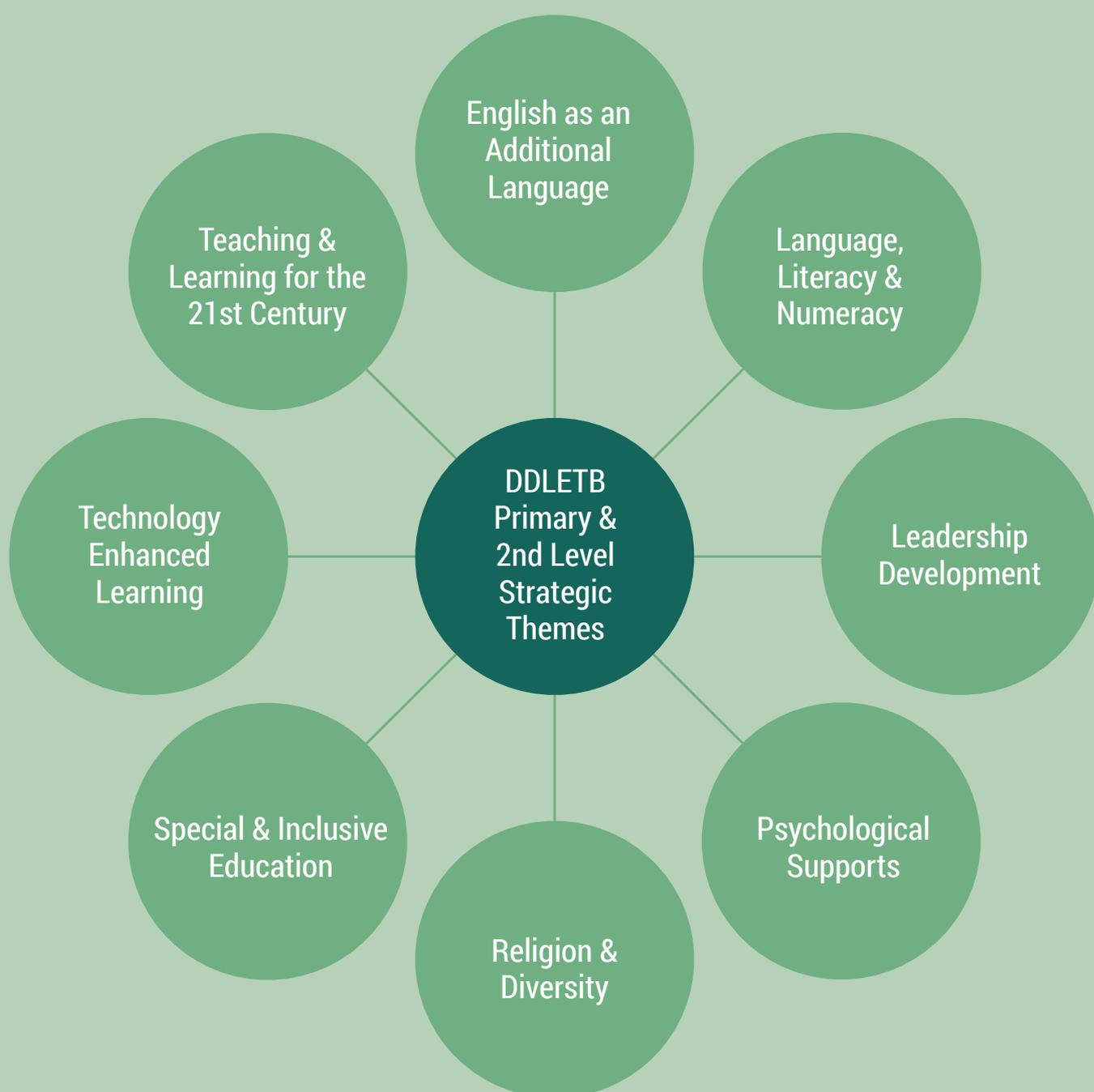
Youth and Sports Development
Oberstown Campus School
Hosting of national Skills for Work programme
Hours of Co-operation



Appendix 3

Strategic Themes for DDLETB Primary and Second Level Provision (as at 1 January 2017)

These themes take account of the diverse needs of the children and young people in our catchment area. These strategic priorities also respond to new initiatives in teaching and learning as well as the professional development needs of the current and emerging leaders in our schools.



Appendix 4

Strategic Goals for DDLETB Further Education and Training Provision (as at 1 January 2017)

These are based on the strategic goals in the national Further Education and Training Strategy for 2014 – 2019 published by SOLAS. DDLETB will ensure that its FET provision is aligned with the needs of learners. We will develop innovative responses to meet the requirements of an economy emerging from recession while ensuring value for money.







Bord Oideachais agus Oiliúna **Dublin and Dún Laoghaire**
Átha Cliath agus Dhún Laoghaire **Education and Training Board**

Bord Oideachais agus Oiliúna
Átha Cliath agus Dhún Laoghaire

1 Geata Thuain
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Tamhlacht
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