



lmetb

*Bord Oideachais agus
Oiliúna Lú agus na Mí*
Louth and Meath Education
and Training Board

Strategy Statement 2017 – 2021

*Excellence in Education and
Training to Achieve, Progress and
Innovate*

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1. Message from the Chairperson of Louth and Meath Education and Training Board

As Chairperson of the Louth and Meath Education and Training Board, I am delighted to introduce the Louth and Meath Education and Training Board (LMETB) Strategy Statement 2017 – 2021.

The Education and Training Boards Act 2013, states that ETB's must prepare a five year Strategy Statement which outlines the objectives of the LMETB Board, the priorities of those objectives and the proposed strategies for achieving the objectives. In this, our first LMETB Strategy Statement you will see that we have identified very ambitious strategic goals and objectives for our organisation and we are confident that these will build on the long tradition of excellence and innovation in education in LMETB.

The objectives and goals outlined in this new five year Strategy Statement will also enable LMETB to further expand and develop the organisation, attract, retain and support the highest calibre of staff and enhance and improve the quality of educational services provided across the counties of Louth and Meath.

This Strategy Statement has been developed following extensive consultation with the LMETB Board, CE, Directors of Schools, Further Education and Training and Organisation, Support and Development and with school and centre leaders, LMETB staff, students, parents/guardians and Boards of Management. We have also consulted widely in the local communities of Louth and Meath. In the development of the Strategy Statement we have also considered keys policies and legislation at local, national and European level.

I would like to take this opportunity to thank the members of the LMETB Board, the CE Martin O' Brien, the Directors Fiona Kindlon (Schools), Brian Murphy (Organisation, Support and Development), Sadie Ward Mc Dermott (Further Education and Training) and all of LMETB's leaders and staff for their continued commitment to the valuable work of LMETB and the implementation of the goals and priorities of this Strategic Plan 2017 -2021.

Ms. Jenny D'Arcy

Chairperson, LMETB

2. Foreword by the Chief Executive

On behalf of Louth and Meath Education and Training Board (LMETB), I am pleased to present the LMETB Strategy Statement 2017 – 2021. In LMETB our students and learners are at the heart of everything we do. We are committed to excellence and innovation in teaching and learning and this five year Strategy Statement sets out the strategic direction of our organisation over the next five years to enable us to continue to provide high quality education services to the communities of counties Louth and Meath.

This Strategy Statement has been developed based on the extensive and comprehensive consultations process with all stakeholder groups, I am confident that the Strategy Statement addresses current concerns and ambitions while simultaneously taking cognisance of trends and developments at local, national and European level. The LMETB five year Strategy Statement is therefore relevant, targeted and ambitious.

I am particularly delighted that so many of our LMETB staff were involved in the development of the Strategy Statement and it is clear that staff in all sectors of LMETB have excellent ideas about how programmes and services can be enhanced and further developed over the course of the next five years. Also contributing to the development of this Strategy Statement were students/learners, parents representatives, Board of Management representatives and representatives of local bodies. LMETB will benefit greatly from the valuable contribution that these bodies have made to the development of our Strategy Statement.

As CE of LMETB, I together with my three Directors, Fiona Kindlon (Schools), Brian Murphy (Organisation, Support and Development), Sadie Ward Mc Dermott (Further Education and Training) are committed to the implementation of this Strategy Statement and I look forward to engaging with LMETB stakeholders at all levels as we go through the process of implementing the ambitious goals and objectives outlined in this Strategy Statement. I am confident that with the support of all LMETB leaders and staff that we can make real progress in implementing our mission statement of excellence and innovation in education over the next five years.

Mr. Martin O' Brien

Chief Executive, LMETB

3. Executive Summary

The LMETB Strategy Statement 2017 – 2021 sets out high level strategic objectives and actions for the organisation under seven strategic goals:

1. To promote active inclusion and access to high quality teaching, learning and assessment for all students/learners in LMETB
2. To enhance communications across LMETB and to further develop the capacity of LMETB staff to provide responsive, high quality programmes and services
3. To ensure continued provision of high quality and innovative teaching and learning in LMETB Schools & Colleges
4. To support the development and expansion of the Further Education and Training Section of LMETB
5. To strengthen and develop LMETB organisation systems
6. To develop LMETB Buildings, Facilities & Infrastructure
7. To further develop strategic partnerships and to promote the LMETB brand within the communities of Louth and Meath

Each of the seven strategic goals have been expanded into objectives which have been further described in terms of actions. Many of the actions outlined in the Strategy Statement will only be delivered by working across and between LMETB services at all levels of the organisation and in particular by engaging with school and centre leaders and frontline staff who are our connection to those students and learners who engage with our educational services. By working together on the implementation of the Strategy Statement we can continue to enhance, improve and further develop our diverse range of educational provision and services and therefore have pride in our organisation and have increased confidence in our ability to deliver excellence and innovation in education to the people living in counties Louth and Meath.

The implementation of the actions will be overseen by the LMETB Board, the CE, Directors of Schools, Organisation, Support and Development, Further Education and Training and school/centre leaders.

4. Profile of Louth and Meath Education and Training Board

4.1 Introduction

Louth and Meath Education and Training Board (LMETB) was established under the Education and Training Boards Act 2013. The Act which took effect from 1st July 2013 provided for the dissolution of thirty three Vocational Education Committees and the establishment of sixteen Education and Training Boards (ETBs) through a process of merging some of the existing VECs. LMETB was formed due to the merger of Co. Louth and Co. Meath VECs.

The Further Education and Training Act 2013 which was signed into law in July 2013 established SOLAS, the Further Education and Training Authority with responsibility for planning, funding and co-ordination of the Further Education and Training Services provided by ETBs. This Act also provided for the transfer of the former FAS training functions and staff to the newly formed ETBs. On 1st July 2014, the former FAS training centre in Dundalk, Co. Louth therefore came under the governance of LMETB.

LMETB is the largest comprehensive educational provider in the Louth and Meath region with a range of educational services from primary to post primary and further education and training.

4.2 LMETB Vision and Values

Louth and Meath Education and Training Board (LMETB) is committed to excellence and innovation in the education of young people and adults through the provision of dynamic services delivered by professional staff. We are proud to serve the communities of counties Louth and Meath, work with our educational partners and contribute to the development and growth of the Louth/Meath region. LMETB aims to be the leading provider of quality education and services for the people of counties Louth and Meath through the management and delivery of a diverse range of accessible, progressive and responsive programmes.

Underpinning LMETB's Mission Statement is a set of core values and principles which were developed in consultation with all stakeholder groups.

LMETB Core Values and Principles	
Excellence	All stakeholders are afforded the highest standards of service provision
Innovation	Staff and learners are encouraged to be progressive, creative and dynamic in their teaching and learning practices. Staff and learners are encouraged to explore the use of ICT to enhance teaching and learning
Learner Centred	LMETB programmes and services are delivered in response to the needs of the learners in counties Louth and Meath.
Supporting Transition	Transfer, Transition and Guidance Programmes and supports are provided to all learners to ensure they make the right choices regarding career pathways and choices and that they transition successfully from one phase of their educational journey to another

Learning	A lifelong learning perspective is promoted among staff and learners
Equality	All learners are provided with access to education and supports that maximise learning opportunities and help them to reach their potential
Inclusion	All learners are enabled to participate effectively in education, particularly those groups who may have experienced exclusion or isolation
Holistic	The programmes and services available in LMETB cultivate the moral, emotional, physical, social, psychological and spiritual dimensions of the learner
Professionalism	Staff, learners and our stakeholders are encouraged to interact with each other in a courteous, respectful and professional manner where diversity is welcomed and embraced
Responsiveness	An awareness of national and local requirements forms the basis for provision
Wellbeing	The programmes and services available in LMETB strive to develop learners' self - confidence and promote learner wellbeing
Fairness	All policies, procedures and practices of LMETB are just and reasonable
Integrity	Staff, learners and stakeholders are encouraged to ensure they act honestly, ethically transparently. Highest standards in confidentiality where applicable are promoted
Partnership & Collaboration	Programmes and services are developed and delivered in conjunction with key stakeholder groups and organisations
Value for Money	The work of LMETB is conducted in an efficient, transparent manner with due regard for public accountability

4.3 Governance and legislative framework

Louth and Meath Education and Training Board (LMETB) is governed by a Board comprising twenty one members. This includes five representatives from Louth County Council, seven representatives from Meath County Council, two staff representatives, two parent representatives and five community representatives. The LMETB board is collectively responsible for promoting the success of the ETB by directing and controlling the ETB's activities.

In order to deliver good governance in the ETB, the Board must act in the interest of the ETB at all times, consistent with the requirements of legislation and government policies. The LMETB Board is required to confirm to the Minister for Education and Skills that they comply with the up to date requirements of the Code of Practice in their governance practices and procedures. Board members at all times must act on a fully informed basis, in good faith, with due diligence and care, and always in the best interest of the ETB, subject to the objectives set by the Government. The LMETB Board is supported by Boards of Management in LMETB schools, colleges and Youthreach Centres.

LMETB has also established a Finance Committee and an Audit Committee in accordance with Section 45(1) of the Education and Training Boards Act 2013 which support the work of

the LMETB Board. Details of the current LMETB Board members are included in Appendix 1.

Within our LMETB administrative offices, our administrative staff provide support to our schools/colleges/centres in a range of areas including Human Resources, ICT, Finance and Corporate Education Services. This network of support at Head Office level supports the work of the LMETB Board in ensuring that all schools/colleges/centres are compliant in the areas of Corporate Governance.

LMETB administrative offices are currently based in Abbey Road, Navan, Co. Meath and Chapel Street, Dundalk, Co. Louth. Plans are currently underway for the LMETB Headquarters which will be based in Drogheda, Co. Louth.

4.4 Overview of LMETB Services

LMETB is one of the largest ETBs in the country employing over 2,200 staff and providing education for over 12,000 students at primary, post primary and post leaving certificate level and over 10,000 students in adult education, youthreach programmes and the Regional Skills and Training Centre.

LMETB Schools, Colleges and Centres for Learning

LMETB manages one Community National School, sixteen post primary schools including two schools with Post Leaving Certificate provision, two Post Leaving Certificate colleges, nine Youthreach Centres, a Regional Skills Training Centre and an extensive range of Adult Education Services throughout counties Louth and Meath, including Adult Learning Services, Community Education, Back to Education Initiatives (BTEI), VTOS and Adult Guidance. Details of all LMETB schools and centres are included in Appendix 2.

LMETB is also joint patron of six Community Schools located in Ardee, Ashbourne, Athboy, Drogheda, Kells and Trim

Music Generation Louth

Music Generation Louth is implementing Ireland's National Music Education Programme with the aim of transforming the lives of children and young people through access to high quality performance music education in their locality. Through partnership nationally, regionally and locally Music Generation Louth is creating rich and diverse ways for participants to engage in vocal and instrumental tuition delivered by skilled professional musicians, across all musical genres and styles. Music Generation Louth operates through a network of Regional Tuition Centres across Co. Louth. In 2016, Music Generation Louth worked with twenty two schools across Co. Louth and engaged with approximately 3,000 young people.

Co-operation with other Institutions

Louth and Meath Education and Training Board (LMETB), through the co-operation with other institutions scheme, provides support to a wide variety of programmes and agencies to deliver education and training programmes and courses that cannot be met by mainstream educational services in counties Louth and Meath. Details of these programmes and agencies are included in Appendix 3. Under this scheme, the LMETB provides teaching hours/personnel to community training workshops, special schools, youth and health board services across the two counties. The Managers and Principals of each of the schools/centres

work collaboratively with the management team of the Adult and Continuing Education sector to facilitate the educational progression of learners.

Youth Services

Under the Education & Training Board Act, ETB's have been given responsibility to "Support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support." Youth Work is unique within the ETB sector in so far as it was once housed within the Department of Education and Skills, however, with the establishment of the Department of Children and Youth Affairs it has moved homes. Louth and Meath Education and Training Board (LMETB) have two Youth Officers employed on a full time basis one in county Louth and one in county Meath.

Youth Officers are responsible for:

- Administering the Department of Children and Youth Affairs funded Local Youth Club Grant Scheme to voluntary groups such as Scouts, Girl Guides, Macra na Feirme etc.
- Implementing the National Quality Standards Framework (NQS) for Youth Services. There are two projects in Meath currently undertaking the NQS – Youth Work Ireland Meath and Involve. In Louth there are further three projects Youth Work Ireland Louth, Dundalk Youth Centre and Drogheda Youth Development
- Ensuring that all voluntary groups adhere to the Quality Standards Framework for Voluntary led Youth Groups. Where a group is affiliated to a parent body like Foroige, Irish Girl Guides or Scouting Ireland, the parent body will be working with the local group to help them. Louth and Meath have a number of independent youth groups and the youth officers will be working with them directly.

LMETB also delivers training for Youth Club leaders. This training varies from Level 4 Youth Work Component Certificate, Level 5 Youth Work Certificate (Full Award), First Aid and other youth service related training courses.

Partnerships

Louth Meath Education and Training Board (LMETB) has a long history of working in partnership with various statutory, community and voluntary groups. Management and staff of LMETB are represented on various boards and committees across the two counties of Louth and Meath. This partnership approach provides opportunities for the various groups and organisations to share information about services and to work together to identify gaps in provision locally and provide additional services where necessary. The partnership approach adds value to the work of each of the organisations and groups involved. Examples of these boards and committees are included in Appendix 4.

4.5 Key facts and figures

LMETB is one of the largest ETBs in the country employing over 2,200 staff and providing education for over 22,000 students and learners at 1 primary, 16 post primary, 2 dedicated post leaving certificate level colleges, a Centre for European Schooling 9 Youthreach Centres, a Regional Skills and Training Centre and 12 Adult Education Centres.

5. Context

5.1 Legislation and 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 ensuring our success as a country.

In recent years, there have been a number of significant changes in the landscape within education and training in Ireland. The Education and Training Boards Act 2013 led to the establishment of sixteen Education and Training Boards (ETBs) as well as the introduction of a Code of Practice for governance of ETBs. A sectoral overview of the ETB is included in Appendix 5. The further Education and Training Act 2013 also established the National Further and Training Authority, known as An tSeirbhís Oideachais Leanúnaigh agus Scileanna (SOLAS). Quality and Qualifications Ireland (QQI) was also established by the Qualifications and Quality Assurance (Education and Training) Act 2012.

5.2 Policy Developments

A number of key Government policies are currently shaping the provision in education and training in Ireland. The Department of Education and Skills Action Plan for Education 2016 – 2019 outlines a number of goals for implementation in the education and training sector and outlines a number of actions for achieving these goals including the implementation of wellbeing and transitions programmes, implementation of the Junior Cycle Framework in Schools and the development of key skills, knowledge and competencies and the Junior Cycle Profile of Achievement (JCPA). The Action Plan also outlines actions around inclusion, achievement and progression including supports for students with Special Education Needs and students/learners at risk of educational disadvantage. In the Further Education and Training (FET) sector, a review has led to the development of new apprenticeships and there will also be an enhanced focus on quality and accountability of services. The Education and Training Boards Ireland (ETBI) has also published a strategy for technology enhanced learning in partnership with SOLAS.

5.3 Socio Economic Factors

Ireland's economy is changing as we emerge from the recession with consequent changes to the labour market. This means that LMETB is working in a challenging environment in which we are required to deliver more with the available resources while also meeting the requirements of new planning and reporting systems. Public Sector Reform Plans will also have a major impact and will continue to affect some of the core functions of LMETB's organisational and financial services as a result of the move towards shared services across the sector.

5.4 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.

Legislation & Regulation	Policy Developments	Socio - Economics	Technology
<ul style="list-style-type: none"> • Public Service Reform Plan 2011 • Qualifications and Quality Assurance (Education and Training) Act 2012 • Education and Training Boards Act 2013 • Further Education and Training Act 2013 • Local Government Reform Act 2014 • Irish Human Rights and Equality Commission Act 2014 • Programme for a Partnership Government 2016 	<ul style="list-style-type: none"> • DES Action Plan for Education 2016 – 2019 • Framework for Junior Cycle • Competition from non - denominational schools • Teaching Council National Framework for Teachers' Learning • SOLAS FET Skills Profile 2016 • FET Course Hub 2016 • QQI Delegation of Authority • Public Sector Shared Services 	<ul style="list-style-type: none"> • Economic recovery • Government spending • Changing demographics 	<ul style="list-style-type: none"> • DES Digital Strategy for Schools 2015 – 2020 • SOLAS Technology Enhanced Learning Strategy for FET 2016 – 2019 • Increasing use of mobile devices, social media, blended learning and online learning

All of the factors above have been considered when identifying our strategic goals for the LMETB Strategy Statement 2017 – 2021.

5.5 Key Local Socio Economic Statistics

LMETB covers the counties of Louth and Meath which account for a total area of 3169 square kms, 827 square kms in Louth and 2342 square kms in Meath. Co. Louth is Ireland's smallest county by area and it is the 18th largest in terms of population. Meath is the 14th largest of Ireland's 32 counties in area, and 9th largest in terms of population. Co. Louth is the smallest of Leinster's counties by size and the 6th largest by population. Co. Meath is the second largest of Leinster's 12 counties in size and the 3rd largest on terms of population.

In 2016, the LMETB region had a total population of 323,928 persons which is a growth of 16,896 persons across the two counties i.e. an increase of 5.5%. You will find outlined below a number of key statistics which will outline the increase in population in the LMETB region and other trends regarding population, age profiling and inward migration.

LMETB look forward to now planning to meet the continued needs of educational provision for a growing diverse population in the counties of Louth and Meath over the course of the implementation of this Strategy Statement 2017 – 2021 and beyond.

In County Louth, areas such as Drogheda, Carlingford, Haggardstown, Dundalk and Darver have had considerable increases in population over the five year period while areas including Drumcar and Faughart have reduced in population over the five year period. In County Meath, areas such as Navan, Grangegeeth, Kilbrew, Kilmessan and Kilskeer, Castlerickard and Trim have also experienced growth in populations.

District	Persons 2011	Persons 2016	Actual Change 2011 - 2016	% change 2011 – 2016
Louth	122,897	128,884	5,987	4.9
Meath	184,135	195,044	10,909	5.9

The Population changes by age cohort in Louth and Meath, 2011 and 2016 are as follows:

Age Group	Persons Louth 2011	Persons Louth 2016	Persons Meath 2011	Persons Meath 2016
0 – 24	44,105	45,291	67,438	71,297
25 – 44	38,282	37,104	60,923	57,254
45 – 64	27,033	30,412	39,452	45,705
65+	13,477	16,077	16,322	20,788

Census 2016 shows that Drogheda, Co. Louth has maintained its position as the largest town in the state with 40,956 persons with Dundalk, Co. Louth the third largest town with 39,004 persons and Navan, Co. Meath the fifth largest town in the state with 30,173 persons. Census 2016 highlighted that among the towns of 10,000 persons or more, Ashbourne in Co. Meath experienced the second fastest growth with an 11.7% increase in population.

Town	County	Population 2011	Population 2016	Population Change 2011 – 2016
Drogheda	Louth	38,578	40,956	6.2
Dundalk	Louth	37,816	39,004	3.1
Navan	Meath	28,559	30,173	5.7

The interactive tables from the 2016 census show that Co. Meath was the second most common destination for persons leaving Dublin with a total of 2,602 persons moving there. The good proximity to Dublin via train services and improved road networks has further

facilitated an increase in inward migration to Co. Meath. Census 2016 also outlined that movers to homes in County Meath were most likely to purchase their new home with a mortgage or a loan (28.3%). This figure would indicate that people are settling in County Meath and therefore there may be an increase in the demand for primary, post primary and further education currently and into the future.

Strategy Statement 2017 -2021

6.1 Background to Consultative Process

The development of the Louth and Meath Education and Training Board (LMETB) Strategy Statement 2017 -2021 was guided by the instructions set out in Section 27 of the Education and Training Boards Act 2013. The legislation specifically outlines that consultation should occur with teachers, students, parents, boards of management, business, industry, employer representatives and any other person likely to be affected by the adoption of the measures or those who have a significant interest in the implementation of the strategy statement.

LMETB took this opportunity to engage in an extensive consultation process which was welcomed by all stakeholder groups. The consultation process commenced in December 2016. The consultation process consisted of meetings, focus groups and an online survey. The consultation provided opportunities to include the observations, concerns, aspirations and recommendations of learners, staff, management, committees, relevant groups and organisations as well as the general public.

Consultation	Timescale
Collaboration with ETBI regarding format and content of Strategy Statement	October 2016
Overview of Section 27 Education & Training Board Act to LMETB Board	November 2016
School Leaders	December 2016
FET Co-ordinators	December 2016
Youthreach Co-ordinators	December 2016
Regional Skills & Training Centre	December 2016
Online Survey for all Staff	January 2017 - February 2017
School Workshops	December 2016 – March 2017
Public Consultation	October – November 2017
School & FET Leaders	October – November 2017
LMETB Staff, students & parents/guardians	October – November 2017
LMETB Board	November 2017

6.2 Goals, Priorities & Actions

Strategic Goal 1 To promote active inclusion and access to high quality teaching, learning and assessment for all students/learners in LMETB

Strategic Objective	Strategic Action	Lead	Timeframe
<p>1.1 Promote excellence in Teaching, Learning and Assessment for all students/learners</p>	<ul style="list-style-type: none"> • Develop a common understanding of what constitutes excellence in teaching, learning and assessment in LMETB schools, colleges and centres • Facilitate the sharing of best practice strategies across LMETB schools, colleges and centres • Support staff in differentiating to include a diverse range of learners in educational settings • Further develop approaches ensure Assessment for Learning and Assessment of Learning are embedded in teaching and learning across LMETB • Facilitate the ongoing evaluation and review of curriculum and programme provision to meet the needs of students/learners across LMETB • Promote the development of key skills, competencies, literacy and numeracy across all learning settings in LMETB • Enhance and further develop teaching, learning and assessment methods through the use of up to date ICTs 	<p>CE, Director of Schools, Director of FET, School Leaders, FET leaders</p>	<p>2017 – 2021</p>
<p>1.2 Support the development of a culture of reflective practice to inform future teaching, learning and assessment strategies</p>	<ul style="list-style-type: none"> • Include opportunities for reflective practice at CPD events, LMETB teaching, learning and assessment conferences • Consider opportunities for hearing the student/learner voice to inform future planning for teaching, learning and assessment 	<p>CE, Director of Schools, Director of FET, School Leaders, FET leaders</p>	<p>2017 - 2021</p>

	<ul style="list-style-type: none"> • Encourage and support LMETB leaders, teachers and tutors in participation at initiatives including Instructional Leadership, Building Learning Power and Team Teaching • Encourage LMETB leaders, teachers and tutors to share ideas and strategies at Teachmeet and Tutormeet events 		
1.3 Development, implementation and review of LMETB and school/centre policies that support and underpin teaching, learning and assessment in LMETB schools, colleges and centres	<ul style="list-style-type: none"> • Develop an overall teaching, learning and assessment policy for LMETB which includes our core values, characteristic spirit and ethos and encourages all our students/learners to engage in lifelong learning 	CE, Director of Schools, Director of FET, School Leaders, FET leaders	2017 - 2021
1.4 Support initiatives and strategies that promote active inclusion and participation in education	<ul style="list-style-type: none"> • Explore opportunities to reduce barriers to engagement in education and consider strategies to address educational disadvantage 	CE, Director of Schools, Director of FET, School Leaders, FET leaders	2017 - 2021
1.5 Explore and expand processes for reviewing attainment and tracking progression of students and learners	<ul style="list-style-type: none"> • Engage with learners and students to gain feedback and determine progression • Develop processes for feedback from parents/guardians of students • Analyse results, attainment and certification for students and learners to affirm good practice and inform future planning for teaching, learning and assessment 	CE, Director of Schools, Director of FET, School Leaders, FET leaders	2017 - 2021

Strategic Goal 2 To enhance communications across LMETB and to further develop the capacity of LMETB staff to provide responsive, high quality programmes and services

Strategic Objective	Strategic Actions	Lead	Timeframe
2.1 Further develop internal communications and information management systems in order to support the work of the organisation and to promote a sense of shared identify	<ul style="list-style-type: none"> Facilitate opportunities for staff to meet, network and share best practice Increase opportunities for enhanced communication between LMETB management and staff Provide relevant information to staff, students and learners Explore the development of online platforms and portals for the sharing of information 	CE, Director of Schools, Director of FET, Director of OSD	2017 – 2021
2.2 Ensure that all LMETB committees are supported in carrying out their functions to ensure the growth and development of the organisation	<ul style="list-style-type: none"> Support the work of LMETB committees, Boards of Management, School Leaders, Student Councils and Parents Associations Explore the development of online platforms and portals for the sharing of information Identify and provide relevant CPD to support the work of such committees and sub committees 	CE, Director of Schools, Director of FET, Director of OSD	2017 - 2021
2.3 Encourage and support LMETB’s culture of excellence and Innovation	<ul style="list-style-type: none"> Explore opportunities and fora to share innovative and creative approaches to developing the work of LMETB Enable and support staff through change management processes 	CE, Director of Schools, Director of FET, Director of OSD, School Leaders, FET leaders	2017 - 2021
2.4 Provision of extensive staff development, training and support	<ul style="list-style-type: none"> Develop a system for assessing, prioritising and providing training for LMETB staff Enhance and develop Induction Programmes for staff new to LMETB at Head Office & School/Centre level Further develop online platforms as a method of sharing resources among LMETB staff 	CE, Director of Schools, Director of FET, Director of OSD, School Leaders, FET leaders	2017 - 2021

	<ul style="list-style-type: none"> • Promote and facilitate the development of blended learning CPD programmes for LMETB staff • Develop communities of practice for sharing best practice in teaching and learning • Establish and maintain links with relevant external training providers • Carry out regular CPD needs analysis with staff • Development of generic and subject/programme specific CPD supports • Develop and provide CPD supports for staff interested in career development opportunities and transition to school/centre leadership and management roles 		
<p>2.5 LMETB Staff Wellbeing</p>	<ul style="list-style-type: none"> • Provide clear sign posting for staff supports/wellbeing courses or services for LMETB staff • Explore the development of LMETB Staff Wellbeing Initiative that promotes and creates awareness of positive health and wellbeing among staff 	<p>CE, Director of Schools, Director of FET, Director of OSD, School Leaders, FET leaders</p>	<p>2017 - 2021</p>

Strategic Goal 3 To ensure continued provision of high quality and innovative teaching and learning in LMETB Schools & Colleges

Strategic Objective	Strategic Action	Lead	Timeframe
3.1 Implement and Embed the Framework for Junior Cycle in LMETB Post Primary Schools with a focus on key skills, statements of learning and subject specifications	<ul style="list-style-type: none"> • Provide regular updates to School Leaders regarding the Implementation of the Framework for Junior Cycle • Ensure school leaders and teaching staff are facilitated to attend CPD facilitated within school and outside of school by Junior Cycle for Teachers (JCT), the Department of Education and Skills National Support Service for Junior Cycle Reform • Explore possible options for additional and enhanced supports for LMETB schools leaders and staff by working with JCT • Facilitate sharing of Teaching and Learning Methodologies across LMETB through the establishment of subject and programme specific communities of practice 	Director of Schools, School Leaders	2017 – 2021
3.2 Support the processes of School Self Evaluation and Quality Assurance in LMETB Primary and Post Primary Schools as a method of school/college improvement	<ul style="list-style-type: none"> • Provide regular updates to School Leaders regarding the SSE and LAOS Guidelines • Ensure school leaders and SSE co-ordinators are facilitated to attend CPD • Explore possible options for additional and enhanced supports for LMETB schools • Facilitate sharing of SSE and LAOS processes across LMETB through meetings, conferences and online platforms • Support schools in the implementation of recommendations from Department of Education and Skills inspections 	Director of Schools, School Leaders	2017 - 2021
3.3 Support LMETB schools in the implementation of the new Special Education Teaching Model	<ul style="list-style-type: none"> • Provide regular updates to School Leaders regarding the new Resource Teaching Allocation Model • Ensure school leaders and SEN co-ordinators and school staffs are facilitated to attend CPD 	Director of Schools, School Leaders	2017 - 2021

	<ul style="list-style-type: none"> • Explore possible options for additional and enhanced supports for LMETB schools • Facilitate sharing of best practice in SEN provision across LMETB through meetings, conferences and online platforms • Support schools in the implementation of Department of Education SEN inspections • Liaise with the NCSE and the Department of Education and Skills regarding profiling of schools for SEN allocation 		
3.4 Support schools in the implementation of the NCCA Guidelines on Wellbeing	<ul style="list-style-type: none"> • Facilitate the sharing of best practice on providing support for student wellbeing in LMETB schools/Centres. Promote the range of Wellbeing initiative currently on offer in schools • Explore possibilities for the expansion of counselling and psychological supports for students/learners to enhance the supports available to students/learners through Guidance Allocation • Maintain and develop good working relationships with NEPS psychologists, Educational Welfare Services, Special Education Needs Organisers, CAMHS, HSE and other relevant agencies that promote and support student wellbeing in counties Louth and Meath 	Director of Schools, School Leaders	2017 - 2021
3.5 Support schools in the implementation of the Digital Strategy for Schools 2015 - 2020	<ul style="list-style-type: none"> • Review of LMETB school ICT and Acceptable Usage Policies • Expansion and Development of subject and programme specific online platforms for the sharing of resources • Identification, support of and promotion of innovative and creative teaching and learning practices which incorporate ICT technologies in LMETB schools • Review of ICT resources in and exploration of opportunities to upgrade ICT facilities in schools/centres 	CE, Director of Schools, School Leaders, Director of OSD	2017 - 2021
3.6 Development of Provision of Primary Schools in	<ul style="list-style-type: none"> • Liaise with the Department of Education and Skills regarding the process of reconfiguration and the development of 	CE, Director of Schools, Director of OSD	2017 -2021

Counties Louth and Meath	<p>primary school provision with LMETB as patron</p> <ul style="list-style-type: none"> Working with local communities regarding options for primary schooling in Louth and Meath and ascertaining interest in the Community National School (CNS) model 		
3.7 Expansion of the Jigsaw Meath Schools Project	<ul style="list-style-type: none"> Co-operation with Meath Jigsaw Schools Project regarding the continued development, implementation and review of the Jigsaw Meath Schools Project Facilitate the resourcing of the Meath Jigsaw Schools Project Co-ordinator in partnership with Jigsaw Support schools in making connections and linkages between approaches to wellbeing in schools/centres and relevant support through Jigsaw Meath Schools Project Share best practice across LMETB schools Review and evaluate Jigsaw Meath schools experience of involvement in the project Consider expansion of the Schools Project to Louth schools 	CE, Director of Schools, Jigsaw Project Worker/Co-ordinator, School Leaders	2017 -2021
3.8 Implementation of the Department of Education and Skills DEIS Plan 2017	<ul style="list-style-type: none"> Support LMETB's seven DEIS schools in improving the learning experience and outcomes of pupils in our DEIS schools by development of comprehensive DEIS plans Assist school leaders and teachers in planning and allocating DEIS resources to their best advantage in DEIS schools Encourage inter agency support in achieving the outcomes of school DEIS plans Facilitate the sharing of practice across LMETB's seven DEIS schools & provide regular updates to School Leaders regarding the DEIS Provide networking opportunities for HSCL Co-ordinators and SCP Personnel Oversight of School Meals Allocation to LMETB DEIS schools 	CE, Director of Schools, School Leaders, SCP Personnel, HSCL Officers	2017 - 2021
3.9 Further development of Transfer and Transition	<ul style="list-style-type: none"> Review current provision regarding transition from preschool to primary school, primary school to post primary 	Director of Schools, School Leaders, Reception & Integration	2017 -2021

Programmes for students	<p>school, post primary school to PLC/FET/Higher Education</p> <ul style="list-style-type: none"> • Sharing of best practice regarding Transfer and Transition Programmes • Identification of additional elements for inclusion in such programmes • Establishment of inter-agency committee to consider school placements in Louth and Meath for young people in direct provision centres in county Meath 	Agency, Department of Justice & Equality, EWS, TUSLA	
3.10 Development of Education Programmes for at risk students	<ul style="list-style-type: none"> • Identification of educational programmes for students in the 12 – 15 years group who are at risk of early school leaving • Introduction of pilot programme with a focus on literacy, numeracy, wellbeing and social skills development • Liaison with the Department of Education and Skills regarding funding for a relevant programme on a pilot basis 	CE, Director of Schools, School Leaders, EWS, TUSLA	2017 -2021
3.11 Development and expansion of LMETB inter schools/colleges initiatives	<ul style="list-style-type: none"> • Maintain and further develop inter schools and inter centre initiatives that promote key skills development for students/learners and encourage collaboration across LMETB schools/centres including Young Historian Competition, Art Competition, Debating Initiative and Ledwidge Poetry Award 	CE, Director of Schools, School leaders, Teachers in LMETB schools/colleges	2017 - 2021
3.12 Development and promotion of leading teaching, assessment and learning initiatives	<ul style="list-style-type: none"> • Support LMETB schools/colleges regarding involvement in initiatives that provide innovative approaches to leading teaching, learning and assessment e.g. Building Learning Power, Team Teaching and Instructional Leadership • Explore opportunities to share the experiences of schools within LMETB involved in teaching, learning and assessment projects • Support LMETB school leaders and teachers in sharing their experiences on request at local, regional, national and international level • Host international visitors and educationalists in our schools/centres to share our innovative and creative approaches to teaching, learning and assessment and studentvoice/student 	CE, Director of Schools, School leaders, Teachers in LMETB schools/colleges	

	<p>leadership</p> <ul style="list-style-type: none">• Maintain, develop and expand the range of projects undertaken by LMETB in partnership with Third Level Institutions e.g Dublin City University School Self Evaluation Project and Maynooth University EMPOWER project		
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Strategic Goal 4 To support the development and expansion of the Further Education and Training Section of LMETB

Strategic Objective	Strategic Actions	Lead	Timeframe
4.1 Review and develop Admission and Equality policies for the FET sector	<ul style="list-style-type: none"> Review admissions and equality policies to ensure that they are clear and compliant with legislation across the FET sector 	Director of FET, AEO, Principals FET, Co-ordinators FET, Training Centre Managers	2017 – 2021
4.2 Development and enhancement of integrated planning and reporting mechanisms, so as to support programme planning	<ul style="list-style-type: none"> Roll out of IMS to enable and support data collection and storage CPD training on information management and recording systems Analysis, review and report on statistical data, inputs and outputs so as to inform practice Development of FET unit to review and assess local and regional data so as to inform FET programme development 	Director of FET, FET Senior Management, AEO	2017 - 2021
4.3 Evidence based review of programmes/services to enable and support quality service delivery	<ul style="list-style-type: none"> Promote the review of programmes in the FET section Review of information/guidance and recruitment services so as to inform service development Implementation of Quality Assurance systems reviews to inform teaching and learning strategies to ensure positive learner experience Development of FET Quality Assurance Improvement and Self Evaluation Plans 	Director of FET, AEO, Principals FET, Co-ordinators FET, Training Centre Managers	2017 - 2021
4.4 Development of apt and responsive courses/programmes/services to meet the needs of learners, employers and the local community	<ul style="list-style-type: none"> Development of FET learner fora to inform programme/service development Development of learner recognition awards Develop and implement new apprenticeship Development of employer engagement strategy to enable cohesive input to programme development Development and implementation of employer award scheme Development of community consultation process to inform programme/service development 	Director of FET, AEO, Principals FET, Co-ordinators FET, Training Centre Managers	2017 - 2021

	<ul style="list-style-type: none"> • Explore opportunities to enable/support the development of Youth work planning 		
4.5 Promotion and development of Technology Enhance Learning (TEL) across the FET sector in LMETB	<ul style="list-style-type: none"> • Development of TEL Strategy for the FET sector • Identification of necessary resources and supports to ensure implementation of the TEL plan 	Director of FET, AEO, Principals FET, Co-ordinators FET, Training Centre Managers	2017 - 2021
4.6 Enhanced ESOL provision	<ul style="list-style-type: none"> • Continued staff development and training to enable and support enhanced ESOL delivery across the FET sector • Development of themed FET programmes to ensure engagement of migrant communities in FET programmes across counties Louth and Meath 	ALOs, FET Management	2017 – 2021
4.7 FET Communications Strategy, supporting learner engagement, positive experience and learner feedback	<ul style="list-style-type: none"> • Development of a customer/learner charter to enable and support the voice of the learner • Development of a learner handbook and learner contract to support a positive teaching and learning experience • Development of a communications strategy which enables and supports two ways communication for LMETB FET learners • Identification of feedback strategies to support improvement planning, enhanced attainment and certification for FET learners 	Director of FET, AEO, Principals FET, Co-ordinators FET, Training Centre Managers	2017 - 2021
4.8 Further development of progression pathways for FET learners	<ul style="list-style-type: none"> • Develop and support key fora including employer related forums to enable and support learner progression and inform programme development, planning and certification 	Director of FET, AEO, Principals FET, Co-ordinators FET, Training Centre Managers	2017 - 2021
4.9 Development of relevant FET strategic partnerships	<ul style="list-style-type: none"> • Develop protocols with key government agencies to enable and support effective FET provision 	Director of FET, AEO, Principals FET, Co-ordinators FET, Training Centre Managers	2017 - 2021

Strategic Goal 5 To strengthen and develop LMETB organisation systems

Strategic Objective	Strategic Action	Lead	Timeframe
5.1 Restructure of the OSD Directorate	<ul style="list-style-type: none"> • Review of the current Corporate Education Services section of LMETB 	CE, Director of OSD	2017 – 2021
5.2 Ensuring excellence in Corporate Governance	<ul style="list-style-type: none"> • Supporting the work of the audit and finance committees of LMETB Board. Supporting the work of the LMETB Board • Enhance and improve LMETB’s Risk Management processes • Enhance LMETB Health & Safety Processed and provide continued oversight of same • Ensure the timely compilation and return to the Department of Education and Skills of LMETB Service Plan, Annual Financial Statements and Annual Report • Support our admin offices, schools and centres in the areas of Data Protection • Preparation for the introduction of the General Data Protection Regulations (GDPR’s) • Improving Freedom of Information structures and procedures • Development of document management and archiving arrangements to allow for safe and secure storage of such material • Development of a procurement strategy for LMETB • Ensure that governance principles/structures are embedded in all aspects of service provision across LMETB schools/colleges and centres • Provision of extensive training across LMETB to support the excellence in Corporate Training 	CE, Director of Schools, Director of FET, Director of OSD, Corporate Education Service, LMETB, Finance Department, LMETB	2017 - 2021

<p>5.3 Development of the Human Resources Section, LMETB</p>	<ul style="list-style-type: none"> • Continue to explore best practice in attracting, supporting and retaining high quality staff for LMETB • Explore initiatives to promote positive staff wellbeing across LMETB • Review HR policies, procedures and protocols to ensure that they reflect best practice in line with legislative/regulatory requirements, professional standards, compliance with staff/national agreements and monitor consistent Implementation • Commence working towards the development of Shared Services for the payroll function, LMETB 	<p>CE, Director of OSD, Director of Schools, Director of FET, Human Resources Section, LMETB</p>	<p>2017 - 2021</p>
<p>5.4 Support the promotion of practices and initiatives across LMETB that aim to protect and improve the environment</p>	<ul style="list-style-type: none"> • Explore initiatives currently in place across LMETB that focus on improving the environment • Carry out regular audits on areas including energy efficiency to determine how improvements can be made • Support staff in attending training • Promote initiatives including Green Flag in our schools/colleges • Apply for and engage in energy improvement initiatives and share findings 	<p>CE, Director of OSD, Director of Schools, Director of FET, School leaders, FET leaders/managers</p>	

5.5 Development of the Finance Section, LMETB	<ul style="list-style-type: none"> • Review Finance policies, procedures and protocols to ensure that they reflect best practice in line with legislative/regulatory requirements, professional standards and compliance • Commence working towards the development of Shared Services for the payroll function, LMETB 	CE, Director of OSD, Finance Section, LMETB	2017 - 2021
5.6 Development of the ICT Section, LMETB	<ul style="list-style-type: none"> • Review and development of comprehensive ICT strategic plan to enhance ICT security controls across the ETB • Support our schools/colleges/centres with a robust ICT infrastructure to support the business of LMETB 	CE, Director of Schools, Director of FET, Director of OSD, LMETB Corporate Education Services, LMETB	2017-2021

Strategic Goal 6 To develop LMETB Buildings, Facilities & Infrastructure

Strategic Objective	Strategic Action	Lead	Timeframe
6.1 Determine demand for Primary, Post primary schools & Further Education and Training centres in Counties Louth and Meath	<ul style="list-style-type: none"> • Monitor population, enrolment and application trends in LMETB • Liaise with the Department of Education & Skills regarding education needs in counties Louth and Meath 	CE, Director of Schools, Director of FET	2017 – 2021
6.2 Increased provision of Special Needs Units in LMETB Schools/Colleges at primary and post primary levels to support participation and progressions of students with SEN in LMETB	<ul style="list-style-type: none"> • Monitor demand for special needs units (SNUs) for students at primary and post primary schools in counties Louth and Meath • Review current provision of SNUs at LMETB schools and centres • Liaise with the Department of Education and Skills & the National Council for Special Education (NCSE) regarding mapping for future needs in both counties 	CE, Director of Schools, Corporate Education Services, LMETB, SENOs, NCSE, Building Unit, Department of Education and Skills	2017 – 2021
6.3 Enhance, improve, extend and where necessary replace existing LMETB Buildings, Schools, Colleges & Centres	<ul style="list-style-type: none"> • Apply for funding as appropriate to improve LMETB buildings, facilities and infrastructure for staff, learners and the public at all LMETB locations • Consider the further expansion and development of sporting facilities across LMETB 	CE, Director of Schools, Director of FET, Director of OSD, Corporate Education Service, LMETB, Finance Department, LMETB	2017 - 2021
6.4 Manage the construction of the new LMETB Headquarters in Drogheda, Co. Louth	<ul style="list-style-type: none"> • Continued liaison with the Department of Education & Skills regarding the design and delivery of new Headquarters 	CE, Director of OSD, Corporate Education Services, LMETB	2017 - 2021
6.5 Manage devolved Building Projects on behalf of the Department of Education & Skills	<ul style="list-style-type: none"> • Continued liaison with the Department of Education & Skills regarding current and potential future devolved Building Projects to LMETB for third parties 	CE, Director of OSD, Corporate Education Services, LMETB	2017 - 2021
6.6 Explore opportunities to increase the access to LMETB Buildings, Schools,	<ul style="list-style-type: none"> • Regular review of the LMETB School/Centre Property Usage Policy & Procedures 	CE, Director of Schools, Director of FET, Director of OSD, LMETB Corporate	2017-2021

Colleges & Centres for use by local communities	<ul style="list-style-type: none"> • Communication with Schools/Centres and local communities regarding access needs for the local communities 	Education Services, LMETB	
6.7 Maintain, enhance and improve Health & Safety in LMETB Schools, Centres, Colleges	<ul style="list-style-type: none"> • Schedule of planned works, controls and assessments in areas including fire certification, disability access certification • Regular risk assessments completed • Comprehensive training programmes on Health & Safety in LMETB buildings and Risk Assessment analysis and review 	CE, Director of Schools, Director of FET, Director of OSD, LMETB Corporate Education Services, LMETB	2017-2021
6.8 Maintenance and review of LMETB Property Register	<ul style="list-style-type: none"> • Inclusion of all LMETB property in ownership of LMETB on register • Maintain list of all properties leased by LMETB 	CE, Director of Schools, Director of FET, Director of OSD, Corporate Education Services, LMETB	

Strategic Goal 7 To further develop strategic partnerships and to promote the LMETB brand within the communities of Louth and Meath

Strategic Objective	Strategic Action	Lead	Timeframe
<p>7.1 Develop, implement and review a Marketing and Profiling campaign to promote the LMETB brand in Counties Louth and Meath</p>	<ul style="list-style-type: none"> • Explore options for events to celebrate successful initiatives/approaches to teaching & learning and achievements of students, learners, teachers, tutors • Development of an LMETB Best Practice in Teaching, Learning and Assessment Journal • Further develop Social Media tools including LMETB website, LMETB Facebook page, LMETB Twitter feed • Develop a co-ordinated approach to liaising with local and regional media including local radio and local newspapers/magazines/publications • Consider how to maximise presence in local and regional media • Explore local Trade Fairs and exhibitions as options for promoting the LMETB brand • Development of a communications strategy to increase awareness of the diversity of Further Education and Training (FET) supports available in counties Louth and Meath 	<p>CE, Director of Schools, Director of FET, Communications Officer, LMETB</p>	<p>2017 – 2021</p>
<p>7.2 Develop, sustain and improve mutually beneficial partnerships with statutory, private and community organisations and groups in Counties Louth and Meath</p>	<ul style="list-style-type: none"> • Further develop links with local, regional and national education and training providers • Continue to build partnership links with the business and statutory sectors in the LMETB region including County Councils, Economic Forums, CYPSCs, HSE, TUSLA and other relevant organisations • Continued engagement with community groups and organisation • Continue to build on opportunities for cross border links and engagement with cross border projects • Further development of links with Dundalk Institute of Technology • Provide representation on various committees in Louth and Meath which 	<p>CE, Director of Schools, Director of FET, Director of OSD</p>	<p>2017 - 2021</p>

	are working towards advancing education and training in the LMETB region		
7.3 Support the implementation of strategic plans of other statutory, private and community organisations where they specifically outline the support of LMETB	<ul style="list-style-type: none"> • Louth & Meath County Development Plans & Local Economic and Community Plans • Better Outcomes, Brighter Futures, the National Policy Framework for Childcare and Young People 2014 – 2020 • Meath & Louth Childcare and Young People’s Services Committee Plans • Louth Meath Connecting for Life, Ireland’s National Strategy to reduce suicide 2015 - 2020 • Reducing Harm, Supporting Recovery – National Drug Strategy 2017 – 2025/North Eastern Regional Drug and Alcohol Task Force • Louth & Meath Economic Forum Plans • Louth & Meath Road Safety Plans 	CE, Director of Schools, Director of FET	2017 - 2021
7.4 Expansion of the Music Generation Project	<ul style="list-style-type: none"> • Increase awareness of and expand the provision of Music Generation services in Co. Louth in particular in areas of disadvantage in Co. Louth • Co-ordinate the submission for proposals for future applications for funding for Music Generation for Co. Meath 	CE, Director of Schools, Director of FET	2017 - 2021

6.3 Implementation and Monitoring of Strategy Statement

The LMETB Strategy Statement 2017 -2021 outlines a number of ambitious key goals, priorities and actions to be implemented across the organisation. LMETB are committed to implementation of the LMETB strategy statement 2017 – 2021. The Senior Management Team comprising the CE and the Directors of Schools, FET and OSD will oversee the dissemination of, implementation, monitoring and review of the strategy statement through the following measures:

- Dissemination of the Strategy Statement to the LMETB Board, committees, schools, colleges, centres, Boards of Management, members of staff in LMETB and other stakeholders
- Facilitation of presentations to staff and key stakeholders on the key goals, priorities and actions outlined in the Strategy Statement 2017 - 2021
- Regular briefings to the LMETB Board regarding implementation of the plan across LMETB
- Documenting progress in implementing the Strategy Statement in the Annual Report which is ratified by the LMETB Board and forwarded to the Minister for Education and Skills
- Outline of key priorities in the Annual Service Plan which is ratified by the LMETB Board and forwarded to the Minister for Education and Skills
- Recommendations to the LMETB Board on any amendments to the Strategy Statement that may be required over the course of the plan
- Engage in a midterm review of the Strategy Statement 2017 – 2021 towards the end of 2019
- Advise staff and other stakeholders regarding progress in implementing the Strategy Statement
- Regular meetings with Management and Leadership Teams across the organisation to monitor progress in implementing the plan in LMETB admin centres, schools, colleges and centres

Implementation of the LMETB Strategy Statement will also be dependent on the availability of the relevant resources to support the plan.

Abbreviations

CE	Chief Executive
CYPSC	Children and Young People's Services Committee
BTEI	Back to Education Initiative
CNS	Community National School
CPD	Continuous Professional Development
DES	Department of Education and Skills
DEIS	Delivering Equality of Opportunity in Schools
ESOL	English for Speakers of Other Languages
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
EWS	Education Welfare Services
FET	Further Education and Training
GDPRs	General Data Protection Regulations
HR	Human Resources
HSE	Health Service Executive
ICT	Information and Communications Technology
JCPA	Junior Cycle Profile of Achievement
JCT	Junior Cycle for Teachers
LAOS	Looking at our Schools
LMETB	Louth and Meath Education and Training Board
MIS	Management Information Systems
NCCA	National Council for Curriculum and Assessment
NCSE	National Council for Special Education
NQSF	National Quality Standards Framework
OSD	Organisation, Support and Development
PLC	Post Leaving Certificate
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
SEN	Special Educational Needs
SNU	Special Needs Unit
SOLAS	An t Seirbhís Oideachais Leanúnaigh Scíleanna
SSE	School Self Evaluation
TEL	Technology Enhanced Learning
TUSLA	Child and Family Agency
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme

Appendices

Appendix 1 LMETB Board Members

Oliver Tully	Louth County Council
Maeve Yore	Louth County Council
Marianne Butler	Louth County Council
Tomas Sharkey	Louth County Council
Vacancy to be filled	Louth County Council
Vacancy to be filled	Meath County Council
Sarah Reilly	Meath County Council
Wayne Harding	Meath County Council
Sharon Tolan	Meath County Council
Nick Killian	Meath County Council
Damien O' Reilly	Meath County Council
Trevor Golden	Meath County Council
Ciarán O' Donnell	LMETB Staff Representative
Catherine Clair	LMETB Staff Representative
Ashimedu Okonkwo	LMETB Parent Representative
Cormac Bohan	LMETB Parent Representative
Bill Sweeney	Community Representative
Siobhán Greer	Community Representative
Sean Patrick Carey	Community Representative
Alan Breathnach	Community Representative
Jennifer D'Arcy (Chairperson)	Community Representative

Appendix 2 LMETB Schools, Colleges & Centres of Education

Post Primary Schools (16)

Beaufort College, Navan, Co. Meath	www.beaufortcollege.ie
Bush Post Primary School, Dundalk, Co. Louth	www.bpps.ie
Dunshaughlin Community College, Dunshaughlin, Co. Meath	www.dunshaughlincc.ie
Coláiste Chú Chulainn/Colaiste Lu, Dundalk, Co. Louth	www.colaistecc.ie
Coláiste na hInse, Laytown, Co. Meath	www.colaistenahinse.ie
Coláiste na Mí, Navan, Co. Meath	www.colaistenami.ie
Coláiste Pobail, Rathcairn, Co. Meath	www.cprathcairn.ie
Coláiste de Lacy, Ashbourne, Co. Meath	www.colaistedelacy.ie
O' Carolan College, Nobber, Co. Meath	www.ocarolancollege.ie
O' Fiaich College, Dundalk, Co. Louth	www.ofiaichcollege.ie
Ratoath College, Ratoath, Co. Meath	www.ratoathcollege.ie
Scoil Uí Mhuirí, Dunleer, Co. Louth	www.scoilumhuiri.ie
Colaiste Clavin, Longwood, Co. Meath	www.colaisteclavin.ie
St. Oliver's Post Primary School, Oldcastle, Co. Meath	www.stoliverspps.ie
St. Oliver's Community College, Drogheda, Co. Louth	www.socc.ie
St. Peter's College, Dunboyne, Co. Meath	www.stpeterscc.ie

Community National Schools (1)

Ard Rí Community National School, Navan, Co. Meath	www.aridrics.ie
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Centre for European Schooling (1)

Centre for European Schooling, Dunshaughlin, Co. Meath	www.europeanschooling.eu
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Post Leaving Certificate (PLC) Colleges (2)

Drogheda Institute of Further Education (DIFE)	www.dife.info
Dunboyne College of Further Education (DCFE)	www.dunboynecollege.ie

Second Level Schools with PLC provision (2)

Beaufort College, Navan	www.beaufortcollege.ie
O' Fiaich College, Dundalk	www.ofi.ie

Youthreach Centres (9)

Youthreach Dundalk	www.lmetb.ie
Youthreach Drogheda	www.lmetb.ie
Youthreach Ardee	www.lmetb.ie
Youthreach Foundation, Navan	www.lmetb.ie
Youthreach Laytown/Bettystown	www.lmetb.ie
Youthreach Kells	www.lmetb.ie
Youthreach Trim	www.lmetb.ie
Youthreach Progression, Navan	www.lmetb.ie

Youthreach Ashbourne	www.lmetb.ie
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Adult Education Programmes (12)

VTOS Dundalk	www.lmetb.ie
VTOS Drogheda	www.lmetb.ie
VTOS Navan	www.lmetb.ie
Adult Literacy Dundalk	www.lmetb.ie
Adult Literacy Drogheda	www.lmetb.ie
Adult Literacy Navan	www.lmetb.ie
BTEI Louth	www.lmetb.ie
BTEI Meath	www.lmetb.ie
Community Education Louth	www.lmetb.ie
Community Education Meath	www.lmetb.ie
Guidance Service Louth	www.lmetb.ie
Guidance Service Meath	www.lmetb.ie

Regional Skills Training Centre, Dundalk	www.rstc.ie
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Ardee Community School	www.ardeecommunityschool.ie
Ashbourne Community School	www.ashcom.ie
Athboy Community School	www.athboycs.ie
Ballymakenny College	www.ballymakennycollege.ie
St. Ciaran's Community School, Kells	www.stciaranscs.ie
Boyne Community School, Trim	www.boynecs.ie

Ogra Dun Dealgan
Ladywell Centre, Dundalk
St. Brigid's Hospital, Ardee
Order of Malta, Drogheda
Rehab Care, Dundalk
St. Brigid's Special School, Dundalk
St. Ita's Special School, Drogheda
St. Mary's Special School, Drumcar
Cox's Demesne Project, Dundalk
Tain Centre, Ashbourne

Appendix 4 Partnerships

Louth Children and Young People's Services Committee
Meath Children and Young People's Services Committee
Louth Economic Forum
Meath Economic Forum
Louth Meath Connecting for Life Planning Group
Jigsaw Advisory Group Meath
Dundalk Institute of Technology (Board of Governors)
Local Community Development Centres

Appendix 5

Education and Training Boards – A Sectoral Overview

Introduction

Education and Training Boards (ETBs) are Ireland's sixteen statutory regional education authorities. They were established by the Education and Training Boards Act 2013 (ETBs Act 2013) and replaced the Vocational Education Committees (VECs) (and their predecessors) which have been providing formal technical and vocational education in Ireland since 1902.

Following the commencement of the ETBs Act 2013 and the transfer of the former FÁS training centres to ETBs, also in 2013, ETBs became statutorily responsible for the provision of state-funded further education and training (FET) in Ireland. Across the country, ETBs deliver a range of programmes and courses at levels 5 and 6 on the National Framework of Qualifications (NFQ), as well as traineeships and apprenticeships.

In addition to FET provision, ETBs deliver a wide range of services across many educational levels throughout Ireland. They operate 278 second-level schools, Post Leaving Certificate (PLC) colleges, vocational training centres, and over 500 education centres. ETBs are trustees of 92 Community Colleges. They also manage a growing number of multi-denominational primary-level Community National Schools (www.cns.ie). ETBs are involved in Youth Work, Youthreach programmes, prison education, Back to Education initiatives, Vocational Training Opportunities (VTOS) schemes, workplace learning programmes, outdoor education and training, adult and community education, and other educational programmes. There are ETB-run schools, colleges and centres in every corner of Ireland.

Vision for the ETB sector

The sixteen Education and Training Boards play a major role in the rapidly-changing world of Irish public-sector education and training. Within the coming years, ETBs will be the leading providers of high quality, locally responsive, inclusive and innovative public sector education and training in their areas.

Mission

Education and Training Boards offer education and training programmes that enable learners to achieve their full potential. They aim to achieve excellent outcomes for learners at all stages of lifelong learning, and so enhance social and economic cohesion in the communities they serve.

ETBs are supported in this mission by Education and Training Boards Ireland (ETBI), which is a central resource for the ETB sector, providing, procuring and coordinating a range of support services which are most appropriately and efficiently delivered at national level. It is a shared repository of best practice providing research, development and specialist expertise for the sector.

Values

The core values describe enduring, collective beliefs that underpin the work of ETBs and ETBI

- ETBs work collectively with ETBI to promote the development of a coherent unified education and training sector

- ETBs provide high-quality, locally responsive public sector education and training services in their areas, aimed at achieving national policy objectives and strategic targets
- ETBs promote an inclusive ethos of learning, underpinned by excellence and innovation
- ETBs operate in an environment of partnership, trust, integrity and respect, which guide and inform all aspects of their work
- ETBs' working relationships with their staff, Boards and other stakeholders are based on fairness, transparency and professionalism
- ETBs foster a sense of shared responsibility for the successful performance of their executive and reserved functions, in the interests of achieving the very best outcomes for all learners
- ETBs promote a culture of collaboration and collegiality between the professionals working in ETBs and the members of boards, based on common shared values and commitment to quality in education and training
- ETBs seek to build on the strong legacy of vocational education established over the past 80 years.

The National Context

Establishment of Education and Training Boards (ETBs)

The [Education and Training Boards Act 2013](#) established ETBs as statutory agencies operating under the aegis of the Department of Education and Skills, providing education and training locally in accordance with government policy and strategy, while having the flexibility to cater to local education and training needs. ETBs manage and operate second-level schools, further education colleges, community national schools and a range of adult and further education centres delivering education and training programmes.

Under the Education and Training Boards Act 2013, Education and Training Boards Ireland (ETBI) was established as an association to collectively represent education and training boards and promote their interests.

Establishment of SOLAS

Under the [Further Education and Training Act 2013](#), SOLAS was established as a statutory agency of the Department of Education and Skills, with responsibility for funding, co-ordinating and monitoring further education and training (FET) provision and ensuring that it is responsive to the needs of learners and the requirements of a changing economy. ETBs now have a new set of interactions with SOLAS, with three main aspects:

- Planning and development of FET
- Administration and support of FET
- Governance and funding of FET.

In 2014, SOLAS published the [Further Education and Training Strategy 2014 - 2019](#) setting out five strategic goals for ETBs:

- Skills for the Economy
- Active Inclusion

- Quality provision
- Integrated Planning and Funding
- Enhanced Standing of FET.

The Strategy requires ETBs and SOLAS, as the main statutory authorities delivering FET in Ireland, to engage with learners to:

- Ensure that programmes and courses are learner-focussed
- Ensure that learners are equipped with the relevant knowledge so they can make informed choices about their participation in FET (role of Guidance)
- Ensure that all courses and programmes have easily accessible progression options that provide for the needs of all learners.

Establishment of QQI

QQI (Quality and Qualifications Ireland) was established as a state agency under the [Quality Assurance and Qualifications \(Education and Training\) Act 2012](#). QQI is responsible for making awards and setting standards for awards in the National Framework of Qualifications. QQI also validates education and training programmes and in the Further Education and Training sector including those provided by Education and Training Boards.

In the area of quality assurance, QQI is responsible for reviewing the effectiveness of quality assurance in further and higher education providers in Ireland, including ETBs.

The National Skills Strategy 2025^[1]

The six chief objectives of the government's National Skills Strategy 2015, published in January 2016, set a large number of challenges for the ETBs.

The very first of those objectives:

Education and training providers will place a stronger focus on providing skills development opportunities that are relevant to the needs of learners, society and the economy.

places a particular onus on ETBs to develop new programmes, including new apprenticeships and traineeships. The other objectives require deeper engagement with employers, deeper engagement with learners, increased focus on active inclusion, continual enhancement and evaluation of teaching and learning, and making effective use of technology to improve the relevance and attractiveness of educational provision. ETBs have responsibility for a large proportion of the hundreds of actions set out in the Strategy to realise those objectives.

The Action Plan for Education 2016-2019^[2]

The central vision of the Action Plan for Education 2015-2019, published by the Department of Education in September 2016, is that the Irish Education and Training System should become the best in Europe over the next decade. The Plan sets challenges for stakeholders in education and training through a series of high-level goals and objectives, as well as hundreds of targets and indicators aimed at achieving those goals and objectives. The goals include:

^[1] https://www.education.ie/en/Publications/Policy-Reports/pub_national_skills_strategy_2025.pdf

^[2] <https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/Department-of-Education-and-Skills-Strategy-Statement-2016-2019.pdf>

- Improving the learning experience and the success of learners
- Improving the progress of learners at risk of educational disadvantage or learners with special educational needs
- Helping those delivering education services to continually improve
- Building stronger bridges between education and the wider community
- Improving national planning and support services

Again, ETBs have responsibility for a large proportion of the hundreds of targets and deliverables in the Action Plan.

A Programme for a Partnership Government^[3], the Programme for Government document was agreed between the Fine Gael Party, the Independent Alliance and Independent TDs in May 2016. Under the Programme, the Department of Education and Skills has a range of commitments, which are reflected in the actions outlined in the Action Plan for Education 2016-2019.

A number of key national education and training strategies are driving the planning and implementation of significant changes by the Department across the continuum of education. The Department’s “whole-of system” approach enables the integration of these strategies and the monitoring of their progress as they each contribute towards the Department’s vision for education and training. These include:

- National Skills Strategy 2025
- National Strategy on Literacy and Numeracy for Learning and Life 2011-2020
- Digital Strategy for Schools 2015-2020
- Further Education and Training Strategy 2014 – 2019
- National Strategy for Higher Education to 2030
- Framework for Junior Cycle
- National Strategy on Education for Sustainable Development in Ireland, 2014-2020
- 20-Year Strategy for the Irish Language 2010-2030

The Department has also developed the following strategies, which have yet to be published.

- Ireland’s International Education Strategy
- Foreign Languages in Education Strategy
- Gaeltacht Education Strategy
- DEIS (Delivering Equality of Opportunity in Schools) Review

Every one of these strategies has and will have implications for ETBs and their work.

The European Context

According to Article 165 of the 2012 [Treaty on the Functioning of the European Union](#), the European Community:

[3]

http://www.merrionstreet.ie/MerrionStreet/en/ImageLibrary/Programme_for_Partnership_Government.pdf

shall contribute to the development of quality education by encouraging cooperation between Member States, through actions such as promoting the mobility of citizens, designing joint study programmes, establishing networks, exchanging information or teaching [languages of the European Union](#). The Treaty also contains a commitment to promote life-long learning for all citizens of the Union.

There is a broad consensus that education is essential for Europe's economic vitality, driving the employability, productivity, innovativeness and entrepreneurial spirit of tomorrow's working population and that its role in creating a better and more inclusive society is of equal importance. Education and Training have been identified as having a very significant role in the regeneration of economies.

The promotion of lifelong learning, the European framework for quality in education, the identification of the need for transversal skills and competencies; all reflect the continuous drive by policy makers, teachers, education leaders and managers to enhance both the quality and capacity of education and training across Europe. The EU gives this policy direction and substance through a range of communiqués, reports and plans such as [Europe 2020](#), [Youth on the Move](#), [New Skills for New Jobs](#), etc.

In the Europe 2020 Strategy, the EU repeatedly underlines the significance of better equipping young people for the job market. [Towards a Job Rich Recovery](#) further emphasises that lifelong learning invested in skills, and ongoing European sectoral social dialogue, are crucial for a sustainable labour market. It is within this framework that education policies have become closely linked to employment policies. Such policies have a direct influence on labour market and employment issues like teacher mobility and working conditions.

The EU's role in education and training

Each EU country is responsible for its own education and training systems. EU policy is designed to support national action and help address common challenges, such as ageing societies, [skills deficits in the workforce](#), technological developments and global competition.

[Education and Training 2020 \(ET 2020\)](#) is the European [framework](#) for cooperation in education and training. ET 2020 is a forum for exchanges of best practices, mutual learning, gathering and dissemination of information and evidence of what works, as well as advice and support for policy reforms. In order to ensure the successful implementation of ET 2020, [Working Groups](#) composed of experts nominated by member countries, including Ireland, and other key stakeholders work on common EU-level tools and policy guidance. Funding for policy support and innovative projects is available through [Erasmus+](#) for activities that promote learning and education at all levels and for all age groups.

In 2009, ET 2020 set four common EU objectives to address challenges in education and training systems by 2020, which were (a) making lifelong learning and [mobility](#) a reality, (b) improving the [quality and efficiency](#) of education and training, (c) promoting [equity, social cohesion, and active citizenship](#), and (d) enhancing creativity and innovation, including [entrepreneurship](#), at all levels of education and training

Lifelong Learning and mobility are enhancing the quality and efficiency of education and training, promoting equity, social cohesion, and active citizenship, while also increasing creativity, innovation and entrepreneurship. These are matters that interest and concern the

Education and Training Boards, and ETBs are determined to be part of the process of change where they can influence policy and processes in the EU.

These concerns and this determination are at the core of ETBI's involvement in Europe. Through its membership of the [European Federation of Education Employers](#) (EFEE), ETBI participates in the bi-partite (employers and unions) [European Sectoral Social Dialogue in Education](#). ETBI is also a founder member of [EUproVET](#), which voices the interests of providers of vocational education and training and adult education within the European Union, and works to contribute to the European agenda to achieve effective and feasible VET policy development for implementation in a unified manner across Europe.

The roles of ETBs and ETBI in a changing context

The main challenges for ETBs arising from the implementation of the above-referenced new legislation (ETB/FET/QQI) fall under a number of major headings:

- Structural change and reform
- Strategic planning and implementation
- Capacity building and leading change
- Partnership and collaboration
- Programme development in further education and training (FET)

Aside from meeting the internal and external challenges arising from the establishment of the ETBs, SOLAS and QQI, and the requirements of the new legislation already mentioned, the ETBs are also dealing with a number of **sectoral priorities** that have come to the fore, and which require negotiations (with the Department of Education and Skills (DES) and a number of other relevant stakeholders), as well as far-reaching actions by the ETBs.

- **Multidenominational state primary schools:** *While the ETBs' predecessors the VECs were piloting Community National Schools (CNS) model of state-sponsored primary school on behalf of the DES since 2008, the Minister has now (1st September 2016) transferred full patronage of the CNS schools to the ETBs. ETBs now have the responsibility to establish and grow the CNS model throughout the state, which requires negotiations with the DES; negotiations with religious bodies regarding transfer of patronage; conducting and managing, on behalf of the state, surveys of parents regarding preferences of primary school model in their local areas; purchasing of land; dealing with landlords; managing building and ancillary works; hiring and training of personnel; establishing the CNS ethos across the CNS schools; promotion of the CNS model to parents and the wider general public; and many other related issues.*
- **New forms of apprenticeships:** Apprenticeship, as defined in the 2013 Review of Apprenticeship Training in Ireland ^[4], is a programme of industry-led structured education and training which formally combines and alternates learning in the work place with learning in an education or training centre, (a dual system i.e. a blended

^{[4][4]} <https://www.education.ie/en/Publications/Policy-Reports/Review-of-Apprenticeship-Training-in-Ireland.pdf>

combination of on-the-job employer-based training and off-the-job training) whose completion (a) prepares the participant for a specific occupation and (b) leads to an award, recognised under the National Framework of Qualifications from Level 5 to Level 10. The Apprenticeship Council, established in November 2014, is tasked with the expansion of Apprenticeship into new sectors of the economy and mapping out the sectors where new apprenticeships can make a real difference to both employers and employees. ETBI is represented on the Apprenticeship Council, and several ETBs are in currently the process of developing, with relevant industrial partners, proposals for new apprenticeships in new sectors (catering, insurance, IT, etc.). With QQI, they are also developing, in parallel, quality assurance processes for these new apprenticeships. Once operational, it is hoped that these new apprenticeships may be rolled out in the other ETBs.

- *Traineeships and work-related training programmes: In parallel with working to bring on-stream new apprenticeships, ETBs are also collaborating with local industries to develop a range of new traineeships and work-related training programmes; part of the government initiative to promote a well-educated, highly skilled and adaptable Irish workforce in the National Skills Strategy 2025. Providing these new programmes requires ETBs to work alongside local companies to develop and deliver courses, promote and recruit trainees, and provide tutors, mentoring and certification for trainees.*

Education and Training Boards Ireland (ETBI)

Education and Training Boards Ireland (ETBI) is the national representative body for Ireland's sixteen regional Education and Training Boards (ETBs), and works to protect, promote and enhance the interests of our member ETBs and of vocational education and training within the wider education sector in Ireland and in Europe.

In the period leading up to and immediately following the establishment of ETBs, there was an intensive focus on re-structuring ETBI's predecessor, the Irish Vocational Education Association (IVEA) as a new organisation, Education and Training Boards Ireland (ETBI), to support ETBs in the performance of their functions. There was strong and unanimous agreement among ETBs that the establishment of ETBI was an important element in reinforcing the success of ETBs over the coming years.

The new governance and corporate structure of ETBI was designed to ensure that the organisation would be fit for its expanded role and functions. It was envisaged that with the re-imagining and re-invention of ETBI, the entire ETB sector would gain the following benefits:

- A strong, unified, dynamic, fit-for-purpose organisation that would position ETBs as a major force in Ireland's changing education and training landscape, by aligning its professional support structures to promote the effective implementation of the ETB legislation
- An enhanced culture of collaboration and collegiality among the professionals working in the sector, based on common shared values and commitment to excellence in education and training

- A renewed sense of purpose for all involved in ETBs, building on the strong legacy of VECs over the previous 80 years.

ETBI is a central resource for the ETB sector, providing, procuring and coordinating a range of support services which are most appropriately and efficiently delivered at national level. ETBI acts as a repository for best practice, providing research, development and specialist expertise to the sector. ETBI provides a range of coordinated and cost effective services that include:

- Representation for the sector
- Staff negotiations
- Policy analysis, research and administrative support services
- Management services required by ETBs in the performance of their executive and reserved functions, with specific reference to schools, further education and training (FET) and organisational development and support;
- Specialised supports to assist ETBs in promoting equality of opportunity in education and training, and in responding to the needs of disadvantaged communities
- Services as required by the Minister for Education and Skills.

ETBI fulfils its role through collaborative practice between the secretariat staff and the expertise that exists within ETBs. It also promotes effective working partnerships among ETBs, the Department of Education and Skills, SOLAS and a large and diverse range of external bodies.