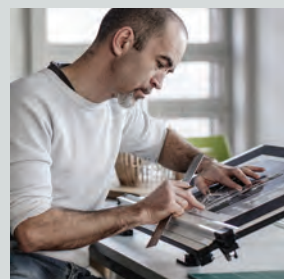
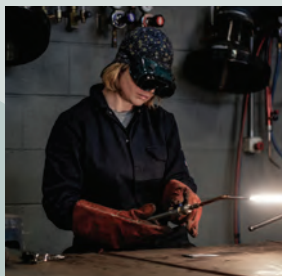


**LEARN
ACHIEVE
SUCCEED**

DUBLIN AND DÚN LAOGHAIRE EDUCATION AND TRAINING BOARD STATEMENT OF STRATEGY 2022 - 2026



**LEARN
ACHIEVE
SUCCEED**

Contents

- 3 Overview of Dublin and Dún Laoghaire Education and Training Board Statement of Strategy 2022 - 2026
- 4 Message from the Cathaoirleach of Dublin and Dún Laoghaire Education and Training Board
- 6 Foreword by the Chief Executive
- 8 Strategic Context
- 16 Mission, Vision, and Values
- 18 Strategic Goals and Actions 2022 – 2026
- 23 Implementation and Reporting
- 24 Abbreviations
- 25 Appendices



Strategy Overview



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 Statement of Strategy 2022 – 2026. Our organisation has achieved much since it was established in 2013 and our first Strategy 2017 – 2021 enabled us to further our commitment to lifelong learning.

There have, of course, been many changes in the last five years and I believe the new strategy will enable us to continue to be responsive to the education and training needs of our region. This document provides us with a clear road map for the future. It will enable us to build on our strengths and to move forward. The updated mission and vision statement will help us to maintain our focus on the needs of our learners. Our five core values will act as our moral compass as we continue to strive for excellence in teaching and learning and in all our programmes, supports and services. The four strategic goals will help us prioritise and will ensure we have a positive impact on the lives of our learners, our community and on society as a whole.

I would like to commend the members of the Board for their contribution to the strategy and for their continuing support of the work of the organisation. I particularly wish to thank our Chief Executive, Caitríona Murphy, and all the members of the Senior Leadership Team for their leadership and for their major role in shaping this strategy. Last but by no means least, I would like to express my gratitude to every member of staff in the organisation. We are proud of the work and dedication of our people, each of whom contributes to the provision, support and development of our learners, our colleagues and the many groups and organisations with whom we work in partnership. I wish all our learners and staff every success as we work together to deliver this new strategy and to transform lives through learning.

Joe Newman

Cathaoirleach
Dublin and Dún Laoghaire
Education and Training Board



Joe Newman

MAP OF THE REGION OF DUBLIN AND DÚN LAOGHAIRE EDUCATION AND TRAINING BOARD



Foreword

by the Chief Executive

Welcome to the new Statement of Strategy 2022-2026 for Dublin and Dún Laoghaire Education and Training Board (DDLETB) which will guide our work over the next five years. This high level strategy will build on the success achieved to date.

The consultation process took place in 2021 - 2022 which was a time of great uncertainty and change. The strategic priorities, goals and actions in this strategy are a direct result of the feedback received from our internal and external stakeholders and will help the organisation to evolve and adapt as the world around us continues to change.

We have taken account of the more recent action plans and strategies published by the Department of Education (DE), Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), an tSeirbhís Oideachais Leanúnaigh agus Scileanna (SOLAS) and the Department of Children, Equality, Disability, Integration and Youth (DCEDIY). Our goals align particularly well with those of our parent Departments. To this end, we will work tirelessly to ensure we continue to improve all aspects of our education and training services.

DDLETB contributes to the work of Education Training Boards Ireland (ETBI) in achieving its objectives for the sector across schools, further education and training, youth work and organisation support and development. An implementation plan will be put in place to deliver on this strategy across DDLETB schools, colleges, centres and head office; a culture of collaboration and support will enable us to achieve our goals together.

DDLETB is strongest when we work together, united by a common ambition to provide the best learning, development and support opportunities to the children, young people and adults that we serve. As a learning organisation, we have high expectations for our learners and a strong belief in them and their potential. We want to make sure they feel welcome. Encouraging diversity and inclusion in our learners and staff teams is a vital part of our role as a public sector provider. Enabling everyone to fully participate in civil society will continue to be a priority for DDLETB.





As a provider of education and training over the last number of years during Covid-19 and the more recent humanitarian crises, we remain strong, connected, caring and agile. I am immensely proud of the work of DDLETB. I wish to acknowledge the role that staff play in making DDLETB an organisation of which we can all be proud. I am very grateful to each member of staff for their loyalty and commitment to the organisation. I extend thanks also to our stakeholders who participated in the strategy consultation and helped to make this plan one which keeps the learner at the heart of everything we intend to do between now and 2026. I am very appreciative to the members of the DDLETB Board. I wish to acknowledge my colleagues on the Senior Leadership Team whose commitment and expertise have been invaluable throughout this process and Rosemarie McGill who co-ordinated the development of this strategy.

DDLETB's vision is to transform lives through learning, development and support enabling learners to succeed in an ever-changing world. Our core values resonate with the very best of what we are trying to achieve. They are Professionalism, Excellence, Equality, Respect and Support. I commend this strategy to you in the knowledge that it will help us to continue to stay true to our purpose in supporting our learners, staff and community to learn, achieve and succeed.



Caitríona Murphy

Chief Executive



Strategic Context

Regional Profile



Dublin and Dún Laoghaire Education and Training Board (DDLETB) provides education, training and services across the three county council areas of Fingal, South Dublin and Dún Laoghaire-Rathdown. According to the early data from Census 2022, the total population of our region is over 860,000 representing almost 17% of the national population of Ireland.

The number of people in the region has grown significantly since 2016, with an increase of over 45,000. This is well above the national average. 60% of the population of the Dublin region now resides in our catchment area. Fingal has shown the highest growth of any county in Ireland over the past 20 years with an increase of more than 79%. The population of Dún Laoghaire-Rathdown and South Dublin has also grown by more than 5% in recent years. By comparison to the national average, the region has a younger population and a higher percentage of working-age younger adults. At the time of the last census, 26% of the population in DDLETB was under the age of 18; an increase to this percentage is anticipated. In addition to having a young and growing population, the DDLETB region is home to a considerable number of people from ethnic minorities. This makes for a region that is remarkably diverse, in terms of demographics, cultures and languages.

The region has a wide range of employers. These vary in scale from major multi-national companies and Irish small and medium enterprises to start-ups with a small number of employees. Many international companies, notably pharmaceutical and technology companies, have European headquarters and/or operational bases in Dublin. In January 2022, the Central Statistics Office reported that Ireland's seasonally adjusted unemployment rate was 5.1%, the lowest since May of 2020. However, the current rate may be closer to 7% as the economy recovers from job losses caused by the pandemic and in some areas, unemployment rates exceed 13%. The size and complexity of the area we serve shapes our mandate as one of the biggest providers of lifelong learning in the region with our learners comprising just over 7% of the population of this region.

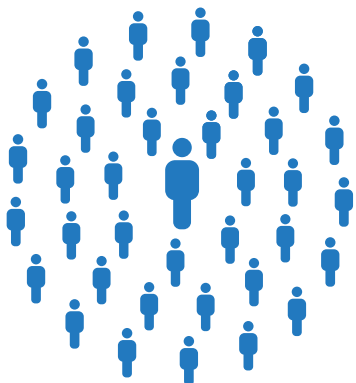
DDLETB's mission is to provide relevant, inclusive, high-quality education and training programmes, services and supports that respond to the diverse needs of our learners, communities and stakeholders. DDLETB schools, colleges, centres and services are located throughout our catchment area. A full list of these is supplied in Appendix 1.

DDLETB Profile

DDLETB in numbers is shown below.

Population, Participants & People

Annual Expenditure **€238m**



Population of our region

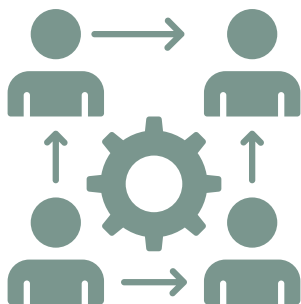
Over 860,000



Participants

Over 64,000 learners

= Over 7% of the population of the region



People

Over 4,000 staff



100+ locations across Fingal, South Dublin & Dún Laoghaire Rathdown



Lifelong learners from 4 to 94 years of age



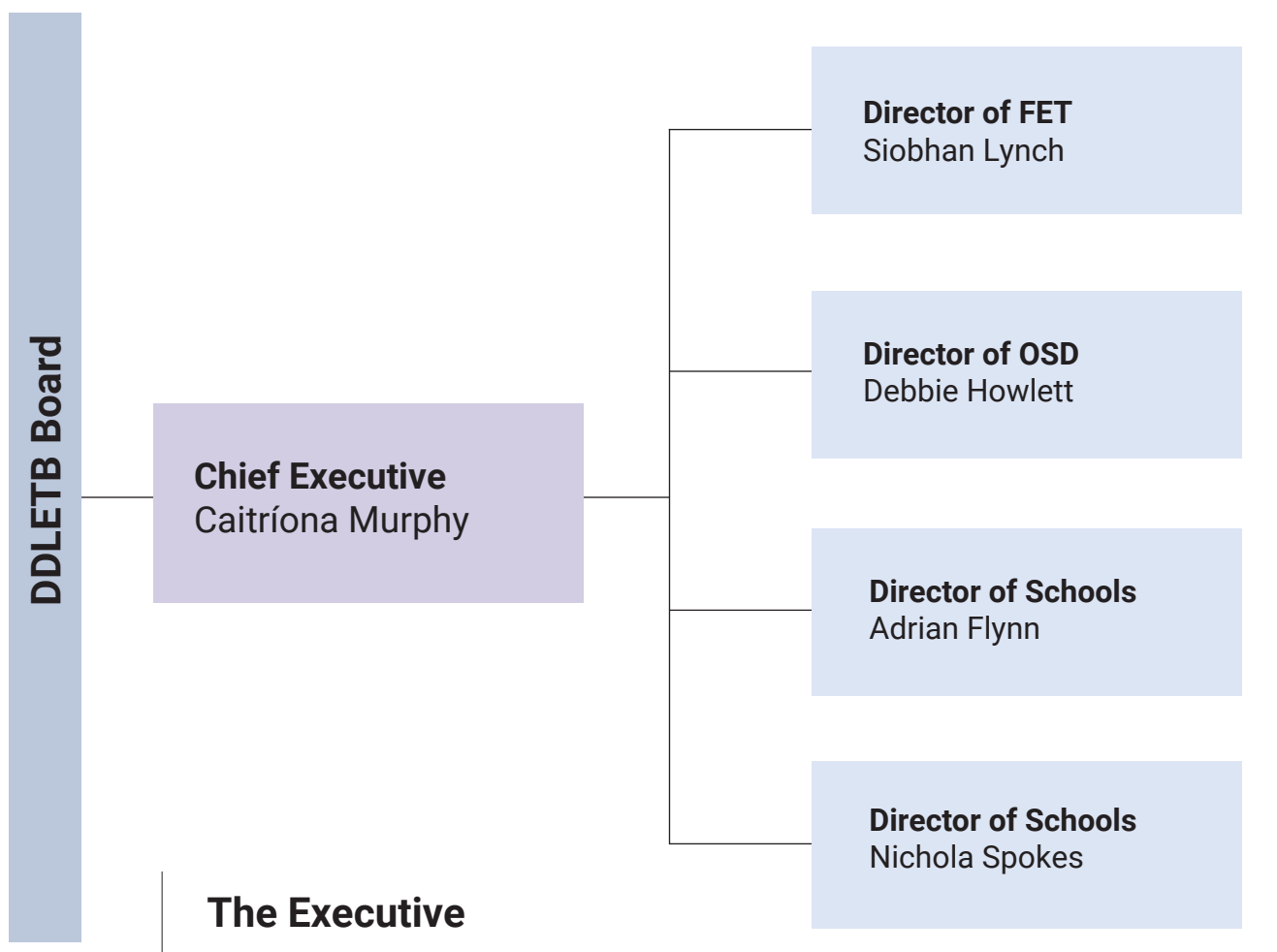
Full-time & part-time teaching, training & support staff

DDLETB works in partnership with the Board, the Boards of Management of our schools and colleges, parents, government departments and agencies, local and community organisations, county councils, employers, and other providers of education and training. These partnerships enable us to meet the needs of our learners who remain at the heart of all that we do. We work closely with the other 15 ETBs and with our representative body Education and Training Boards Ireland (ETBI).

DDLETB is governed by a Board of 21 members:

- > 12 representatives from the three county councils in our administrative area – Fingal County, South Dublin County and Dún Laoghaire-Rathdown
- > Two staff members
- > Two parent representatives from the primary and post-primary sector
- > Five members nominated by the Minister of Education, representing business, industry and employers, learners and people engaged in the management or leadership of recognised schools.

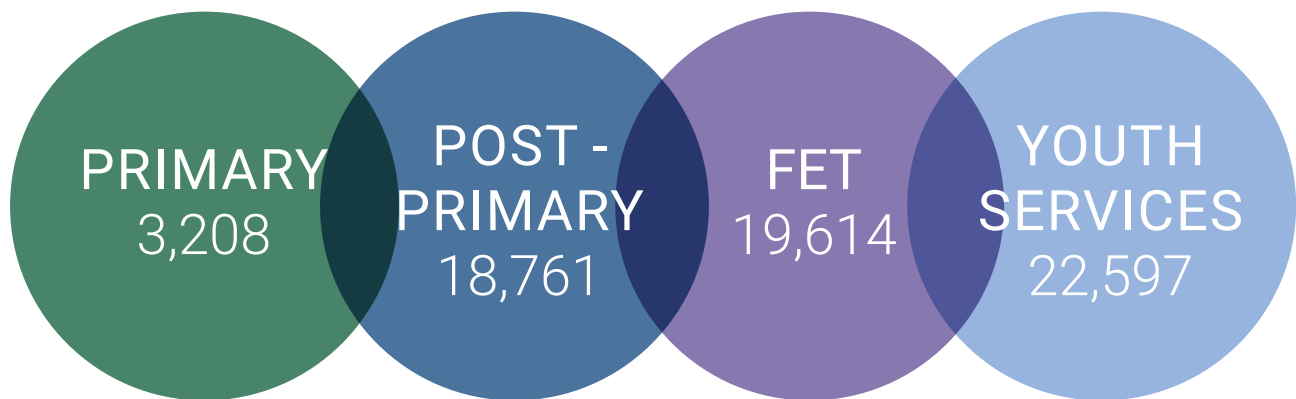
The functions of the Board and the Chief Executive are defined in the Education and Training Boards Act 2013. The Board is also governed by the Code of Practice for the Governance of ETBs as set out by the Department of Education and Skills in Circular 0002/2019. Our executive structure is shown below.



As a state funded provider, Dublin & Dún Laoghaire ETB acts in the best interests of our learners and society. DDLETB schools are co-educational and multi-denominational, underpinned by a Patrons Framework and core values. Further Education and Training services reach learners and apprentices from the age of 16 and empower people at every stage of their journey. DDLETB youth services and national initiatives for music development continue to provide unique opportunities for young people. Our organisation has a social responsibility to level the playing field for those who may otherwise be at a disadvantage. We work to provide the best learning experience for all and to ensure that the right services and supports are in place for those who need them most.

Learner numbers have increased significantly over the last few years and are continuing to grow. Even enrolments adversely affected by the pandemic are showing strong signs of recovery. In 2021, learner numbers in DDLETB exceeded 64,000.

DDLETB LEARNERS

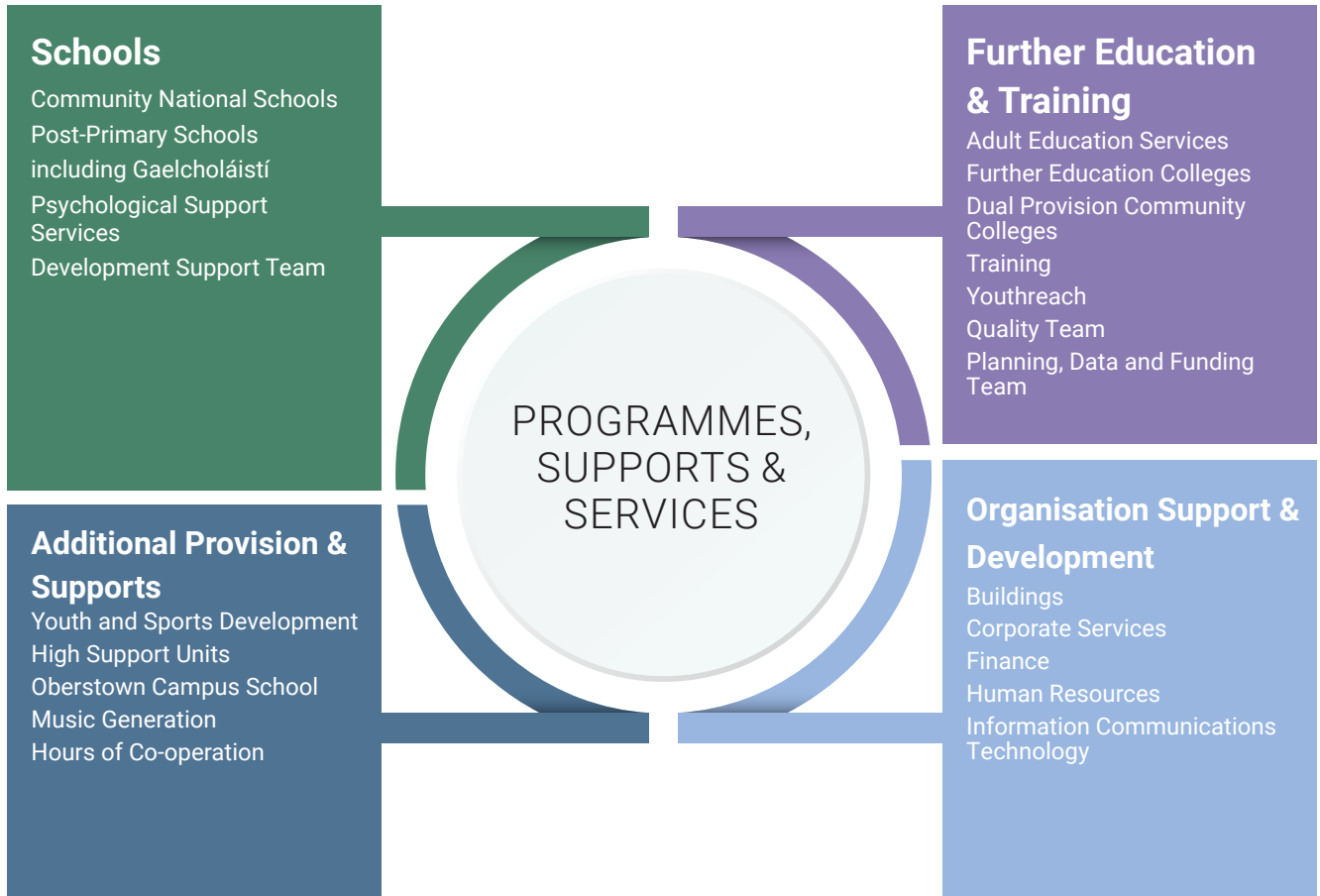


Our learners are diverse in terms of age, background and abilities. In response to this, we provide a wide range of programmes, supports and services.



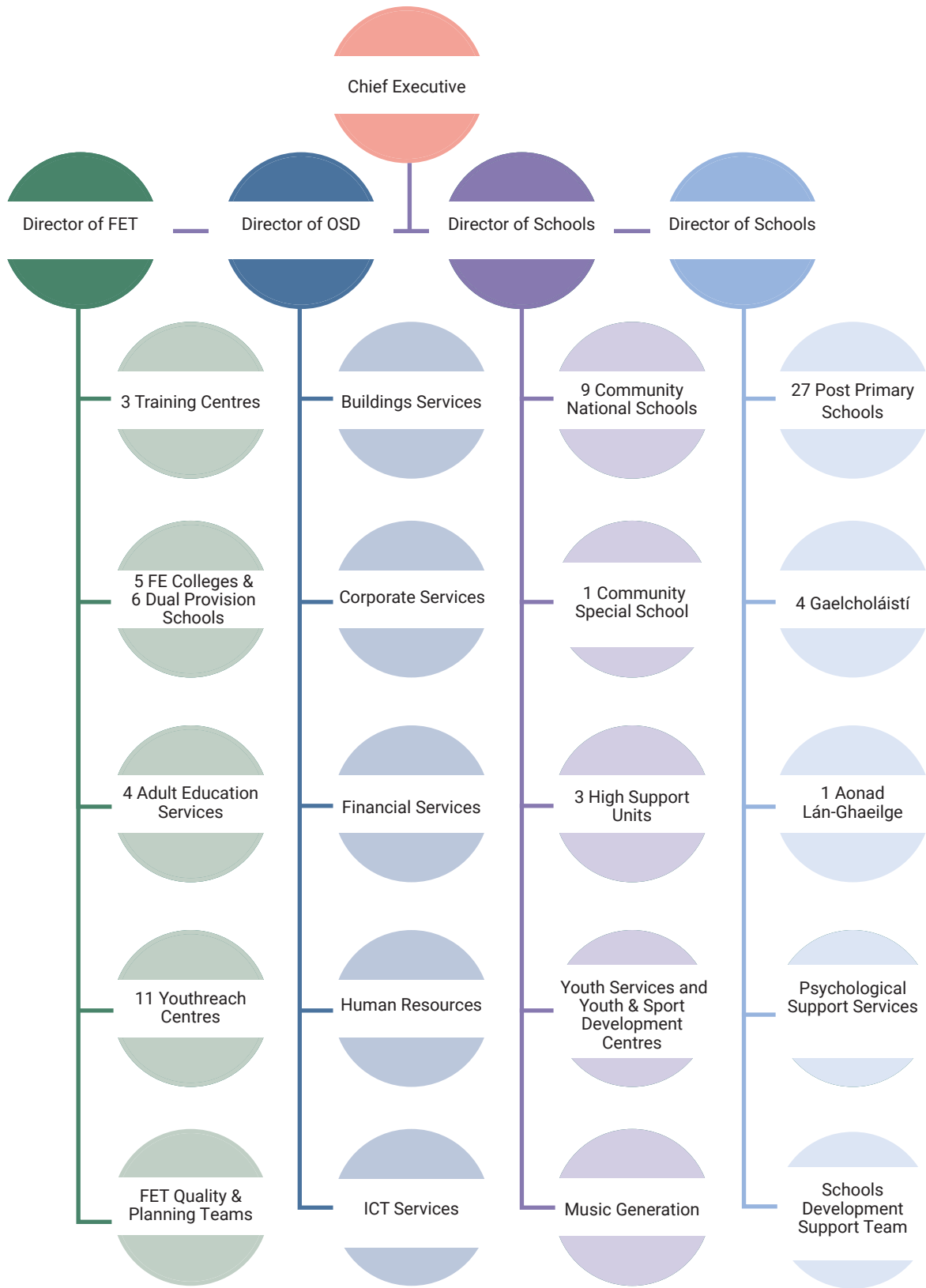


PROGRAMMES, SUPPORTS & SERVICES



Provision in our schools and further education and training will continue to develop in line with demographic and other changes in our region.

Our organisation structure reflects the breadth and depth of our provision.



External Environment

DDLETB works within the Irish education and training system, in partnership with local, regional and national bodies. Not only are there legislative requirements which the organisation must operate within but there are many national and international factors which impact the work of DDLETB. These are summarised below.

Political

- > Global instability & conflict
- > Humanitarian crises
- > Brexit
- > Public Sector Shared Services
- > Two parent departments: DE & DFHERIS
- > Development of a unified Tertiary System
- > Reform of Senior Cycle
- > Reform of the apprenticeship system

Economic

- > Post-pandemic recovery
- > Rising inflation
- > New apprenticeships
- > Emerging job sectors
- > Building economic resilience

Sociological

- > Demographic changes
- > Learner and staff expectations
- > Diversity, equality & inclusion agenda
- > Supporting wellbeing
- > Building community resilience

Environmental

- > Climate change
- > Mitigation & sustainability
- > Green skills agenda
- > Buildings management & development

Legal

- > Governance & ethical conduct
- > Public finance & accountability
- > Data protection
- > Human rights
- > Child Protection & Safeguarding
- > Various legislative responsibilities

Technological

- > Learning enhanced by technology
- > Digitalisation
- > Blended learning
- > Remote working
- > Cyber security
- > Data-informed practices
- > Artificial Intelligence
- > Social media presence



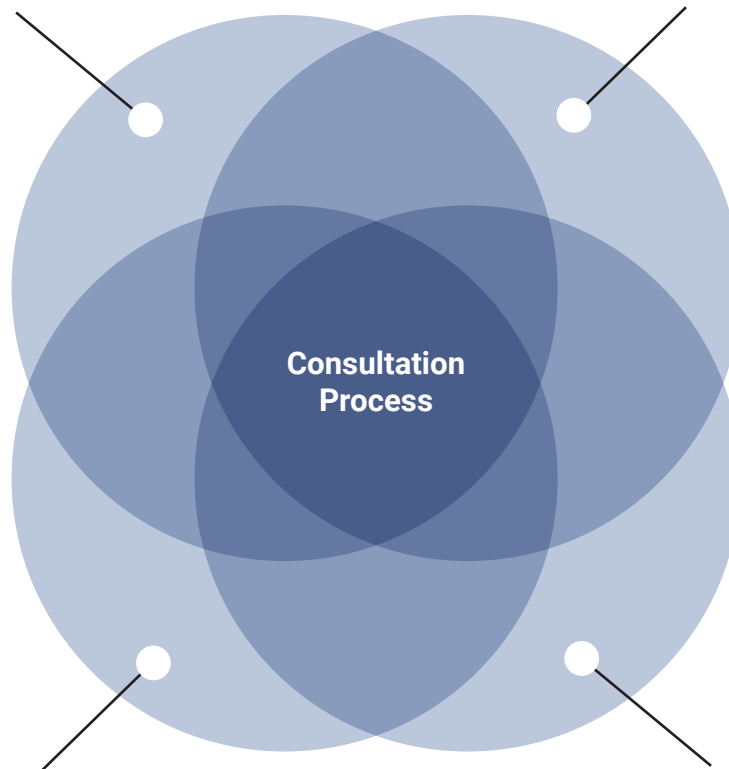
A wide range of policies, frameworks and strategies were taken into consideration in the development of this strategy. A list of the main documents is included in Appendix 2. This Statement of Strategy will allow us to respond to emerging needs and gives us a direction of travel as we seek to enhance and transform the lives of our learners.

Strategy Consultation Process

The feedback from our consultation process indicated how much we had achieved as an organisation during our first strategy and where we should focus in the coming years. Consultation with our internal and external stakeholders suggested we now need to consolidate and evolve. A full list of those with whom we consulted is provided in Appendix 3 while the illustration below gives a summary of the process..

**Surveys of our
learners & our staff**

**Surveys &
Workshops from our
Board and SLT**



**Meetings &
Submissions from our
External Stakeholders**

**Meetings with our
Senior Leaders**

Mission, Vision, and Values



Introduction

In this strategy for 2022 - 2026, we set out our mission, vision and values. These will guide us in our work over the next five years. DDLETB will continue to make a valuable contribution to the areas in which we operate and to be a significant driver of social and economic growth.

Our Mission

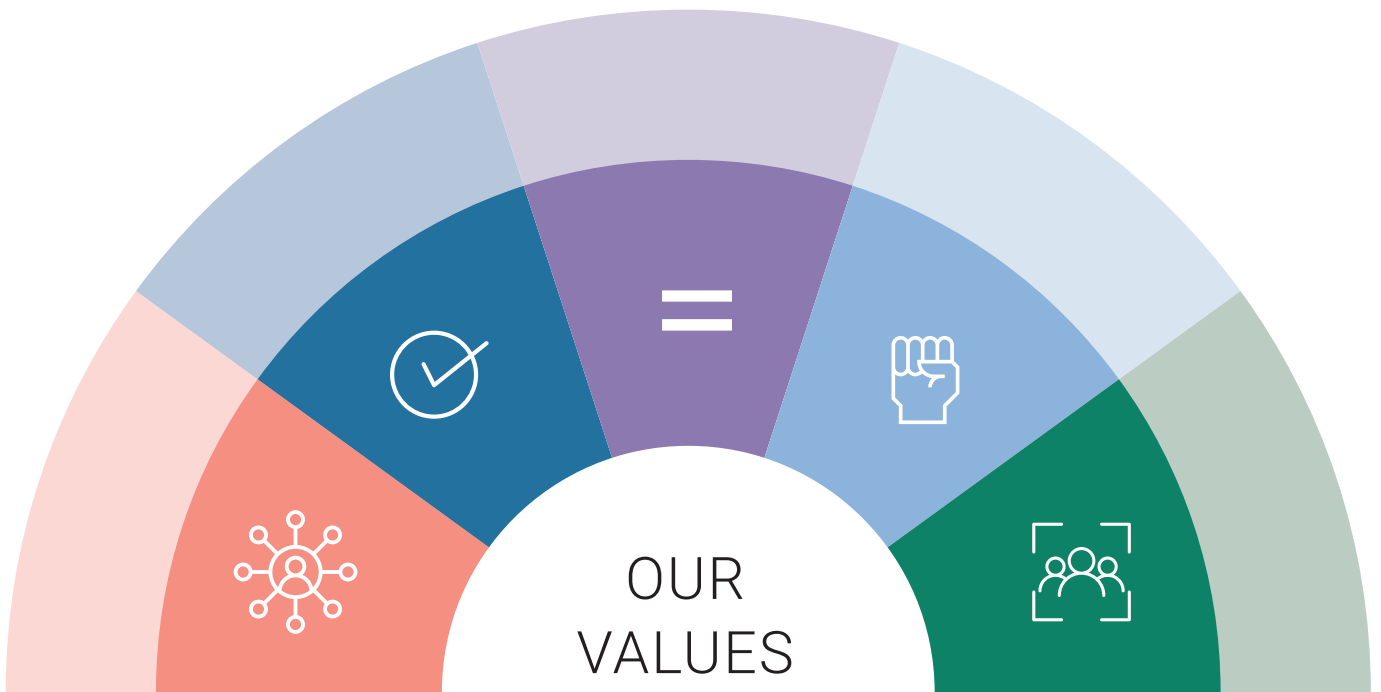
Dublin & Dún Laoghaire ETB's mission is to provide relevant, inclusive, high-quality education and training, services and supports that respond to the diverse needs of our learners, communities and stakeholders.

Our Vision

Dublin & Dún Laoghaire ETB's vision is to transform lives through learning, development and support enabling our learners to succeed in an ever-changing world.

Our Values

In choosing our five core values, we were guided by our stakeholders. We built on the values in our first organisational strategy. We ensured that our values are consistent with those which inform the ethos of our schools and those that underpin all our services. We also linked the values with human rights work that we do as part of our duty of care as a public sector provider.



PROFESSIONALISM

We act with honesty and transparency. We listen and respond to changing needs. We take pride in our integrity, reliability, trustworthiness and the service we provide to the public.

EXCELLENCE

We nurture a culture of quality, innovation and continuous improvement. We strive to achieve the highest standards in everything we do.

EQUALITY

We welcome diversity and promote inclusion. We encourage a culture of fairness and opportunity to enable all to fulfil their potential.

RESPECT

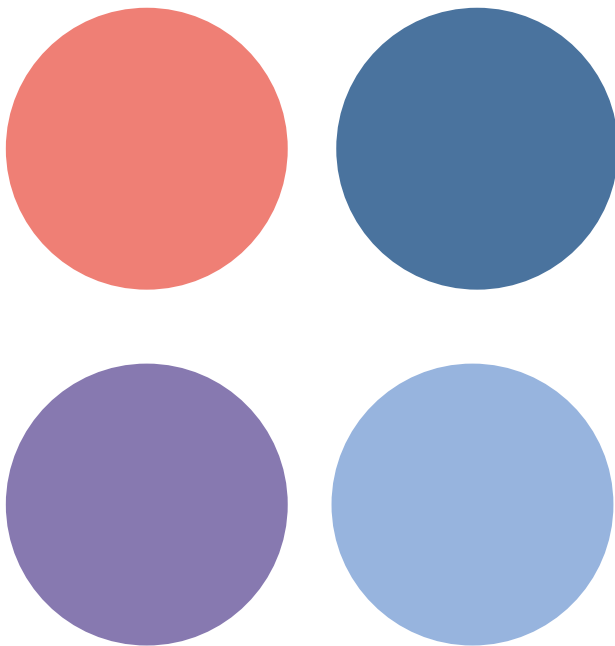
We value the ideas and beliefs of all our stakeholders. We develop positive relationships and support learners and staff to achieve their goals.

SUPPORT

We care about all our stakeholders. We create a sense of belonging for our learners, staff and communities so that confidence, kindness, resilience, and flexibility can flourish.

Strategic Goals and Actions 2022 – 2026

These are the Strategic Goals and Actions which will be the focus of our work between now and 2026. The actions under each Strategic Goal have been drafted in response to the consultation process and developments at regional, national and global levels.



Strategic Actions

Goal

1

Learners

To provide high quality education, training and services which are delivered in a supportive environment and deliver the best outcomes possible for our learners.

- 1.1** Promote high standards in teaching and learning which develop knowledge and skills and encourage autonomous and collaborative learning.
- 1.2** Ensure our provision meets the current and emerging needs of our learners and our stakeholders including the new Primary Curriculum Framework, Junior and Senior Cycle reform, developments in Irish-medium education, new approaches to music, youth and sports development, and critical skills for the future.
- 1.3** Provide a positive experience which enhances the health and wellbeing of our learners and offers a safe and supportive environment for all, with particular regard to the safeguarding of children, young people and vulnerable adults.
- 1.4** Implement universal design for learning across our education and training settings; enhance accessibility and flexibility through the integration of technology; improve resources to promote language, literacy and numeracy; and provide information and guidance to learners.
- 1.5** Provide programmes which enable all our learners to learn, achieve, succeed and gain the full benefits of learning from a personal, social, academic and/or vocational perspective.
- 1.6** Simplify and communicate pathways for transfer and progression within DDLETB, to other provision including further education and training, higher education and/or employment, as appropriate to the diverse needs, backgrounds, abilities and aspirations of our learners.
- 1.7** Seek regular feedback from our learners, recognising the value of a wide range of perspectives for the development of a learning organisation, and use this to inform our provision, planning and decision-making.
- 1.8** Promote digital strategies and resources to facilitate learning, teaching and assessment.
- 1.9** Enhance strategies and resources which reduce barriers to participation, address educational disadvantage, and support those with special and additional educational needs, and ensure our policies and practices promote fairness and transparency.
- 1.10** Further embed a culture of quality through continuous monitoring, self-evaluation and review of our quality frameworks, quality assurance systems, evaluation and inspection reports.

Goal



Staff

To support and inspire our staff to perform and develop, keeping the learner at the heart of everything we do and striving for excellence.

Strategic Actions

- 2.1** Develop a plan for professional development which continues to identify current and emerging priorities in teaching and learning, learner supports, technology, organisation support and development.
- 2.2** Include support and development opportunities which enhance our professional identity and performance, create a sense of belonging and strengthen our resilience so that all our staff can learn, grow and excel.
- 2.3** Provide support and development for all staff with roles of responsibility, management and/or leadership across our organisation and create opportunities for developing future leaders.
- 2.4** Expand professional learning networks and activities for teaching, support and development staff to enable us to share our expertise, promote different approaches, encourage creativity and adapt to new circumstances.
- 2.5** Develop a plan to ensure capacity building and continuity of services to enable the organisation to deal with growth, change and uncertainty.
- 2.6** Review and increase our human resources across all settings with regard to implementation of the organisational strategy.
- 2.7** Seek regular feedback from our staff, recognising the value of a wide range of perspectives for the development of a learning organisation, and use this to inform our provision, planning and decision-making.
- 2.8** Enhance our practices to recruit, retain and recognise the potential of a high-performing and diverse workforce.

Strategic Actions

Goal



Organisation

To strengthen the value, impact and reputation of our organisation through efficiency, flexibility and aspiring for excellence throughout the organisation.

- 3.1** Foster a culture of high expectations, trust and care whereby we work collectively across all areas of the organisation to support each other, share ideas, pool resources and respond positively to change.
- 3.2** Communicate our strategic goals, vision and values on a regular basis, highlighting how our staff, boards, committees and all parts of our organisation contribute to the achievement of these goals.
- 3.3** Further embed our governance, accountability and risk management practices to ensure ownership by all staff in all settings across the organisation.
- 3.4** Continue to develop a strong support infrastructure for our provision by way of finance, buildings, human resources, ICT and corporate services and to respond effectively to the diverse and changing policy, funding and legislative requirements of our sector.
- 3.5** Enhance our digital infrastructure and systems to support communication, data management, online safety and best practice to support the transformation of teaching and learning and support services.
- 3.6** Develop our buildings and facilities to enhance the standard for our learners and stakeholders while facilitating the development of new buildings and facilities to meet the needs of the growing population in the regions where we work, including new schools and colleges of further education and training.
- 3.7** Make evidence-based decisions which are aligned with our mission, vision and values, inform our planning and ensure value for money.
- 3.8** Develop a strategy to promote equality, prevent discrimination and protect the human rights of all our stakeholders.
- 3.9** Develop a strategy to improve communications, brand recognition and marketing of DDLETB with a focus on the positive contribution DDLETB makes to our society.
- 3.10** Ensure sustainability is considered in all our decisions across the environment in which we operate and identify ways in which we can positively contribute to climate change targets.

Goal



Stakeholders

To work collaboratively with a range of stakeholders to maximise our impact in our communities and drive economic and social development in the regions we serve.

Strategic Actions

- 4.1 Work with a range of organisations to identify needs using research and data to investigate opportunities and pilot new initiatives which will enhance our provision and ensure it meets emerging needs.
- 4.2 Participate in ETBI and national forums to raise the profile and identity of ETBs and promote nationally agreed priorities for the development of primary, post primary, youth and further education and training sectors.
- 4.3 Develop a stakeholder engagement strategy to enhance links with community, regional and national bodies, to respond to priorities and emergencies and to maximise our impact.
- 4.4 Continue to play a lead role in the implementation of government priorities in relation to Apprenticeship.
- 4.5 Work in partnership with providers of higher education on joint initiatives and programmes to enhance pathways for transfer and progression between school, further education and training and higher education, and contribute to the development of the tertiary education system.
- 4.6 Strengthen relationships with representative bodies for employment, enterprise and entrepreneurship and work proactively to ensure our provision improves opportunities for learners and bridges skills gaps in our region and economy.
- 4.7 Gather qualitative and quantitative data to assess our educational, social and economic impact in the regions that we serve.



Implementation and Reporting

To help us achieve our strategic priorities over the next five years, we have developed a robust implementation framework. This will enable regular monitoring and reporting over the lifetime of the strategy. The implementation framework will set out a plan for each Strategic Action including success indicators, timelines, project lead and project partners.

The Senior Leadership Team, together with the Board of DDLETB, will review the implementation of the strategy on a regular basis. Where necessary, the implementation plan will be adapted in response to changing needs.

Monitoring and reporting will be tracked against the key actions to be delivered under each strategic goal. This will enable us to measure our success and report our progress to our stakeholders including our learners, staff, the Board and our parent departments: the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science. Our strategic goals are ambitious but with the continuing commitment and engagement of our staff we will succeed in offering all our learners a bridge to new possibilities.

This Statement of Strategy was approved by the Board of DDLETB on 17 October 2022.

Abbreviations

DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DDLETB	Dublin and Dún Laoghaire Education and Training Board
DE	Department of Education
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
FET	Further Education and Training
ICT	Information and Communications Technology
NAPD	National Association of Principals and Deputy Principals
NCCA	National Council for Curriculum and Assessment
OECD	Organisation for Economic Co-operation and Development
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
SLT	Senior Leadership Team
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
UNESCO	United Nations Educational, Scientific and Cultural Organisation



Appendices

Appendix 1: Schools, Colleges, Centres and Services in Dublin and Dún Laoghaire Education and Training Board – 2022



<p>COMMUNITY NATIONAL SCHOOLS Broadmeadow Community National School Swords Citywest & Saggart Community National School Fortunestown Community National School Tallaght Lucan Community National School Scoil Aoife Community National School Tallaght Scoil Choilm Community National School Porterstown Scoil Chormaic Community National School Balbriggan Scoil Ghráinne Community National School Phibblestown Rivervalley Community National School Swords</p> <p>SPECIAL SCHOOL & HIGH SUPPORT UNITS Danu Community Special School Dublin 15 Ballydowd High Support Special School Ballyowen Crannog Nua Special School Portrane Oberstown Campus School</p> <p>SECOND-LEVEL COMMUNITY COLLEGES Adamstown Community College Adamstown Ardgillan Community College Balbriggan Balbriggan Community College Balbriggan Castleknock Community College Coláiste Pobail Fóla Coláiste Pobail Setanta Phibblestown Collinstown Park Community College Clondalkin Deansrath Community College Clondalkin Donabate Community College Eriú Community College Fingal Community College Swords Firhouse Community College Grange Community College Donaghmede Greenhills College Griffen Community College Lucan Kingswood Community College Kingswood Kishoge Community College Lucan Community College Lusk Community College Luttrellstown Community College Blanchardstown Mount Seskin Community College Tallaght Rath Dara Community College Blanchardstown Skerries Community College St. Finian's Community College Swords St. Kevin's Community College Clondalkin St. MacDara's Community College Templeogue Swords Community College</p> <p>GAELCHOLÁISTÍ & AONAD LÁN-GHAEILGE Coláiste Chillian Cluain Dolcáin Coláiste Cois Life Leamhcán Coláiste de hÍde Tamhlacht Gaelcholáiste Reachrann Domhnach Míde Coláiste na Tulcann (Coláiste Pobail Bhaile Lotrail)</p> <p>TRAINING CENTRES Baldoyle Training Centre Loughlinstown Training Centre Tallaght Training Centre</p>	<p>FURTHER EDUCATION COLLEGES Blackrock Further Education Institute College of Further Education Dundrum Dún Laoghaire Further Education Institute Sallynoggin College of Further Education Stillorgan College of Further Education</p> <p>DUAL PROVISION COMMUNITY COLLEGES Collinstown Park Community College Clondalkin Deansrath Community College Clondalkin Grange Community College Dublin 13 Greenhills College Dublin 12 Mount Seskin Community College Tallaght St. Kevin's Community College Clondalkin</p> <p>ADULT EDUCATION SERVICES (AES) North East AES Balbriggan – Swords North West AES Riversdale - Blanchardstown South West AES Tallaght - Lucan South East AES Dún Laoghaire - Dundrum</p> <p>ADULT EDUCATION CLASSES Castleknock CC Fingal Lucan CC St MacDara's CC DATE Kiltarnan Adult Education BFEI DFEII</p> <p>YOUTHREACH Balbriggan Youthreach Blanchardstown Youthreach Clondalkin Youthreach Lucan Youthreach Priory Youthreach (Tallaght) Rathfarnham Youthreach Rush Youthreach Sallynoggin Youthreach Swords Youthreach Tallaght Youthreach YES Centre (Clondalkin)</p> <p>YOUTH COMMUNITY TRAINING Blanchardstown Community Training Centre Dún Laoghaire Community Training Centre Ronanstown Community Training and Education Centre</p> <p>YOUTH & SPORTS DEVELOPMENT FACILITIES Balbriggan Community College Sports Complex Collinstown Park Sports Complex, Rowlagh, Clondalkin, Firhouse Sports Complex, Firhouse, Tallaght Killinarden Community School Sports Complex Palmerstown Community School Sports Complex Phibblestown Community Centre, Phibblestown</p>
---	--

Appendix 2: Documents Considered for the Strategy

The following list indicates the main internal and external documents which were considered in the preparation of the Statement of Strategy:

Action Plan for Apprenticeship 2021 – 2025
Adult Literacy for Life Strategy
Central Statistics Office Preliminary Data from Census 2022
Cosán Teaching Council Framework for Teachers’ Learning 2016
DDLETB Annual Reports 2018 – 2021
DDLETB Annual Service Plans 2018 – 2022
DDLETB and Department of Education Oversight Agreement 2021
DDLETB and Department of Education Performance Agreement 2021
DDLETB Financial Statements
DDLETB Learner Surveys and Forums 2019 - 2022
DDLETB Risk Register
DDLETB SOLAS Strategic Performance Agreement 2018 - 2020 and 2022 - 2024
DDLETB Statement of Strategy 2016 – 2021
DDLETB Strategy 2016 – 2021 Review
Department of Children, Equality, Disability, Integration and Youth National Disability Inclusion Strategy 2017 – 2021
Department of Education – Strategies, Policies and Circular Letters
Department of Environment, Climate and Communications Climate Action Plan 2021
Department of Further and Higher Education Research Innovation and Science Statement of Strategy 2021 - 2023
Department of Housing, Local Government and Heritage Housing for All 2021 – 2030
Department of Justice and Equality Migrant Integration Strategy: A Blueprint for the Future 2017 – 2020
Education Act 1998
Education and Training Boards Act 2013
Education and Training Boards Ireland Patrons’ Curriculum for Community National Schools 2018

Education and Training Boards Ireland Patrons Framework on Ethos

Education and Training Boards Ireland Statement of Strategy 2022 – 2024

Education and Training Boards Ireland Vision for Tertiary Education

European Union Strategy for Enhancing Green Skills and Competences 2020

Further Education and Training Learner Forum Synthesis Report 2020 – 2021

Government of Ireland Project Ireland 2040

Higher Education Authority National Access Plan for Higher Education 2022 – 2026

Irish Human Rights and Equality Commission: Implementing the Public Sector Equality and Human Rights Duty

Looking at Our Schools 2016 – Department of Education and Skills Quality Framework for Post-Primary Schools

Looking at Our Schools 2022 – Department of Education Quality Frameworks for Primary and for Special Schools

National Action Plan for Social Inclusion 2018 - 2021

National Access Plan to Higher Education

National Development Plan 2021 - 2030

National Skills Strategy 2025

National Strategy for Women and Girls 2017 - 2020

National Traveller and Roma Inclusion Strategy 2017 - 2021

NCCA Draft Primary Curriculum Framework 2020

OECD Report Lifelong Learning and Pandemic Recovery 2021

OECD Skills Strategy 2019

Programme for Government 2020

QQI Report of the Inaugural Review of DDLETB 2022

SOLAS Further Education and Training Strategy 2020 - 2024

UNESCO 2019 Education Framework for Sustainability

Wellbeing and Measurement of Broader Living Standards Ireland 2021

Youth Services National Policy Framework 2014 – 2020: Better Outcomes, Brighter Futures

Appendix 3: Stakeholders Consulted

Below is a summary of the stakeholders consulted as part of the process for developing the Statement of Strategy.

Stakeholder Group	Internal or External	Type of Engagement
DDLETB Learners	Internal	Surveys (2019 – 2022)
DDLETB Senior Leadership Team	Internal	Workshop & Survey
DDLETB Board	Internal	Workshop & Survey
DDLETB Staff	Internal	Survey
SOLAS	External	One-to-one consultation
Department of Children, Equality, Disability, Integration and Youth	External	One-to-one consultation
Department of Further and Higher Education, Research, Innovation and Science	External	One-to-one consultation
Department of Education	External	One-to-one consultation
Quality and Qualifications Ireland (QQI)	External	Online Written Submission
Aontas	External	Online Written Submission
National Association of Principals and Deputy Principals (NAPD)	External	Online Written Submission
Department of Social Protection	External	Online Written Submission
National Council for Special Education	External	Online Written Submission
National Educational Psychological Service	External	Online Written Submission
Pobal	External	Online Written Submission
Technological University (TU) Dublin	External	Online Written Submission
Tusla	External	Online Written Submission

Appendix 4: Members of the Board of Dublin and Dún Laoghaire Education and Training Board

Councillor Kazi Ahmed
Councillor Cathal Boland
Councillor Michael Clark
Councillor Yvonne Collins
Councillor Pamela Conroy
Susan Duffy
Ken Farrell
Anne Genockey
Daneve Harris
Councillor Peter Kavanagh
Councillor Pamela Kearns
Colm Kilgallon
Gerry McGuire (Leaschathaoirleach)
Councillor Brigid Manton
Claire Markey
Councillor Joe Newman (Cathaoirleach)
Councillor Ed O'Brien
Brendan O'Halloran
Councillor Una Power
Kenneth Rea
Councillor John Walsh

Appendix 5: Members of the Senior Leadership Team of Dublin and Dún Laoghaire Education and Training Board

Chief Executive – Caitríona Murphy

Director of Organisation Support and Development – Debbie Howlett

Director of Further Education and Training – Siobhan Lynch

Director of Schools – Adrian Flynn

Director of Schools – Nichola Spokes



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
Cearnóg Belgard Thoir
Tamhlacht
Baile Átha Cliath 24
D24 X62W
F: +353(0) 1 452 9600
R-phost: info@ddletb.ie
www.ddletb.ie

**Dublin and Dún Laoghaire
Education and Training Board**

1 Tuansgate
Belgard Square East
Tallaght
Dublin 24
D24 X62W
T: +353(0) 1 452 9600
Email: info@ddletb.ie
www.ddletb.ie



**LEARN
ACHIEVE
SUCCEED**



Riailtas na hÉireann
Government of Ireland



SOLAS
learning works