

CDETb

Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Statement of Strategy 2021-2025

CDETb

a Learning
Community

Helping you **LEARN** • Helping you **GROW** • Helping you **DEVELOP**

CDETB Statement of Strategy 2021-2025

This is a live document and subject to amendment, alteration and/or review by the City of Dublin Education and Training Board on the basis of the analysis of the annual review. Implementation of any changes will be accounted for in the annual Service Plan.

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Foreword by our Chief Executive



I'm delighted to introduce this new Statement of Strategy for City of Dublin ETB (CDETB). This document emanates from extensive consultation involving surveys, meetings, focus groups, discussions and dialogue whereby stakeholders within and outside the organisation examined and debated the priorities for the ETB (CDETB). I hope it will inspire all connected with this vibrant body to promote its growth, development and further enhancement.

CDETB is a large, agile and innovative organisation with a budget of almost 0.6 billion euro serving learners at Second Level and at Further Education and Training (FET) level in the City of Dublin. It also supports Further Education and Higher Education students across the country through SUSI.

Our second level schools are expanding and growing and our extensive FET provision is continuously adapting to the needs of learners, enterprise and the community. I hope that this strategy illustrates how we hope to build on our very solid foundations to, at all times, anticipate future needs and respond accordingly. CDETB operates in an area of rich cultural diversity and we aim to value and uphold the strong traditions of the arts and culture within our areas of operation. We are deeply embedded in our communities and we have extensive connections to local and national enterprise which we hope to extend and develop during the period of this new strategy.

We know that education is central to transforming lives and therefore the learner is at the centre of everything we do. CDETB aims to empower the learner through providing access, being innovative and putting a high emphasis on delivering a high-quality learning experience for all our students. We work closely and in partnership with the Department of Education, the Department of Further and Higher Education, Research, Innovation and Science and with SOLAS. We are also aware of the importance of providing for young people within their communities and the ETB works closely with the Department of Children, Equality, Disability, Integration and Youth in funding and supporting youth services throughout the city.

We will continue to explore new progressive methods of teaching and new ways of communicating. We want to be flexible, responsive, inclusive, enabling and transparent in our operations. We aim for excellence and we are ambitious for our students, ambitious for our ETB, ambitious for our city and ambitious for our country.

I would like to thank Keith Connolly, Chairperson of CDETB, the members of the Board, the Directors and all of those who contributed to the creation of this strategy by sharing their time, expertise and consideration. In particular, I am very grateful to the steering group led by Paul Crone, Director of Schools, who worked on developing this strategy through challenging times.

**Ms Carol Hanney,
Chief Executive**

Comment from our Chairperson



It is with great pleasure that I introduce the Statement of Strategy for the City of Dublin Education and Training Board (CDETB), for 2021 to 2025. Since the formation of CDETB in 2013, we have continued to build on the traditions of excellence in educational provision that City of Dublin Vocational Education Committee (CDVEC) created and developed since 1930.

This Statement of Strategy will shape the future of education provision in Dublin city, as CDETB with its innovative practices responds to the emerging and changing education needs of the city. It is my belief that this Strategy begins a new chapter that will enable CDETB to create a positive learning culture in the city and will ultimately create opportunities for all learners to reach their full potential over the next five years.

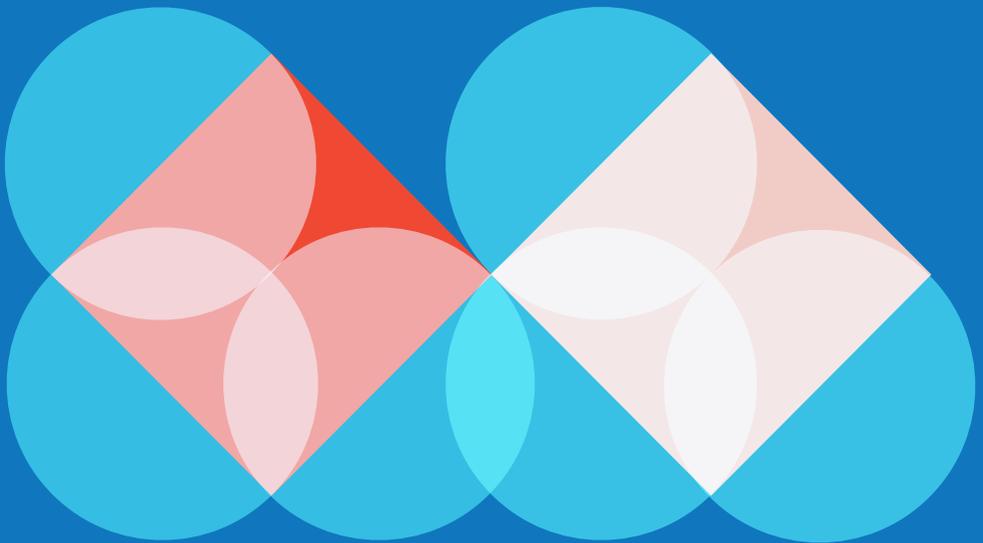
This Statement of Strategy addresses the diverse provision in Dublin city while placing the importance of teaching and learning at the centre of our learning community and will allow every aspect of the CDETB provision to grow and develop. In addition I acknowledge the contribution that SUSI makes to this organisation and the value that it brings to CDETB.

I would like to thank and commend the members of the City of Dublin Education and Training Board, the Chief Executive, Ms Carol Hanney, the members of the committee who worked on this Strategy Statement and all of the staff, students, learners, stakeholders and parents who contributed to the preparation of this Strategy. Your voices are of critical importance to us as we endeavour to respond to the needs of the city and your individual needs.

I thank staff for their contribution to the delivery of the strategic mission of CDETB and I wish each student and learner every success on their educational journey as we continue to work together to shape the future of Dublin city.

Cllr Keith Connolly
Chairperson
City of Dublin ETB

Context and Background



Who we are



City of Dublin Education and Training Board (CDETB) was established on 1st July 2013 under the Education and Training Boards Act, 2013. It has a corporate structure which is made up of a democratically appointed committee and a senior management (executive) team.

CDETB serves the area covered by Dublin City Council. The administrative area covered by CDETB stretches from Finglas and Coolock (north and north-east of the city) to Ringsend and Ballyfermot (south and south-east of the city).

CDETB operates 23 schools and colleges, 10 Youthreach Centres, two Training Centres, and an Adult Education Service operating in five separate areas across the city. It also provides an education service in seven Prisons and funds a range of Community Training Centres and Local Training Initiatives.

This provision is delivered by over 3,200 staff to up to 30,000 learners (12,000 full-time and 17,500 part-time) and is supported by services that include post primary education, further education and training and youth services. It also includes a school psychological service, a curriculum development unit, a buildings maintenance unit and an administrative staff in CDETB Head Office in Ballsbridge.

CDETB is responsible for City of Dublin Youth Service Board which provides and funds youth work services across the city of Dublin.

All services are delivered at local level in communities across the city.

CDETB is also responsible for the national awarding authority for student grants in Ireland, Student Universal Support Ireland (SUSI).

CDETБ's target students, learners and participants are:

- Age profile: all ages
- Second level students
- Early school leavers
- Leaving Certificate students
- Leaving Certificate Applied students
- Leaving Certificate Vocational Programme
- Repeat Leaving Certificate students
- Post Leaving Certificate students
- Unemployed adults
- Trainees
- Apprentices
- Employed
- Evening/night course students
- Learners with intellectual disabilities
- Learners with additional needs
- Learners with low educational attainment
- Long term and short-term unemployed
- Adults returning to work
- Third Level Graduates (up-skilling or re-skilling)
- European learners
- Youth and Education Service for refugees and migrants
- The Foundations project supporting homeless families and individuals
- Asylum Seekers
- Offenders and ex-offenders

Post-Primary and PLC Students

Approved DES numbers for **2019/2020**

Service	No. of full time students (Academic Session)
Second Level Schools and Colleges	3,021
Post Leaving Certificate (PLC)	6,915

Other Students

	Number of Beneficiaries* (for calendar year 2019)	August to December 2019 Starters
Adult Literacy Groups	6,235	2,642
Apprenticeship Training	2,418	941
Bridging and Foundation Training	8	1
BTEI Groups	2,224	1,118
Community Education	7,902	3,530
Community Training Centres	697	169
ESOL	2,538	1,010
Evening Training	2,014	625
Education Service to Prisons	10,656	3,228
ITABE	328	150
Justice Workshop	48	11
Local Training Initiatives	145	69
Skills for Work	182	54
Skills to Advance	48	48
Specialist Training Providers	732	168
Specific Skills Training	456	130
Traineeship Training	222	52
Voluntary Literacy Tuition	403	158
VTOS Core	554	239
Youthreach	865	421

**The term 'beneficiary' is used to describe the total number of individuals who will benefit from interventions provided through FET funding in a given year, irrespective of whether they are present at the start of the year or join a course during the year.*

Geographic areas and locations

Schools and Colleges



- | | |
|---|--|
| 1 Ballsbridge College of Further Education | 13 Plunket College of Further Education, Whitehall |
| 2 Ballyfermot College of Further Education | 14 Rathmines College of Further Education |
| 3 Kylemore College, Ballyfermot | 15 Pearse College of Further Education, Crumlin |
| 4 Whitehall College of Further Education | 16 Ringsend College |
| 5 Clogher Road Community College, Clogher Road | 17 Cabra Community College |
| 6 Coláiste Dhúlaigh College of Further Education, Coolock | 18 Larkin Community College, Dublin 1 |
| 7 Crumlin College of Further Education | 19 Coláiste Dhúlaigh Post Primary, Coolock |
| 8 Inchicore College of Further Education | 20 Coláiste Eoin, Finglas |
| 9 Coláiste Íde College of Further Education, Finglas | 21 Presentation Community College, Terenure |
| 10 Killester College of Further Education | 22 Margaret Aylward Community College, Whitehall |
| 11 Marino College | 23 Clonturk Community College, Whitehall |
| 12 Liberties College | |

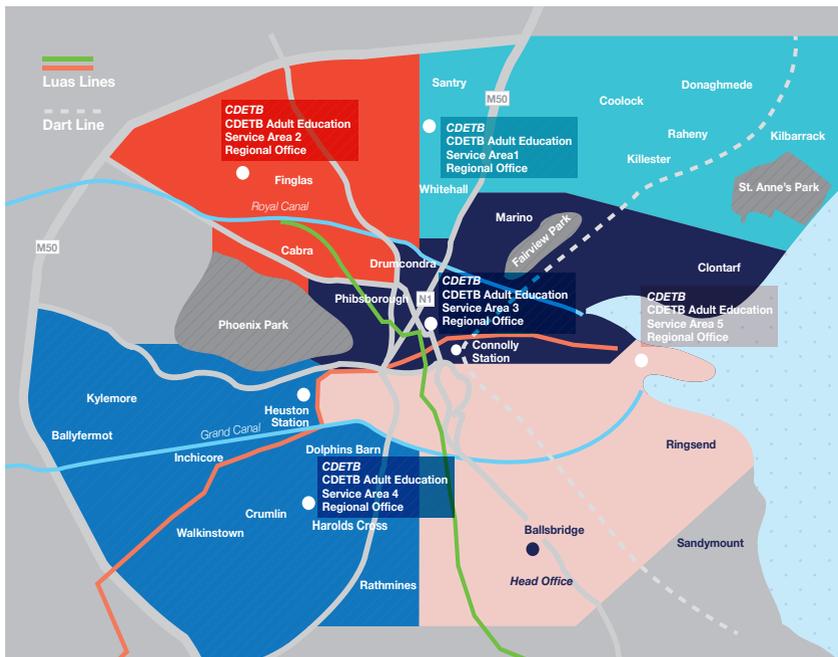
Training Centres



1 Ballyfermot Training Centre
Ballyfermot Hill, Ballyfermot, Dublin
10,D20 CX93.

2 Finglas Training Centre
Poppintree Industrial Estate, Jamestown
Road, Finglas Village, Dublin 11,D11
KW18.

Adult Education Service



- Adult Education Service Area 1**
 Ballymun, Coolock, Darndale, Santry, Donaghmede, Kilmore, Priorswood, Whitehall, Airfield, Beaumont, Drumcondra, Edenmore, Harmonstown, Raheny.
 CDETБ Adult Education Service, Regional Office, Ballymun Road, Dublin 11.
- Adult Education Service Area 2**
 Ashtown, Ballygall, Ballymun, Cabra, Drumcondra, Finglas
 CDETБ Adult Education Service, Regional Office, c/o Coláiste ide CFE, Carsiffsbridge Road, Finglas, Dublin 11.
- Adult Education Service Area 3**
 Arran Quay, Ballybough, Drumcondra, Inns Quay, Mountjoy, North City, North Dock, Rotunda, Stoneybatter, Clontarf, Grace Park, Whitehall.

CDETБ Adult Education Service, Regional Office, Parnell Adult Learning Centre, 1 Parnell Square East, Dublin 1.

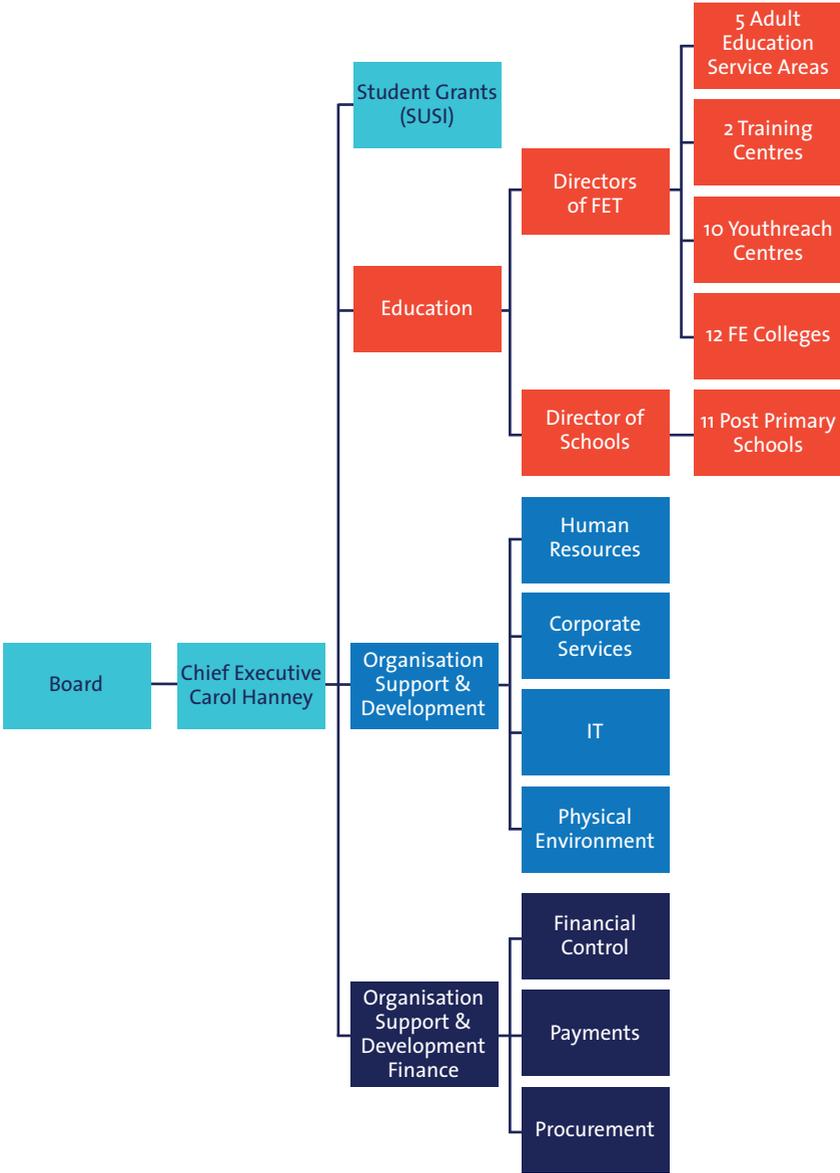
- Adult Education Service Area 4**
 Chapelizod, Cherry Orchard, Crumlin, Ballyfermot, Drimmagh, Inchicore, Kilmainham, Kimmage, Terenure, Walkinstown.
 CDETБ Adult Education Service, Regional Office, Adult Education Service, Captains Road, Crumlin, Dublin 12.
- Adult Education Service Area 5**
 Mansion House, Merchants Quay, Pembroke, Rathmines, Royal Exchange, South Dock, St. Kevins, Ushers Quay, Wood Quay.
 CDETБ Adult Education Service, Regional Office, c/o Ringsend College, Cambridge Road, Ringsend, Dublin 4..

Youthreach Centres

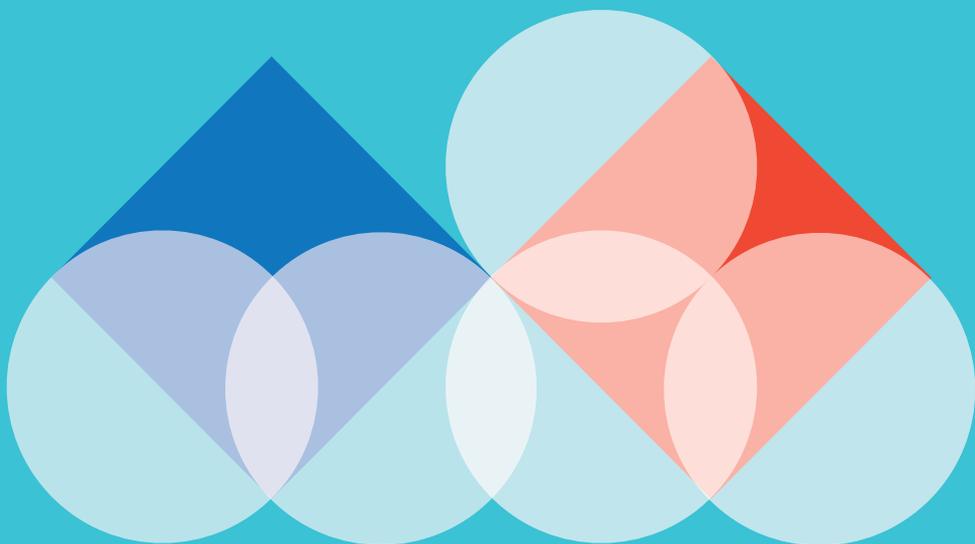


- 1** Ballyfermot Youthreach
49 Rossmore Avenue, Dublin 10.
- 2** Ballymun Youthreach
Ballymun Road, Dublin 11.
- 3** Kilmore/Coolock Youthreach, 25
Clonshaugh Road, Priorswood, Dublin 17.
- 4** Cabra Youthreach
Grounds of Marian Language School,
Ratoath Road, Cabra, Dublin 7.
- 5** Crumlin Youthreach
Armagh Road, Crumlin, Dublin 12.
- 6** Harmonstown Youthreach
142 Harmonstown Road, Artane,
Dublin 5.
- 7** North Great George's Street Youthreach
20 North Great George's Street,
Dublin 1.
- 8** Pleasants Street Youthreach
16 Pleasants Street, Dublin 8.
- 9** Transition Centre
10/10A Parnell Square, Dublin 1.

Organisational Structure



Developing the Strategy



Developing the Strategy

City of Dublin Education and Training Board recognises that planning is integral to successful education. The Senior Management Team wanted to develop a plan that was clear and concise with attainable, yet wholly beneficial targets.

Paul Crone, upon appointment as Director of Schools, was asked to lead a cross organisational steering group to research and develop a five year Statement of Strategy for **CDETB**. This plan would provide clear direction for the Board, management and staff as to agreed priorities for the development of **CDETB** over the period **2021-2025**.

The steering group was established in October 2019 and met on several occasions to brainstorm and discuss a vision and strategic priorities for **CDETB** for the next five years. The group, under the direction of Paul Crone, Director of Schools, consisted of:

- **Cáit Bohan** Communications Officer
- **Marie Clonan** Deputy Principal, Margaret Aylward Community College
- **Caroline Duggan** Assistant Manager, Ballyfermot Training Centre
- **John Farrelly** Development Officer, FET Development Team
- **Brian Gallagher** FET Development Unit
- **Aoife Greene** Student Universal Support Ireland (SUSI)
- **Caomhe Keirns** Adult Education Officer
- **Angela Leydon** Head of Corporate Services
- **Cecilia Munro** Principal, Ballyfermot College of Further Education
- **Stephen O'Connor** Organiser of Education, CDETB Education Service to Prisons
- **Liz O'Sullivan** Adult Education Officer
- **Rory O'Sullivan** Principal, Killester College of Further Education
- **Niamh Ward** Principal, Crumlin College of Further Education

The breadth and depth of experience within this group is reflective of the diverse provision within our organisation. All areas of our organisation are represented and the brief given to the group was to collect relevant information from all stakeholders to inform decisions regarding the development of strategic goals for **CDETB** for the coming 5 years in line with the requirements of the Education and Training Boards Act, 2013.

The steering group, in consultation with the Senior Management Team, discussed pillars for the Statement of Strategy to focus consultation and collaboration around the drafting of the Statement.

Following discussion and brainstorming three surveys were drafted, consulted upon with management and then administered. This took place in January and February 2020. The surveys fell under broad headings which were identified as areas for improvement by the steering group.

Following analysis of the questionnaire responses the focus for the steering group was directed to three clear and distinct areas for development while recognising the importance of our mission around education and training provision:

1. CDETB vision and identity
2. Communication
3. Staff development

Symposium

The next phase of collaboration and collection of information was to be a staff symposium which was planned for a full day in September 2020. 60 staff members were poised to represent all areas of our organisation to answer questions under the 3 pillars outlined above. The format of the symposium was to be a focused conversation to bring the group through 4 stages:

1. The Objective – What it is now?
2. The Reflective – How I feel about that?
3. The Interpretive – So what does that mean?
4. The Decisional – Now what do we do?

Due to COVID-19 this symposium was cancelled.

Focus groups

A number of focus group consultations were conducted and consultations were also held with relevant stakeholders including those that are funded by CDETB, those that partner with CDETB, those that fund/support CDETB, CDETB senior managers and the Board. Furthermore, a number of informal discussions were included as collected information.

The focus groups and discussions yielded a wealth of information, with many exciting and visionary ideas coming to the fore. Following the feedback from these groups and upon in-depth analysis from the steering group it was decided to develop the Statement of Strategy under four distinct pillars:

1. **Profile** – to include identity and communication
2. **People** – to include staff and learners
3. **Pedagogy** – to include andragogy, teaching, learning, assessment and student supports
4. **Processes** – to include administration, organisation and support systems

The steering group analysed the discussions and survey results and from that deduced a number of targets, in line with the views of CDETB's stakeholders. These targets were then presented to the Board in November 2020 for consultation. Upon edits and Board approval the Statement of Strategy was published on the **19th November 2020**.

What our staff said about CDETB



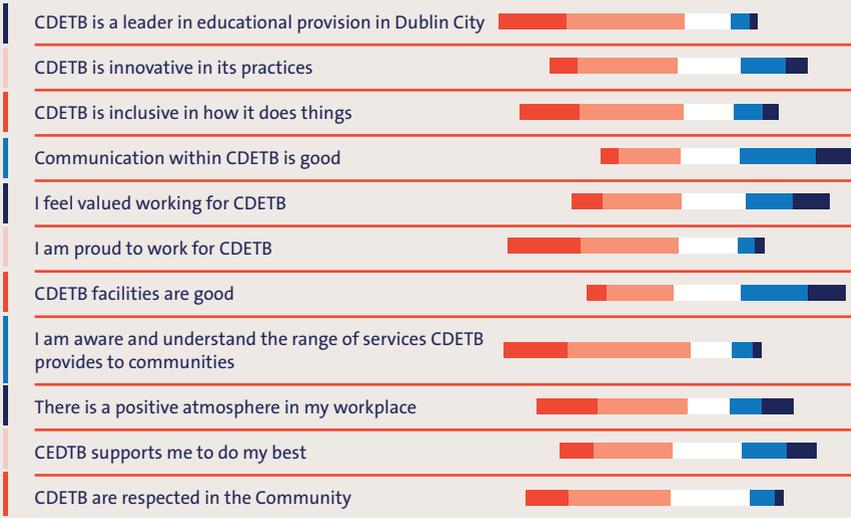
2 out of 3

confirmed that they were **proud** to work for **CDETB**

1 out of 10

responded in a **negative** way to this question

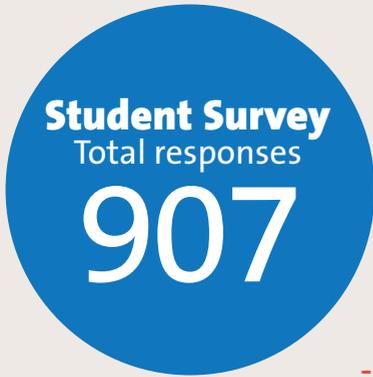
all staff members were given the opportunity to complete the survey



● strongly agree ● agree ● neither agree nor disagree ● disagree ● strongly disagree

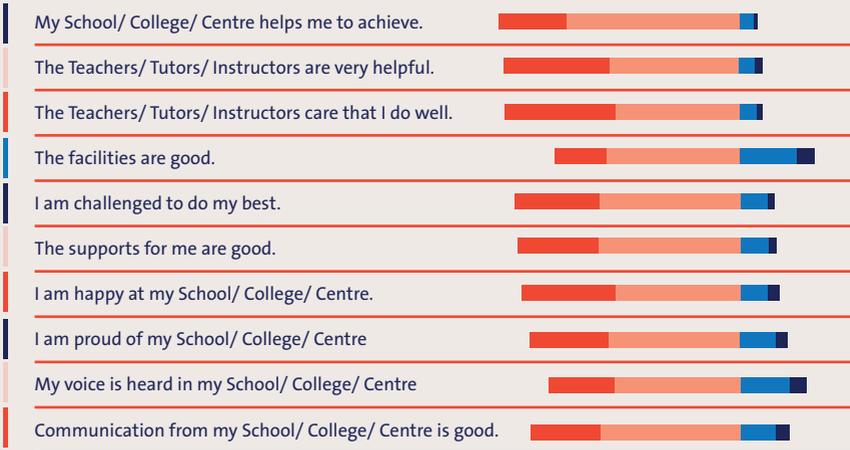
Better staff engagement, support the development (education) of its staff Clearer communication on its work as a whole and what the organisations objectives are	Consultation with staff is needed - CDETb is highlighting the need for recognition of Student Voice and yet Teacher Voice is continuously overlooked and ignored
Capital budget needed to improve facilities for staff and students More administrative and support needed for staff to carry out functions	Improve communications Improve financial systems (modernise) Increase staffing in head office Launch a new website/ improve publicity
Multi-dimensional, non-judgemental organisation that provides equality of access into a variety of suitable routes for all	All staff need to work together, inclusive not as is being divided. All staff have skills that are essential
Hear the learner voice, encourage more collaboration among teachers, more admin and porter staff, employ cleaners	CDETb enables all students with the skills necessary to participate fully in society and to live independent and fulfilled lives
Reform and modernise its administration: <ol style="list-style-type: none"> 1. Management/organisation structures/resources 2. People processes 3. Finance and governance 4. ICT 5. Communications 	Communication at all levels needs to be improved - starting with a new website (to include staff section) and email accounts for all staff
Very high need for improved communication and information sharing across the CDETb	Systems in head office i.e. finance/ payroll need to be improved and modernised
An excellent learning organisation for the community	Improve communication Tell our story Advertise widely
Leader in providing education	Take care of staff well being

What our Students said about us



Post Primary responses		186
Further Education responses		540
Training Centre responses		54
Youthreach responses		83
Adult learner responses		27
Other responses		8

- This survey was sent out to all students and learners
- This survey was conducted anonymously and gave excellent feedback that is reflective of the full and diverse student population.



strongly agree agree disagree strongly disagree

Some of the teachers here are excellent and really inspire me to do well in my life.	Needs more options in subjects, students voices need to be listened to more.
I only like it because my friends are here	Teachers are approachable and understanding
It takes a long time to bring a substitute teacher to cover for a teacher when they leave or retire , which therefore affects a student's learning	Staff, teaching, and educational facilities are excellent. However, canteen facilities are very poor.
It's better than a lot of other schools but I feel as if many students have quite a negative attitude towards learning.	All the teachers are very supportive of the work you do, encourage you to push yourself to work and learn.
More activities to get students more engaged and enjoy a happier school life	It's absolutely an amazing college, I definitely made the right choice attending this college.
Improve the bathrooms and changing rooms for PE and also maybe get bigger lockers	Facilities could be improved such as the Wi-Fi, lunch room and library
Communication between certain teachers and their students could be more transparent	More funding for extra curricular activities and important amenities such as laptops or grants
I am enjoying my time spent at class. My confidence is growing daily. I am very pleased with my progress. The environment is very fresh, bright, spotless, very organised and friendly.	It's been the best opportunity for me because I never thought I was going to get anywhere in life and my centre has made me realize I have so much potential to work hard.
I do not know what the City of Dublin ETB is and what it does.	My college has good facilities to teach students science. I believe that my college is underrated.
Get us more computers and more equipment to help students more.	I think there should be a focus on mental health issues

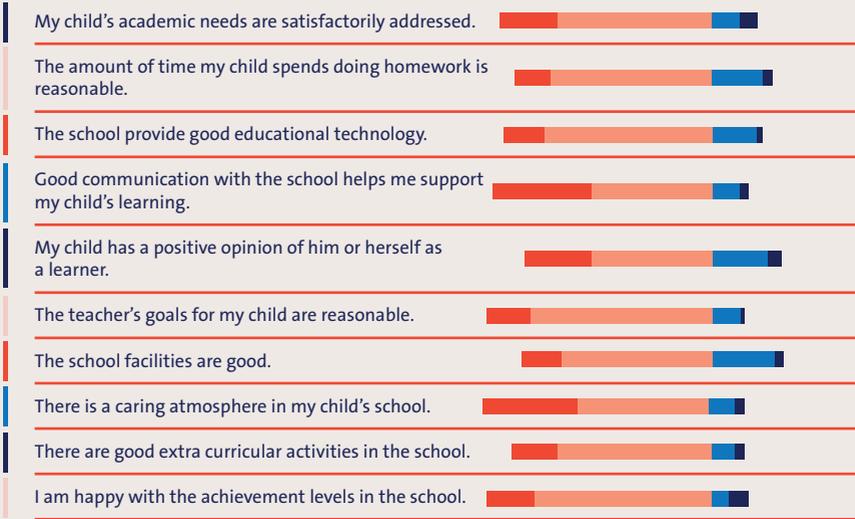
What parents said



8 out of 10

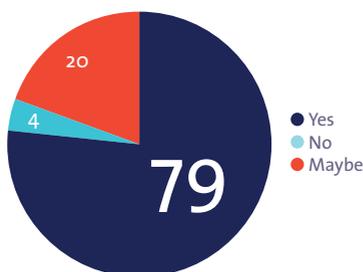
confirmed that they would recommend their child's school to another parent.

- Post Primary parents are the relevant stakeholders in this category
- Post Primary schools invited all parents to participate



● strongly agree ● agree ● disagree ● strongly disagree

I think the approach to teaching my son is fantastic, the teachers are so full on care for his needs	School bag is way too heavy. I wonder how effective it is having two or three teachers teaching the same class on different days.
Seems to be a number of unscheduled free classes each week, not sure if this is the norm.	Lack of Physics as a subject at Leaving cert level means we will have to possibly change school
Teacher understanding regarding individual pupil requirements and recommendations.	Too many promises when you go to the open night that never happened
We are really happy with the care and consideration provided. He feels safe at school, is encouraged academically and socially. We are so pleased with our choice.	All the staff are dedicated and all for bringing out the best in the pupils.
Very poor communication with principal. Teachers leaving just before mocks began. Absolutely no drive to achieve anything.	SNA needed for my child to help get through the curriculum. Also needed so that other children's learning is not affected. School doing their best.
There is a good support network within the school.	More mental health awareness. Teaching them how to be confident and how to deal with their anxiety and fears. Communicate more with the parents when extra assistance is needed in certain subjects or the child's needs
More subject choice at senior level is needed.	Majority of teachers are exceptional.

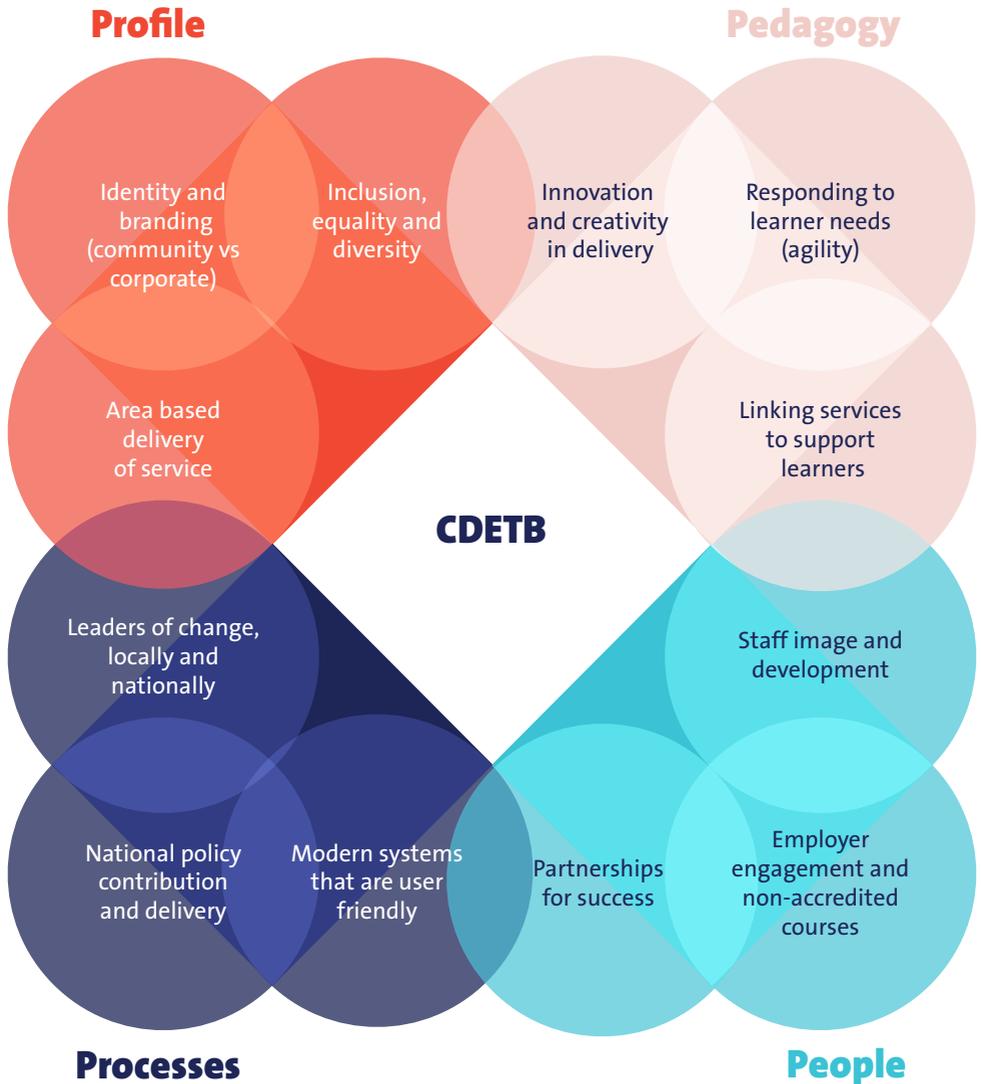


Are you happy that the City of Dublin ETB is the patron of your child's school?

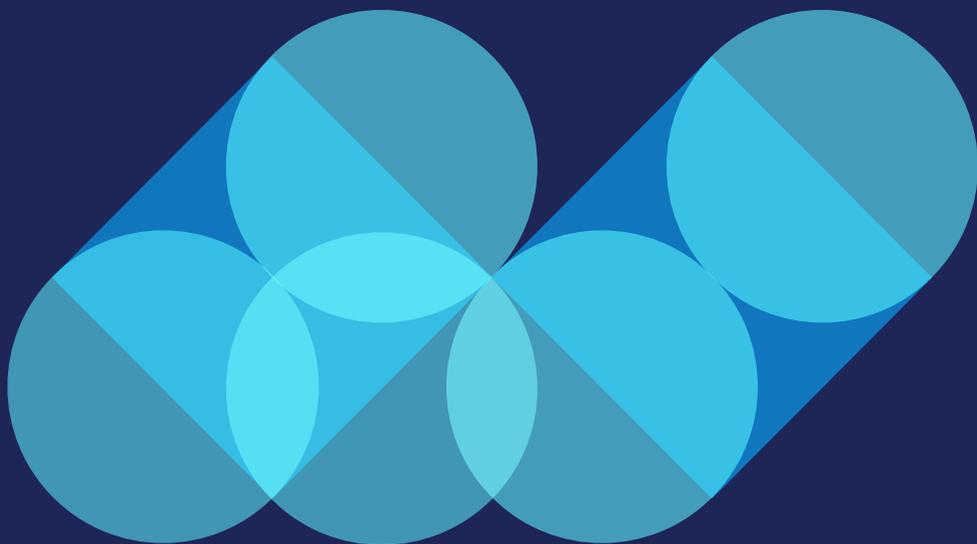
Some quotes from our stakeholders



Key themes from stakeholder engagement



Results of Analysis



CDETb a Learning Community



Profile	People	Pedagogy	Processes
<ul style="list-style-type: none"> - Identity - Organisational vision - Communication 	<ul style="list-style-type: none"> - Organisational culture - Staff - Learners - Staff/Student/ Learner voice - Staff Development 	<ul style="list-style-type: none"> - Teaching, Learning and Assessment - Student supports - Andragogy 	<ul style="list-style-type: none"> - Administration, organisation and support systems - Quality Assurance - Governance

Our Mission

Our mission is to provide professional high quality education and training services for people in Dublin city that contributes both to the personal development of the individual as well as to the overall social, economic and cultural development of the city – helping you Learn, helping you Grow, helping you Develop –



Our Vision

Our vision is to:

- Lead on the development and delivery of education provision in Dublin city.
- Actively provide inclusive, professional, high quality education and training in Dublin city.
- Respond to the developing and emerging need for education provision in Dublin city.
- Deliver programmes that provide suitable qualifications for, and progression routes into more advanced education courses, training programmes and employment.
- Develop a comprehensive Youth Service in Dublin city.
- Deliver a well-managed, efficient and fully accountable national awarding authority for student grants.

Our Belief

Our core belief is that every person has a right to access education and training opportunities that will enable them to achieve their full potential.

To support the individual to achieve their potential it is necessary for us as a service provider to be:

- **Inclusive** we are open to all learners who can benefit from the courses that we offer and who come within the legislative scope of our services.
- **Respectful** we respect the right to equal treatment for all persons availing of our services, respecting the rights of the individual including respecting the person and their right to privacy.
- **Responsive** we are responsive to the changing needs of people and society especially the needs of people who are socially disadvantaged and/or unemployed
- **Enabling** we provide opportunities to enable people to achieve their education and training potential.

Our Commitments

We commit to:

- promoting professional excellence in teaching and training, and quality outcomes in learning
- providing a positive, agile, empowering working environment
- encouraging staff development
- recognising achievements at every level
- promoting professional excellence in our education and training support services and in our administration
- promoting professional excellence and quality outcomes in youth work services
- delivering education and training and supporting youth services that are inclusive, multi-denominational, and bound by an appropriate relationship of care and respect
- responding to the needs of the learner as economic, societal and employment needs emerge
- responding to economic and societal demands
- embracing individuality, diversity and inclusivity
- advocating civic, social, community and global responsibilities
- advocating for student, staff, parent and community participation in CDETB education, training and youth services
- promoting professional excellence in processing and delivering student grants through Student Universal Support Ireland (SUSI)

Our Role

We have a number of key roles derived from the Education and Training Boards Act 2013. Our key roles are to:

- establish and maintain recognised schools, further education colleges, centres for education, and education and training centres and facilities in Dublin city
- plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment in services maintained by CDETB as well as other public bodies in Dublin city
- provide support services to other education and training providers
- support the provision, coordination, administration and assessment of youth work services in Dublin city

We have also been designated by the Minister for Education and Skills as the single Irish national awarding authority for student grants in further and higher education. Student grants are administered by SUSI on behalf of CDETB and in accordance with the prescribed eligibility criteria and other provisions of the Student Support Act 2011 and the annual Student Grant Schemes and Regulations.

Our key roles are to:

- carry out the functions of a student grant awarding authority
- make decisions on grant applications, appeals, inquiries, change of circumstances, and recovery of debt
- make payment of grants to eligible students
- provide information and support for students on student grants

Outcomes

Through our work in the next five years and in response to our development as an Education and Training Board we will:

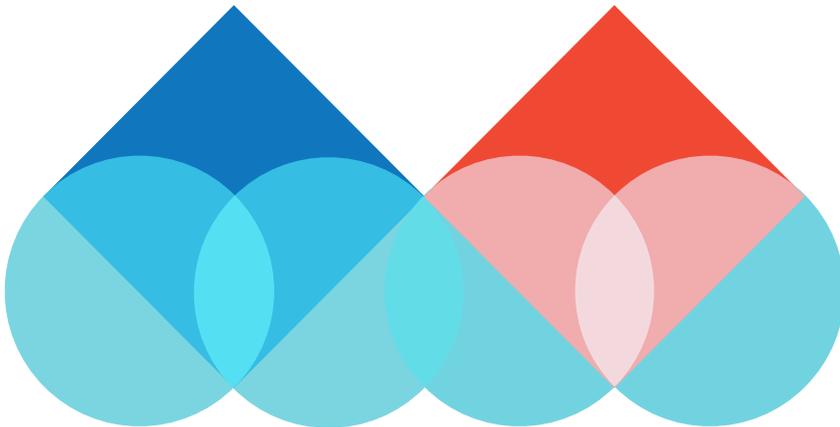
- renew and promote our vision and belief based on a commitment to providing professional high quality education and training, particularly to those most in need, and ensure that this vision and belief is known and understood by our staff, learners and stakeholders
- co-ordinate education, training and youth services in order to meet the needs of the people we serve in a more efficient and effective manner
- encourage and accommodate innovation and development in our education, training and youth services
- create clear and transparent progression routes and pathways for our learners into employment and/or into more advanced education and training programmes
- undertake and support research and development initiatives and share findings and learning within and beyond CDETB so to assist the development of policy and practice in our education, training and youth services
- develop effective consultation and communication processes with staff, learners and stakeholders
- support the professional development of all our staff in the City of Dublin Education and Training Board, recognising their professional contribution to the development of our organisation and the services we deliver
- progressively and positively inform and influence the development of national policy and practice in education, training and youth services
- engage with other organisations in co-ordinating education, training and youth services that address educational disadvantage, access, social inclusion and employment
- improve accountability and responsibility at all levels within the organisation
- provide data and statistics required for effective planning and funding purposes
- actively pursue the required level of resources necessary to achieve the delivery objectives of our education, training and youth services
- maximise the use of our resources in an efficient and effective manner
- support the awarding body (SUSI) in efficiently delivering student grants nationally

The Strategy

The strategic goals contained within the Statement of Strategy are based on the four pillars identified below,

- 1. Profile** To include identity, organisational vision and communication.
- 2. People** To include organisational culture, staff, learners, staff and student voice and staff development.
- 3. Pedagogy** To include andragogy, teaching, learning, assessment and student supports.
- 4. Processes** To include administration, organisation and support systems, quality assurance and governance

The strategic goals of the four pillars will be linked to SMART objectives and targets contained in CDETБ annual service plans. The annual report will monitor and track the implementation of the strategic goals. The service plan will assign specific responsibilities and time bound actions to achieve the strategic goals over the five year time period of the strategy statement. The strategic goals may be subject to realignment or amendment by the board on the basis of the needs and priorities of CDETБ as suggested by the evidence in the annual report and service plan. The goals are not outlined in order of importance or priority.



Pillar 1 - Profile

Identity and Communication

Strategic Goal 1

Promote the organisational vision and identity of CDETБ as the provider of choice for the delivery of high quality education and training services and facilitator of youth services, in the city of Dublin.

Strategic Goal 2

Raise the profile of CDETБ locally, regionally and nationally and contribute to shaping and delivering national education and training policy.

Strategic Goal 3

Develop and enhance the core values of CDETБ and embed these values into daily routines and practices so as to deliver highly effective service and supports for all students, learners and stakeholders.

Strategic Goal 4

Foster highly effective communication and collaboration within and without the organisation.

Strategic Goal 5

Promote active and responsive strategic networks and partnerships with key stakeholders in the context of a changing economy and society.

Pillar 2 - People

Staff, Students, Learners

Strategic Goal 1

Invest in staff development in order to build professional capacity and foster a positive organisational culture in CDETB.

Strategic Goal 2

Harness and embrace the student/learner voice and the voice of staff in the strategic direction and leadership of CDETB.

Strategic Goal 3

Promote and facilitate, through staff collaboration, professional development including new ways of working and delivery.

Strategic Goal 4

Foster a culture of innovation and creativity that promotes and supports personal growth and wellbeing and raises the aspirations of all staff, students and learners.

Strategic Goal 5

Develop leadership capacity within the organisation and build strong and capable leadership teams.

Pillar 3 - Pedagogy

Teaching, Learning, Assessment and Student Support to include Andragogy

Strategic Goal 1

Deliver high quality education and training based on best practice in pedagogy and andragogy.

Strategic Goal 2

Foster cultural awareness and promote the Irish language.

Strategic Goal 3

Promote creativity, innovation and diversity of approach in learning, teaching and training, for example using digital tools.

Strategic Goal 4

Develop and support international partnerships in learning, teaching and training.

Strategic Goal 5

Further develop highly effective, practical and impactful student support services at local and national levels.

Strategic Goal 6

Promote and avail of opportunities to expand and enhance the provision of education and training services in the city of Dublin.

Strategic Goal 7

Pursue and support excellence in teaching, learning and assessment practices that are learner centred and evidence based.

Pillar 4 - Processes

Administration, Organisation and Support Systems

Strategic Goal 1

Create, develop and maintain high quality assured learning environments and infrastructure so as to enhance the learner experience in CDETB.

Strategic Goal 2

Pursue the modernisation and improvement of systems, processes and structures to support Schools, Colleges and Centres in their delivery of education and training.

Strategic Goal 3

Pursue the modernisation and improvement of systems, processes and structures to support SUSI in the processing of student grants.

Strategic Goal 4

Foster and support a culture of creativity and innovation which embraces adaptation and change to new circumstances and contexts.

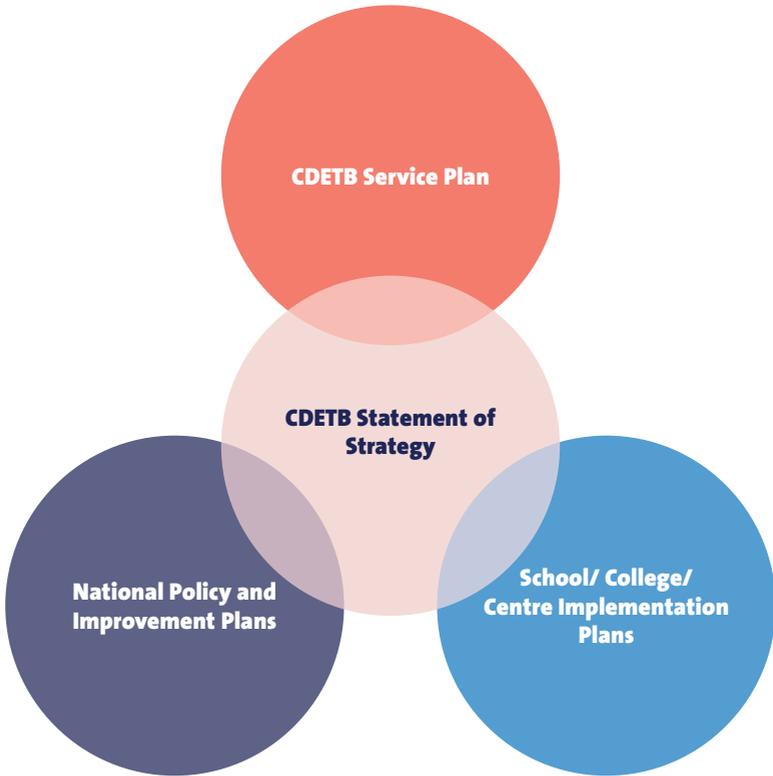
Strategic Goal 5

Deliver on the effective and efficient governance and deployment of resources (human and physical) to enhance the delivery of education, training and support services.

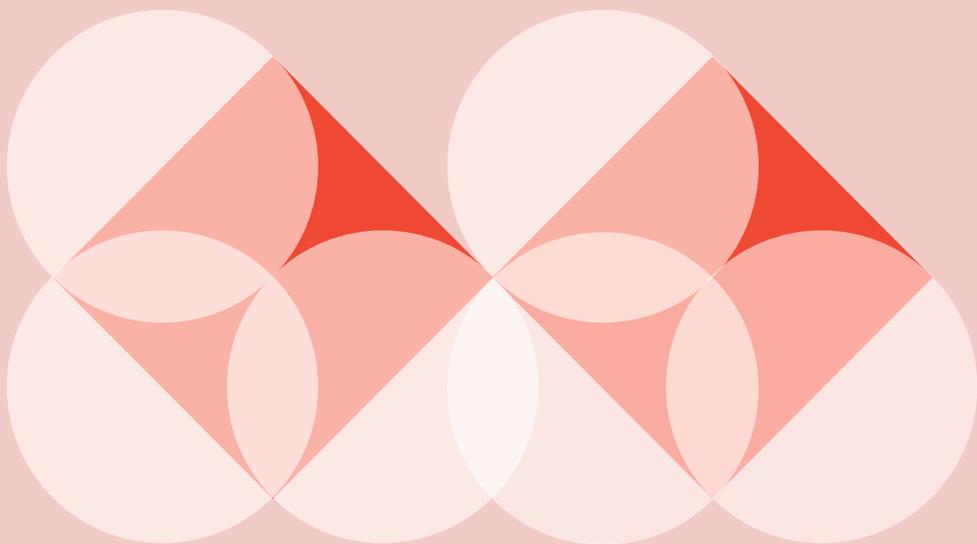
Strategic Goal 6

Create and develop CDETB area-based structures and staff teams so as to facilitate greater integration and cohesion in the provision and delivery of education, training and support services.

Implementation



Appendices



Appendix 1 - Abbreviations

ACCS	Association of Community and Comprehensive Schools
AEO	Adult Education Officer
AHEAD	Association for Higher Education Access and Disability
ARC	Audit and Risk Committee
BTEI	Back to Education Initiative
C&AG	Comptroller and Auditor General
CC	Community College
CDYSB	City of Dublin Youth Service Board
CPD	Continuing Professional Development
CTC	Community Training Centre
CYPSC	Children and Young People's Service Committee
CSPE	Civic Social Political Education
DCYA	Department of Children and Youth Affairs
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DEIS	Delivering Equality of Opportunity in Schools
DES	Department of Education and Skills
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
EAL	English as an Additional Language
ECCE	Early Childhood Care and Education
EGFSN	Expert Group on Future Skills Needs
EPSEN (Act)	Education for Persons with Special Educational Needs (Act)
ESOL	English for Speakers of Other Languages
ET	Educate Together
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
FET	Further Education and Training
FE	Further Education
GAM	General Allocation Model
HE	Higher Education

HEA	Higher Education Authority
HEI	Higher Education Institution
HSCL	Home School Community Liaison Scheme
HSE	Health Service Executive
IAU	Internal Audit Unit
ICT	Information and Communications Technology
IEP	Individual Education Plan
IGC	Institute of Guidance Counsellors
IOT	Institute of Technology
IT	Information Technology
ITABE	Intensive Tuition in Adult Basic Education
ITE	Initial Teacher Education
JC	Junior Cycle
JCSP	Junior Cycle Schools Programme
JCT	Junior Cycle for Teachers
JMB	Joint Managerial Body
LC	Leaving Certificate
LCA	Leaving Certificate Applied
LCVP	Leaving Certificate Vocational Programme
NAC	National Literacy and Numeracy Advisory Committee
NALA	National Adult Literacy Agency
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
OLCS	On-Line Claims System
PE	Physical Education
PLC	Post Leaving Certificate
PLSS	Programme Learner Support System
PPP	Personal Pupil Plan
PTR	Pupil Teacher Ratio
QA	Quality Assurance
QQI	Quality and Qualifications Ireland (National standards and awards agency)
RASE	Reasonable Accommodation in State Examinations
SEC	State Examinations Commission
SEN	Special Education Needs
SENO	Special Education Needs Organiser

SET	Special Education Teaching
SLT	Speech and Language Therapy
SMART	Specific, Measurable, Achievable, Realistic, Time-bound
SNA	Special Needs Assistant
SNE	Special Needs Education
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
SPHE	Social, Personal and Health Education
STEM	Science, Technology, Engineering and Mathematics
STEAM	Science, Technology, Engineering, Art and Mathematics
SUSI	Student Universal Support Ireland
TC	Training Centre run by local ETB
TC	Teaching Council
TCC	Teacher Conciliation Council
TEL	Technology Enhanced Learning
TU	Technological University
TY	Transition Year
TYO	Transition Year Option
VTOS	Vocational Training Opportunities Scheme
YESS	Youth and Education Support Service (for refugees and migrants)

Appendix 2 - CDETB Board Members

Dublin City Council Representatives

Cllr. Keith Connolly (Chairperson)

Cllr. Mary Callaghan

Cllr. Caroline Conroy

Cllr. Joe Costello

Cllr. Anne Feeney

Cllr. Vincent Jackson

Cllr. Dermot Lacey

Cllr. Mícheál Mac Donncha

Cllr. Declan Meenagh

Cllr. Sophie Nicoulaud

Cllr. Noeleen Reilly

Cllr. Catherine Stocker

Staff Representatives

Ms. Audrey Cepeda

Mr. Noel McDonagh

Parent Representatives

Ms. Diane Cronin

Dr. Bryan MacDonald

Ms. Diane Cronin

Representatives appointed under Section 30 (d) of the Education and Training Boards Act

Mr. Michael Blanchfield

Mr. John Carr

Dr. Shira Mehlman

Dr. Noel O'Connor

Ms. Joanna Siewierska

Appendix 3 - Research Bibliography

- Action Plan for Education
- Child Protection and Welfare Strategy 2017-2022
- DES Circulars
- DES DEIS plan
- DES Digital strategy
- Education Act, 1998
- Education and Training Boards Act, 2013
- Framework for Junior Cycle
- International Education Strategy 2016-2020
- Languages Connects
- National Access Plan to Higher Education
- National Development Plan 2018-2027
- National Plan for Higher Education 2030
- National Skills Strategy 2025
- National Strategy on Education for Sustainable Development
- National Traveller and Roma Inclusion Strategy 2017-2021
- National Youth Strategy 2015-2020
- Programme for Government 2020
- SOLAS FET Strategy – Future FET 2020-2024
- STEM Education Policy 2017-2026

Appendix 4 - ETBI School Ethos Statement

ETB schools are state, co-educational, multi-denominational schools underpinned by the core values of:

- Excellence in Education;
- Care;
- Equality;
- Community and
- Respect.



As the state provider of education, the ETB sector defines a ‘multi-denominational’ school in the following way:

In ETB schools, all students are given equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our schools strive to provide all students with equal opportunities to engage with the curriculum and school life. In all aspects of school life all members of our school communities are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

Our schools provide a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. They strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our schools promote a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values.

In ETB schools, students of all religions and beliefs are treated equally. The school environment and activities do not privilege any particular group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

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CDETB

Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



An Roinn Breisoideachais agus Ardoideachais,
Taighde, Nualiaochta agus Eolaíochta
Department of Further and Higher Education,
Research, Innovation and Science

SOLAS
learning works



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Oiliúna Éireann