

Cavan and Monaghan Education and Training Board
Bord Oideachais agus Oiliúna Chabháin agus Mhuineacháin

Strategy Statement

2022 - 2026

EMPOWERMENT THROUGH LEARNING
AND PROGRESSION FOR ALL



Cllr. Colm Carthy
Chairperson
CMETB



John Kearney
Chief Executive
CMETB

Joint Foreword from the Chairperson and the Chief Executive

It is with delight that we jointly present Cavan and Monaghan Education and Training Board's (CMETB's) Strategy Statement 2022 to 2026 which will chart the path of CMETB over the next five years.

Since its establishment, Cavan and Monaghan Education and Training Board has evolved and grown into its role as a key stakeholder in the region for the provision of a broad range of education and training services. The development of this Strategy Statement has given stakeholders and staff an opportunity to reflect on where we have come from and to identify the vision, mission, values, and priorities which define the future path for the organisation.

This Statement of Strategy is comprehensive and forward thinking. It outlines the plans and vision for the delivery of education and training in counties Cavan and Monaghan by CMETB. It is the roadmap for the development of our organisation and our services to meet the ever-changing education and training needs of our learners, society and the economy.

The Strategy is built around four strategic goals of:

Teaching, Learning & Engagement

Wider CMETB Services

Our People – Development Support and Wellbeing

Organisation Support and Development

For each goal, strategic objectives have been identified and progress towards each of these objectives will require sustained commitment and collaboration.

CMETB is privileged to have a highly talented, professional, and committed staff who work with passion and zeal and who are vitally important in delivering with all stakeholders this Statement of Strategy.

With this Strategy in place, we look forward to the next five years with confidence and excitement in which CMETB will continue to respond proactively to an everchanging environment at local, national and international level.

Table of Contents

| | |
|--|----|
| Joint Foreword from the Chairperson and the Chief Executive..... | 2 |
| 1 Profile / Background of CMETB | 5 |
| 2 National Overview of Education and Training Boards..... | 7 |
| 3 CMETB Context: The Evolving Environment..... | 8 |
| 4 Achievements of the Objectives outlined in the CMETB Strategy 2017-2021..... | 11 |
| 5 Equality and Human Rights Public Duty | 12 |
| 6 Consultation Process..... | 13 |
| 7 Culture and Values | 14 |
| 7.1 Vision, Mission and Values..... | 16 |
| 8 Goals and Supporting Objectives | 18 |
| 9 Implementation | 23 |
| 10 List of Abbreviations | 24 |

List of Figures

| | |
|---|----|
| Figure 1: CMETB Schools and Institutes | 5 |
| Figure 2: CMETB Further Education and Training and Ancillary Services | 6 |
| Figure 3: Map of Education and Training Boards in Ireland..... | 10 |
| Figure 4: FET Strategy Key Pillars, Strategic Priorities and Enabling Themes..... | 10 |
| Figure 5: Consultation Process..... | 13 |
| Figure 6: McKinsey 7-S Framework..... | 14 |
| Figure 7: Mission, Vision and Values | 16 |
| Figure 8: CMETB Values | 17 |
| Figure 9: CMETB Strategic Goals | 18 |

1 Profile / Background of CMETB

Cavan and Monaghan Education and Training Board (CMETB) is a local, statutory, education and training authority established under the Education and Training Boards Act 2013. The Board's headquarters are in Monaghan town, with a sub-office in Cavan town. CMETB provides education and training services to a population of 137,562 across the two counties, while also working with employers to anticipate and address workforce needs.

CMETB is a significant employer within the region, with a total staff of approximately 1,373. Some 870 members of staff are employed full-time with the remainder part-time.

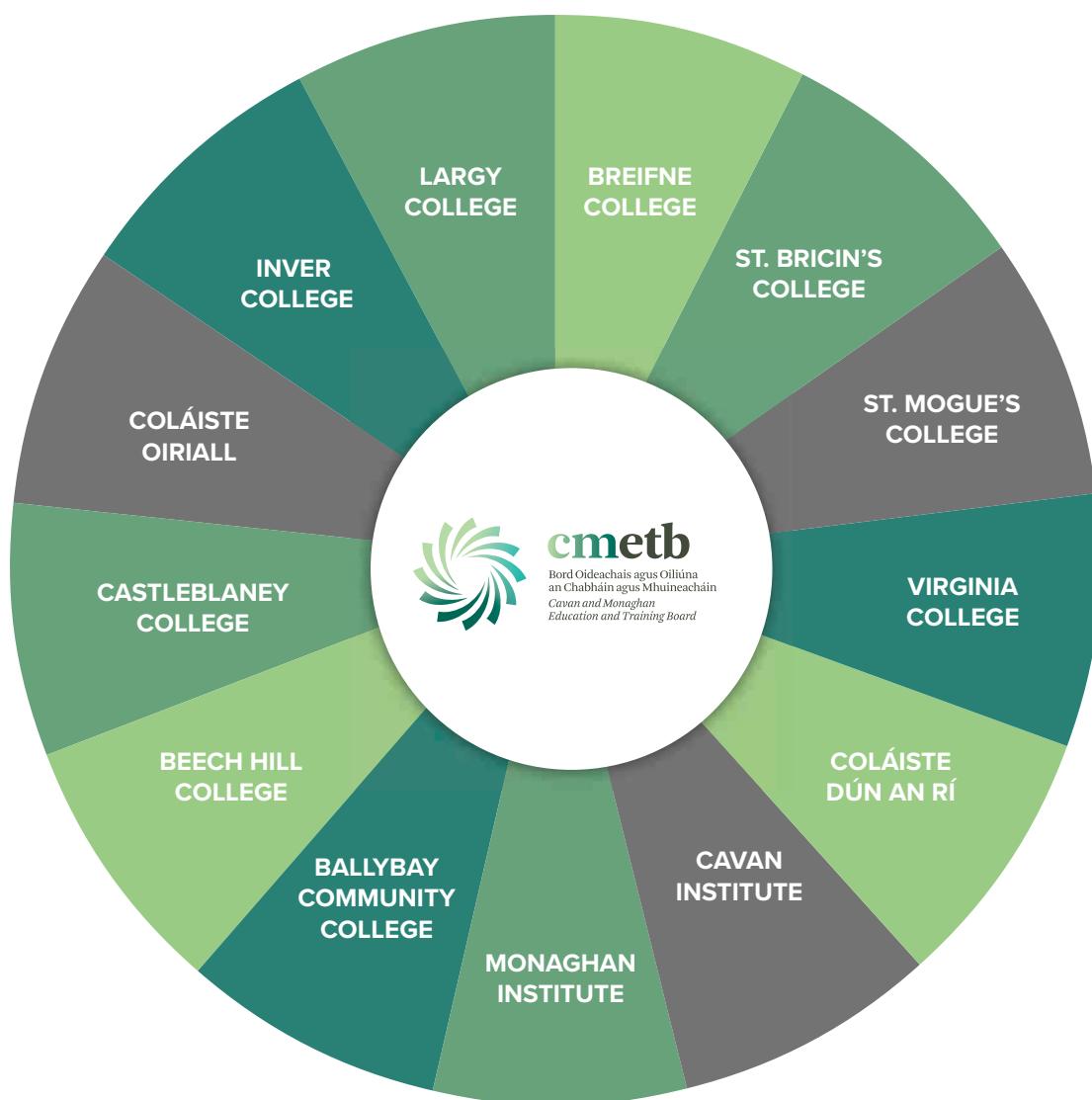


Figure 1: CMETB Schools and Institutes

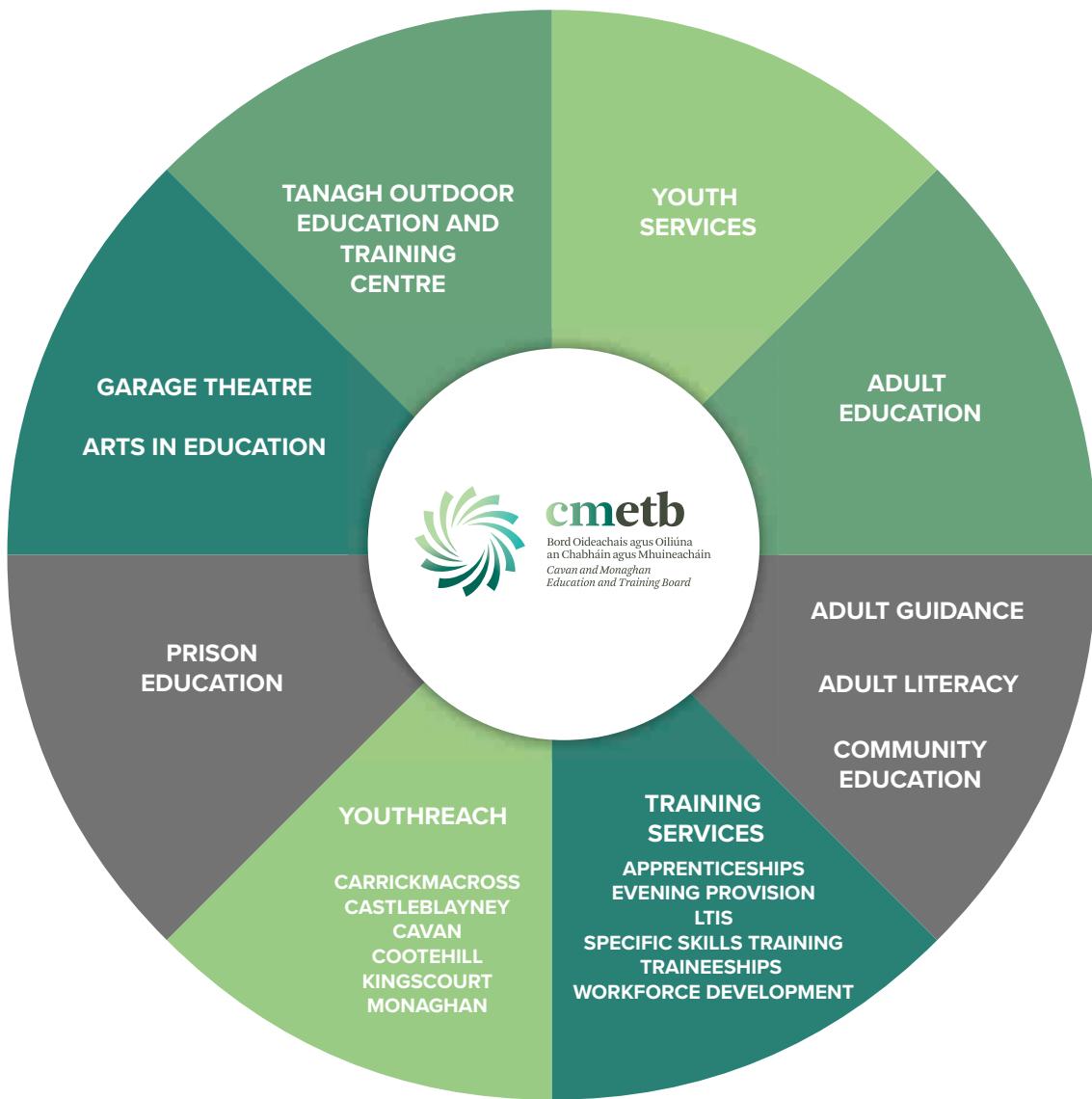


Figure 2: CMETB Further Education and Training and Ancillary Services

2 National Overview of Education and Training Boards

Education and Training Boards (ETBs) are statutory authorities which have responsibility for education and training, youth work and a range of other statutory functions. ETBs manage and operate post-primary schools, further education colleges, multi-faith community national schools (CNS) and a range of adult and further education centres delivering education and training programmes. The general functions of an Education and Training Board are set out in the Education and Training Boards Act 2013 and there are sixteen (16) ETBs throughout the country.

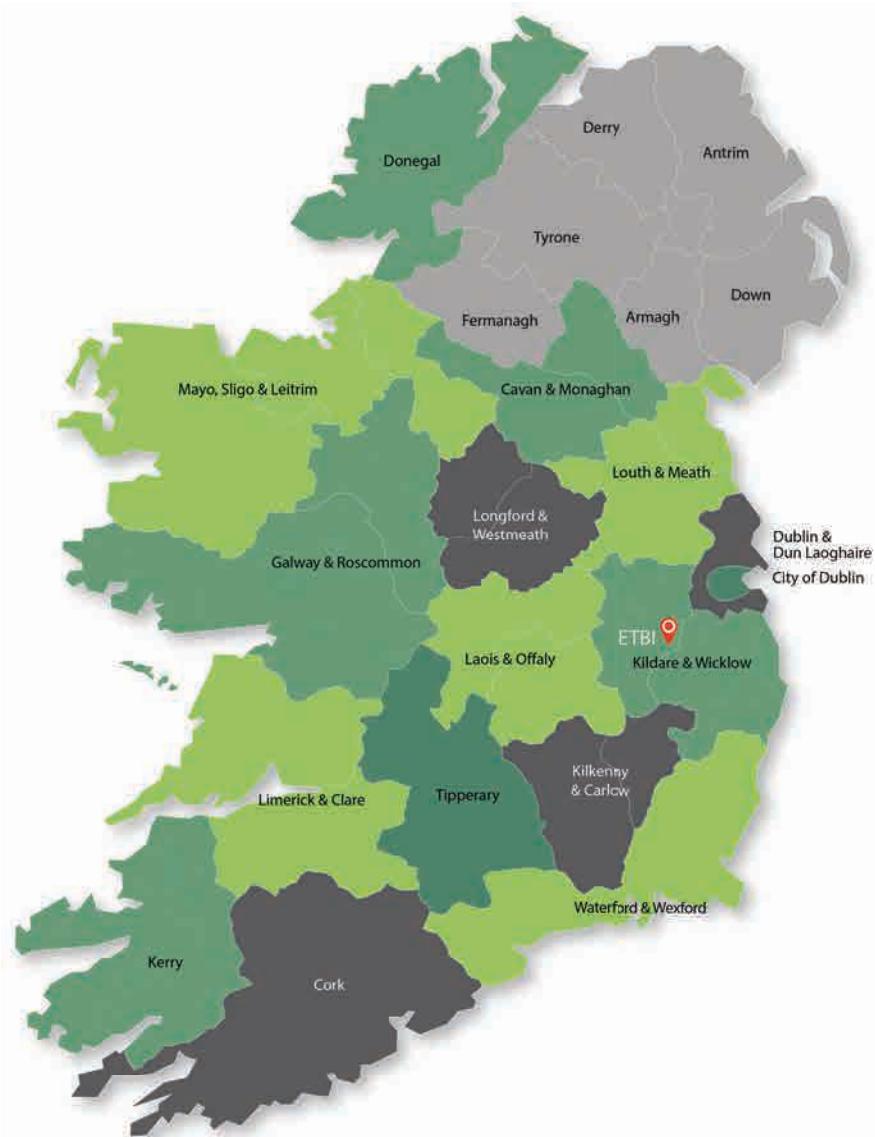


Figure 3: Map of Education and Training Boards in Ireland

3 CMETB Context: The Evolving Environment

Over the short to medium term, educational policy in Ireland is likely to be influenced by Covid-19 related socio-economic impacts, and to a certain extent Brexit. CMETB plays an important role in supporting all stakeholders – from learners to employers – in responding to relevant macro-economic variables, and meeting workforce needs. The adaptability of our Further Education and Training (FET) offerings allows us to respond to SOLAS and Government projections, meet the evolving needs of regional employers and ensure that learners are equipped with practical skills to support life-long learning.

Though the Covid-19 pandemic has given rise to unprecedented challenges, CMETB was quick to respond by offering remote and hybrid learning solutions to students and adult learners. With the assistance of our dedicated professional teams, we will continue to leverage technology to enhance learning access throughout the region. It is anticipated that Technology Enhanced Learning (TEL) solutions will also support us in responding to Brexit challenges which have the potential to adversely affect student/staff mobility in border areas.

To ensure accessibility, access to reliable broadband, devices and software is of paramount importance. The recent introduction of the Mitigating Against Education Disadvantage Fund (MAEDF) and ICT Grant has helped reduce certain barriers. The rollout of the National Broadband Plan (NBP) will also be important for learners, staff and employers across the region. Our IT security systems and processes are continuously reviewed to ensure integrity and this will gain increasing importance as more offerings are provided on-line in accordance with our TEL strategy.



The criticality of effective governance, compliance and risk management is fully recognised and promoted in our policies, practice and training. CMETB is committed to maintaining transparency and ensuring probity in the management of public funds – the Board and Executive work closely to ensure compliance with the Code of Practice for the Governance of ETBs.

We are also committed to reducing our carbon footprint and see technology and TEL as a key enabler in this regard. Planning for the further development and modernisation of our physical infrastructure is informed by the Climate Action Plan principles and we are working to achieve a reduction in greenhouse gas emissions (of 51 per cent by 2030) with a view to achieving net zero by 2050. As a provider of education and training programmes, CMETB can also play its part in furthering the development of the green and smart economies and is committed to developing new programmes and practices which contribute to the attainment of these goals.

This Strategy Statement takes account of the following strategic documents:

- > ETBI Strategy Statement 2022-2024
- > The Department of Education Action Plan for Education and Strategy Statement 2021-2023
- > The Department of Further and Higher Education, Research, Innovation and Science Strategy Statement 2021-2023
- > SOLAS Future FET: Transforming Learning. National FET Strategy 2020-2024

CMETB has developed its FET Strategy for 2021- 2025. The strategy is aligned to the new SOLAS FET Strategy and provides an overall framework and direction for CMETB FET operations. It will also feed into the overall CMETB Strategy for 2022-2026 with its three key strategic priorities and four enabling themes as follows:

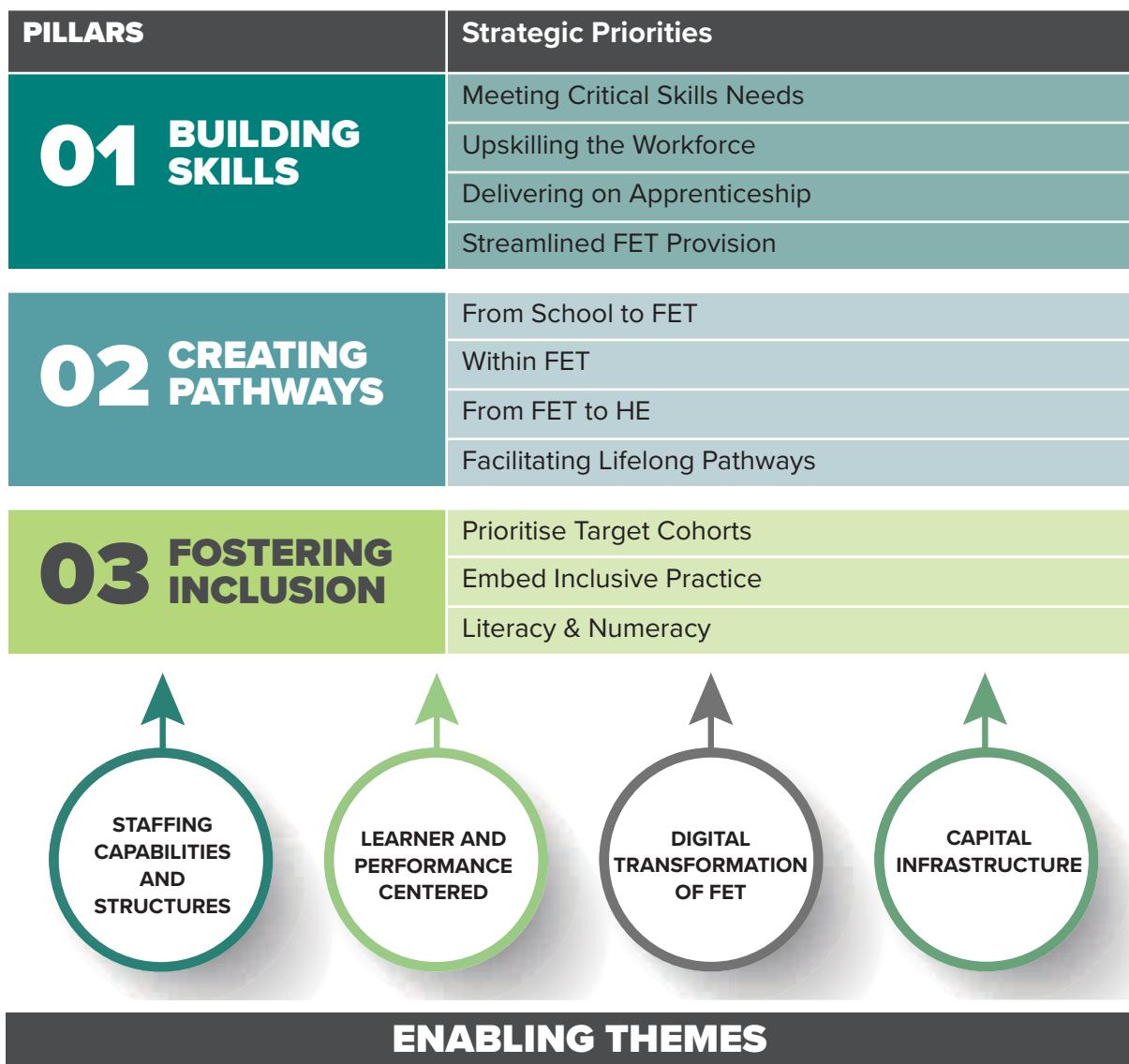


Figure 4: FET Strategy Key Pillars, Strategic Priorities and Enabling Themes

CMETB underwent an Inaugural Review by Quality and Qualifications Ireland in 2021, a key element of which related to the preparation of a self-evaluation report. This report sets out clear actions for CMETB FET to progress over the coming five years and these will be pursued in accordance with a commitment to carbon reduction and neutrality.

4 Achievements of the Objectives outlined in the CMETB Strategy 2017-2021

Despite the unparalleled disruption and challenges associated with Covid-19, CMETB has made significant progress in progressing and delivering the objectives as outlined in our Strategy Statement 2017-2021. These achievements were made possible through the commitment of our staff and support of stakeholders; they include the following:

- > Delivery of school and FET building projects including completion of Coláiste Dún an Rí, Breifne College major extension; Youthreach Cootehill new building and the Commis Chef training facility at Cavan Institute
- > Overseeing capital development projects in a number of non-ETB schools, on behalf of the Department of Education
- > CMETB leading pilot projects for the transition of functions in the ETB sector to Shared Services
- > Development of new Apprenticeships including Original Equipment Manufacturing (OEM) and Commis Chef
- > Significant increased enrolments across all CMETB post-primary schools
- > Expansion of Youth Services, including the development of the Youth Hub in Belturbet
- > Establishment of Cavan and Monaghan Music Education partnership
- > Investment in IT infrastructures, training and equipment which proved crucial to the continuation of teaching, learning and administration during the Covid-19 pandemic
- > Restructuring of Administration to support and enhance governance, compliance and service delivery
- > Investment in Communications and development of the CMETB brand



5 Equality and Human Rights Public Duty

Consistent with CMETB's commitment to the promotion of equality and human rights in all aspects of our work, the CMETB Equality and Human Rights Steering Group (which comprises the Directors and representatives from the three operational areas), will develop an Equality and Human Rights implementation plan by conducting an evidence-based assessment of equality and human rights issues relevant to CMETB. This will systematically address any identified gaps and provide a tangible foundation for the reporting of on-going progress.

CMETB's Senior Management Team will review current equality and human rights measures and ascertain how further enhancements may be made across our activities, policies, programmes and initiatives. In addition, we will:

- > Ensure adherence to the public sector equality and human rights duty in the planning, development, and review of relevant initiatives
- > Ensure leadership, systems, and structures are in place and functioning effectively, to address relevant equality and human rights issues and comply with our public sector equality and human rights duty

6 Consultation Process

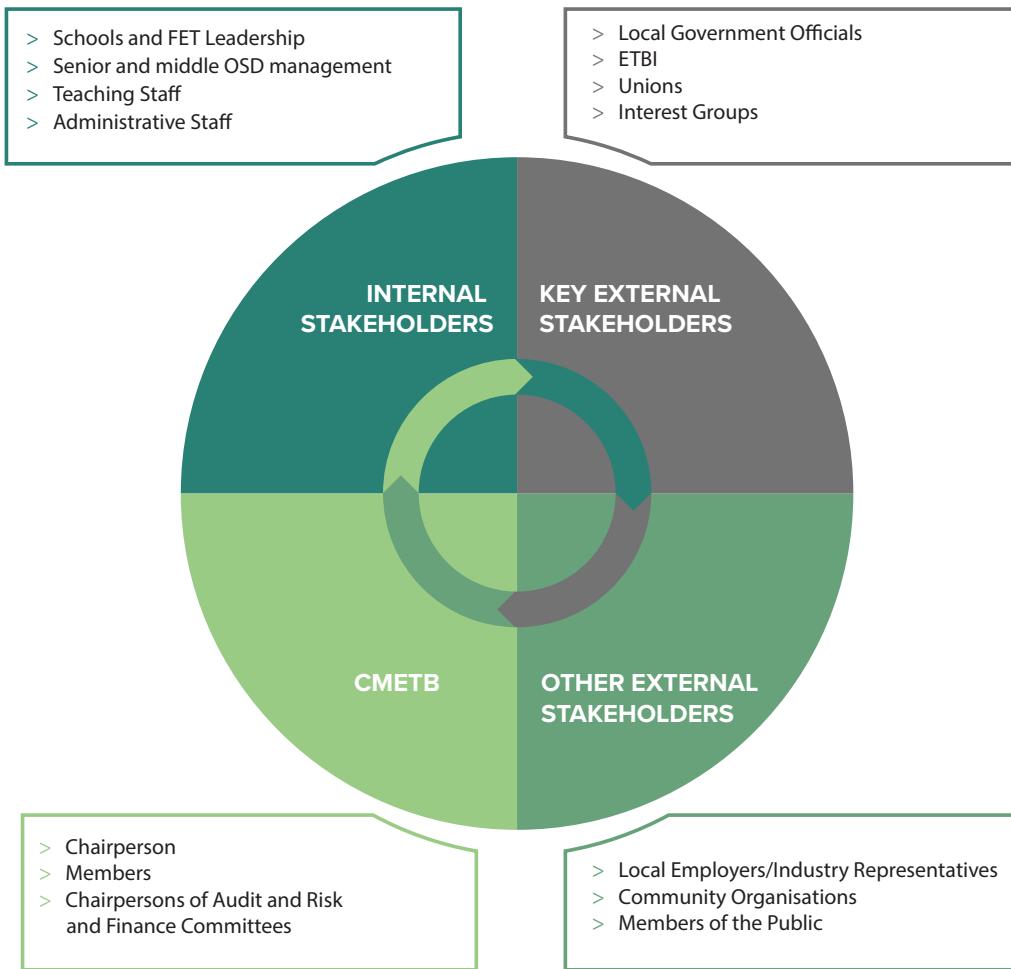


Figure 5: Consultation Process

In formulating our Strategy and defining concrete objectives for the period to 2026, CMETB endeavored to ensure that all key stakeholders were engaged and contributed to the strategic planning process.

The multi-stage consultative process included internal interviews and facilitated focus group workshops with executive, management, administrative and teaching staff, at all levels and functions, across CMETB. The insights and perspectives of industry representatives, employers, members of the public, local government officials, other organisations and CMETB Board members were also solicited, in order to provide an integrated view of priority targets for pursuit over the medium to longer term.

Importantly, the results of the consultative process have informed the development of this Strategy Statement and will inform our offerings into the future. This will ensure that CMETB continues to respond to and meet the evolving needs of different stakeholders, learners and community groups.

7 Culture and Values

While the clear articulation of CMETB's goals and objectives provides a robust foundation upon which to plan, track and deliver the Strategy, the importance of culture is paramount as CMETB is a knowledge-based organisation – reliant on the knowledge, expertise and motivation of all staff.

Consistent with the McKinsey 7-S Framework (illustrated below), the on-going development of our culture and application of our shared values, will determine our effectiveness in delivering strategic outcomes.

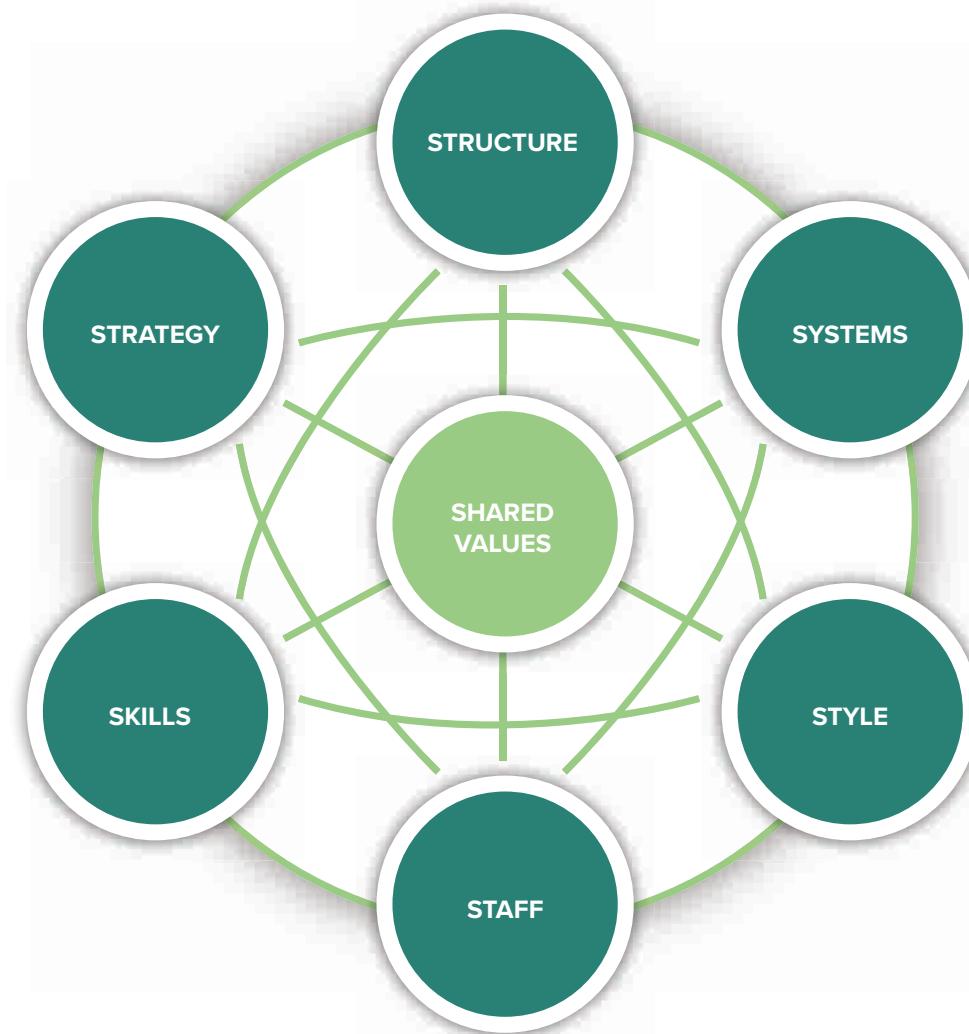


Figure 6: McKinsey 7-S Framework

During the 2022 to 2026 strategic planning period, we will work to align the interrelated elements as follows:

- ▶ Strategy: CMETB's plan for progressing future development of the organisation
- ▶ Structure: how CMETB is organised
- ▶ Systems: the daily activities and procedures that CMETB use to perform duties
- ▶ Shared Values: these are the core values of the CMETB organisation and reflect its general work ethic
- ▶ Style: the style of leadership adopted and evident throughout the organisation
- ▶ Staff: CMETB employees and their various contributions across the organisation
- ▶ Skills: the actual skills, competencies and general capabilities of CMETB employees.

Successful delivery of this Strategy Statement is inextricably linked to progressive enhancement of the CMETB organisational culture in accordance with our Vision, Mission and Values as summarised:

7.1 Vision, Mission and Values

‘EMPOWERMENT
THROUGH LEARNING AND
PROGRESSION FOR ALL’

‘TO LEAD AND DELIVER
EXCELLENCE IN EDUCATION
AND TRAINING FOR ALL’

EXCELLENCE
LEARNER-CENTRED
COMMUNITY
RESPECT
INTEGRITY
INCLUSIVE



Figure 7: CMETB Mission, Vision and Values

OUR VALUES

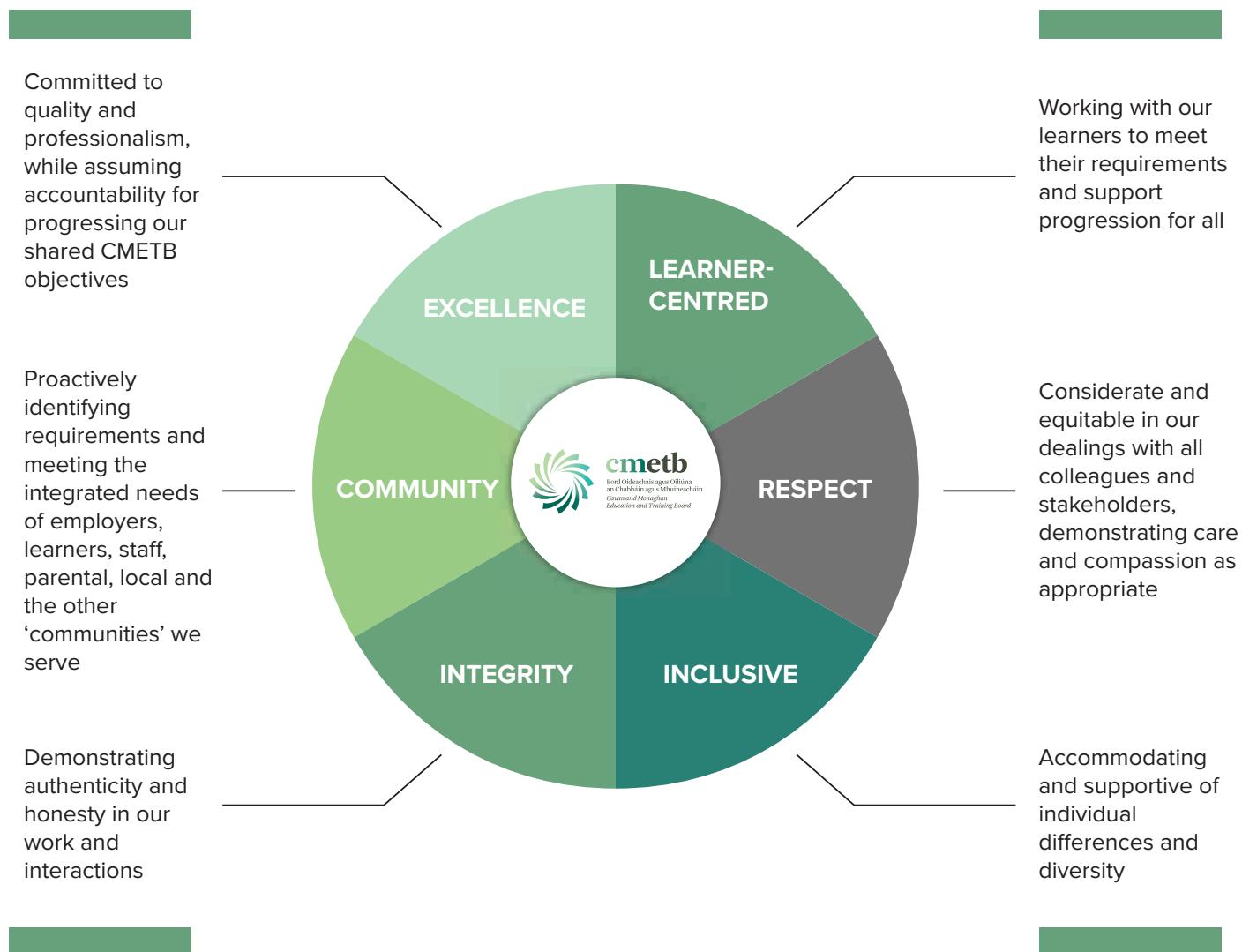


Figure 8: CMETB Values

8 Goals and Supporting Objectives

The following diagram illustrates CMETB's four strategic goals which have their foundation in the first core goal i.e. Teaching, Learning and Engagement:

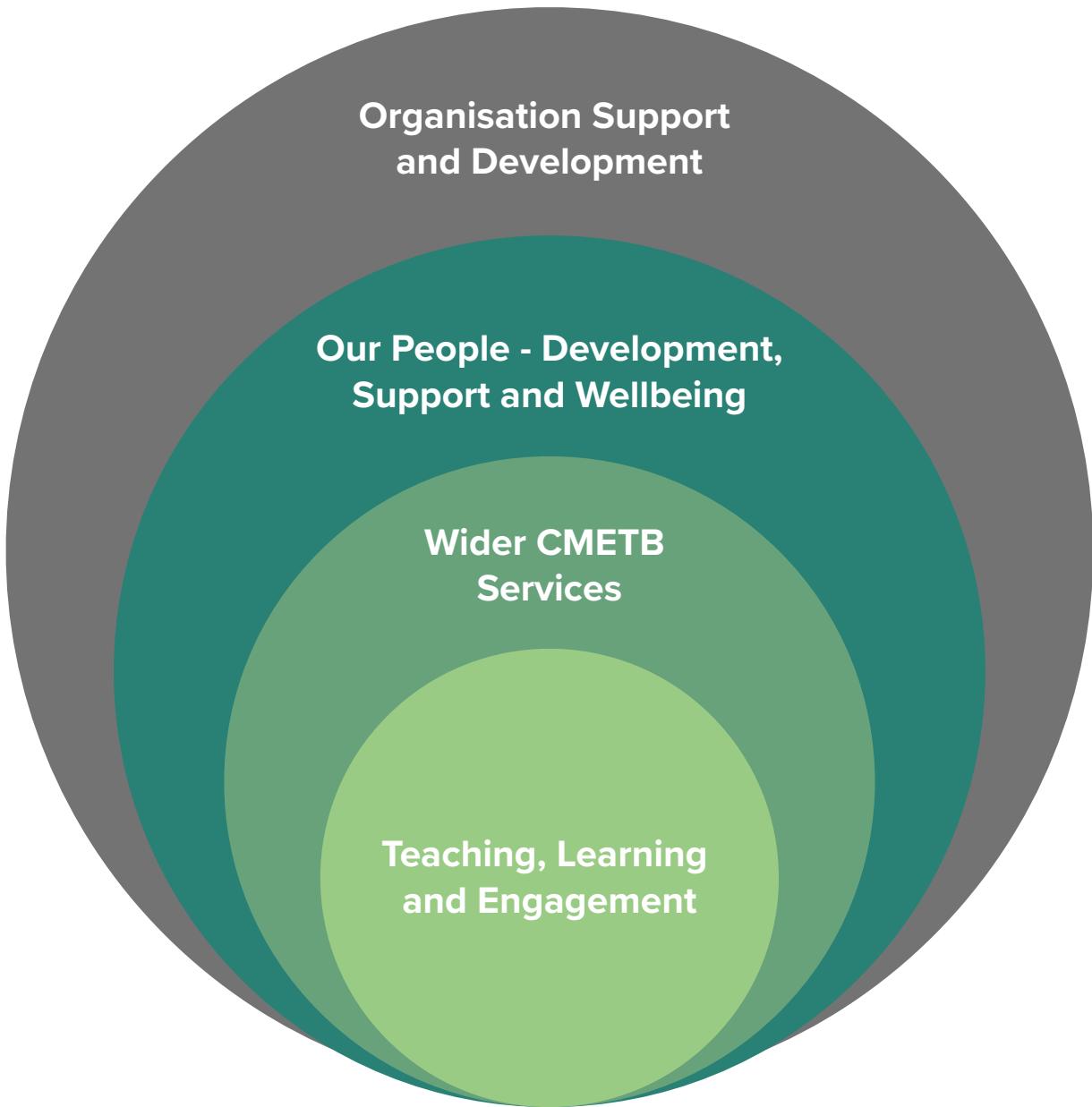


Figure 9: CMETB Strategic Goals

Strategic Goals and Supporting Objectives

1. Teaching, Learning & Engagement

Goal: To promote high quality teaching, learning, wellbeing, engagement and progression in an inclusive, learner-centred environment

Objectives

- 1.1 Undertake review of CMETB curriculum/learning opportunities to identify innovative programmes and strategies for adoption – placing particular emphasis on STEM subjects
- 1.2 Establish the FET College of the Future model in CMETB, leading to consolidated and integrated provision, flexible learning opportunities, access pathways and consistent learner supports
- 1.3 Identify requirements necessary to meet learners' integrated/diverse support needs¹, work to secure necessary resources and develop effective mechanisms for the provision of these learner supports
- 1.4 Continue to offer inclusive learning while expanding targeted provision and enriching the experience/pedagogy for those with specific learning, physical and emotional needs
- 1.5 Develop and implement integrated approaches to enhance student and parent voice mechanisms in our schools and centres, while ensuring that periodic reviews are undertaken to optimise effectiveness
- 1.6 Develop and promote initiatives to support alternative opportunities/pathways for learners moving into and beyond Senior Cycle education – placing particular emphasis on those experiencing disadvantage and/or at risk of not completing courses/programmes
- 1.7 Continue to enhance and expand the range of programmes available to school leavers, jobseekers, those returning to education, employers and the employed
- 1.8 Augment CMETB's offering within the region to include the provision of Community National Schools (CNS) in accordance with identified local needs and demographic requirements
- 1.9 Develop the identity and ethos of CMETB schools in conjunction with ETBI, to incorporate the development of a Patron's Framework for curricular implementation
- 1.10 Identify and implement integrated/effective responses to support student and staff wellbeing generally, and in response to pandemic-related challenges
- 1.11 Ensure adherence to the public sector equality and human rights duty in the planning, development, and review of the initiatives set out under this strategic goal

¹ Psychological, wellbeing, career guidance, disability, Special Education Needs (SEN), Autism Spectrum Disorder (ASD), etc.

2. Wider CMETB Services

Goal: To work collaboratively to enhance and further develop services that respond in an inclusive manner to the needs of our community

Objectives

- 2.1** Review, plan and expand the current Music Generation project to provide performance music education to young people from early years' setting to 18 years of age
- 2.2** Collaborate with partners and stakeholders to co-ordinate opportunities for young people in all areas of the arts through engagement with artists at local and national level
- 2.3** Engage with the community to provide a range of dramatic performances for local audiences and nurture local artists through a wide and varied youth theatre offering
- 2.4** Continue to work in collaboration with communities to develop and support initiatives aimed at mitigating against educational disadvantage
- 2.5** Continue to expand CMETB's Youth Work function, ensuring services are developed, supported and enhanced in line with youth work principles and vision
- 2.6** Review and assess emerging issues/challenges for young people, and collaborate with relevant partners/stakeholders to ensure needs are advocated for and addressed in a collective and inclusive manner
- 2.7** Develop a diverse and progressive Outdoor Education programme into Schools, Centres and Services that provides equality of access as well as the personal, physical and mental wellbeing benefits of Outdoor Education





3. Our People – Development, Support & Wellbeing

Goal: To work collaboratively as a CMETB team to promote leadership and best practice, deliver excellence and support equality within a progressive workplace culture

Objectives

- 3.1** Review and develop our systems and processes to support the recruitment and retention of the best staff with the necessary competencies
- 3.2** Establish dedicated CPD team to develop and implement an over-arching professional development strategy integrating management, teaching, administrative and ancillary staff development
- 3.3** Actively promote/embed our CMETB values and enhance our workplace culture by engaging with staff in the development and pursuit of continuous improvement
- 3.4** Revise and update our HR practices and procedures to provide for the progressive development of our workplace environment
- 3.5** Develop initiatives to embed the culture and promotion of health and wellbeing in the work environment
- 3.6** Ensure leadership, systems and structures are in place and functioning effectively to address relevant equality and human rights issues to comply with the public sector equality and human rights duty

4. Organisation Support & Development

Goal: To consolidate our position as a learner-centred, responsive, equality-focused organisation by driving excellence, innovation and best practice in governance

Objectives

- 4.1** Develop an integrated ICT Strategy, implementation plan and policies to meet identified requirements and promote the adoption of 21st century digital skills
- 4.2** Identify scope to streamline governance, administrative, procurement and related processes to optimise efficiencies and continue to meet CMETB Board requirements
- 4.3** Continue to lead and support selected ETB pilot programmes to deliver further sectoral improvements and consolidate CMETB's position in driving innovation
- 4.4** Develop and implement CMETB's Communications Strategy, to promote a shared identity within the organisation and to enhance awareness of our brand and services
- 4.5** Work to improve the energy performance of CMETB in support of our Energy Efficiency Strategy and the Government Climate Action agenda
- 4.6** Ensure ongoing effective service delivery to include provision of high quality facilities and infrastructure, as well as professional supports to schools and FET centres



9 Implementation

The priorities, goals and objectives as outlined in this Strategy Statement will translate into implementation plans for each strand of the organisation. In turn, actions from the implementation plans will form part of our Annual Service Plan.

A number of cross-functional working groups will be established to ensure that progress towards the implementation of the goals, objectives and actions are monitored, help resolve open issues and/or ensure that the expected benefits from completing the actions are realised.

The Annual Report will act as a monitoring mechanism whereby the performance of CMETB in each year is measured against the actions as outlined in the related Service Plan and the five-year Strategy.

CMETB will complete a mid-term review of the Strategy in 2024. This review will assess progress towards the implementation of actions, identify any shortcomings, omissions or new needs, and make proposals (including possible amendments) for the remainder of the five-year period. This review will formally assess the goals, objectives and actions in a changing environment, and to ensure CMETB remains responsive and dynamic.

10 List of Abbreviations

| | |
|-------|--|
| ASD | Autism Spectrum Disorder |
| CMETB | Cavan and Monaghan Education and Training Board |
| CNS | Community National School |
| CPD | Continuous Professional Development |
| ETB | Education and Training Board |
| ETBI | Education and Training Boards Ireland |
| FET | Further Education and Training |
| HR | Human Resources |
| ICT | Information and Communications Technology |
| MAEDF | Mitigating Against Education Disadvantage Fund |
| NBP | National Broadband Plan |
| OEM | Original Equipment Manufacturing |
| QQI | Quality and Qualifications Ireland |
| SEN | Special Educational Needs |
| STEM | Science, Technology, Engineering and Mathematics |
| TEL | Technology Enhanced Learning |

Notes

Notes





cmetb
Bord Oideachais agus Oiliúna
an Chabháin agus Mhuineacháin
*Cavan and Monaghan
Education and Training Board*

EMPOWERMENT THROUGH LEARNING AND PROGRESSION FOR ALL

Cavan and Monaghan Education and Training Board
Bord Oideachais agus Oiliúna Chabháin agus Mhuineacháin

Ráiteas Straitéise

2022 - 2026

CUMHACHTÚ TRÍ FHOGHLAIM
AGUS DUL CHUN CINN DO CHÁCH



Cllr. Colm Carthy
Comhairleoir
BOOCM



John Kearney
Príomhfheidhmeannach
BOOCM

Réamhfhocal Comhpháirteach ón gCathaoirleach agus ón bPríomhfheidhmeannach

Is mór an sásamh dúinn Ráiteas Straitéise 2022 go 2026 Bhord Oideachais agus Oiliúna an Chabháin agus Mhuineacháin a chur i láthair le chéile, a leagfaidh amach cosán BOOCM thar na cúig bliana amach romhainn.

Ó bunaíodh é, tá Bord Oideachais agus Oiliúna an Chabháin agus Mhuineacháin tar éis forbairt agus fás ina ról mar phríomhpháirtí leasmhar sa réigiún maidir le raon leathan seirbhísí oideachais agus oliúna a sholáthar.

Thug forbairt an Ráitis Straitéise seo deis do pháirtithe leasmhara agus don fhoireann machnamh a dhéanamh ar cad as a dtáinig muid agus luachanna, misean, luachanna agus tosaíochtaí a shainíonn cosán na heagraíochta amach anseo.

Tá an Ráiteas Straitéise seo cuimsitheach agus fadbreathnaitheach. Imlíníonn sé pleananna agus fíos do sholáthar oideachais agus oliúna i gcontaetha an Chabháin agus Mhuineacháin ag BOOCM. Is é an treochlár é chun ár n-eagraíocht agus ár seirbhísí a forbairt chun freastal ar riachtanais oideachais agus oliúna ár bhfoghlaimeoirí, na sochaí agus an gheilleagair a bhíonn ag athrú de shíor.

Tá an straitéis bunaithe ar cheithre sprioc straitéiseacha de:

Teagasc, Foghlaim & Rannpháirtíocht

Seirbhísí Níos Leithne BOOCM

Forbairt, Tacaíocht agus Folláine

Tacaíocht agus Forbairt Eagraíochta

I gcás gach sprioc, sainaithníodh cuspóirí straitéiseacha agus beidh tiomantas agus comhoibriú leanúnach ag teastáil chun dul chun cinn i dtreo gach ceann de na cuspóirí sin.

Tá sé de phribhléid ag BOOCM foireann ard-chumasach, phroifisiúnta agus thiomanta a bheith aige a oibríonn le paisean agus le díograis agus atá ríthábhachtach chun an Ráiteas Straitéise seo a sheachadadh leis na páirtithe leasmhara go léir.

Agus an pleán seo i bhfeidhm, táimid ag tnúth leis na cúig bliana atá romhainn le muinín agus le spleodar do BOOCM freagairt go réamhghníomhach do thimpeallacht atá ag athrú de shíor ag leibhéal áitiúil, náisiúnta agus idirnáisiúnta.

Clár an Ábhair

| | |
|--|----|
| Réamhfocal Compháirteach ón gCathaoirleach agus ón bPríomhfeidhmeannach | 2 |
| 1 Próifil / Cúlra BOOCM | 5 |
| 2 Achoimre Náisiúnta ar Bhoird Oideachais agus Oiliúna | 7 |
| 3 Comhthéacs BOOCM: an timpeallacht atá ag forbair | 8 |
| 4 Bainte amach na cuspóirí atá leagtha amach i Straitéis BOOCM 2017-2021 | 11 |
| 5 Comhionannas agus Cearta Daonna Dualgas Poiblí | 12 |
| 6 Próiseas Comhairliúcháin | 13 |
| 7 Cultúr agus Luachanna | 14 |
| 7.1 Fís, Misean agus Luachanna | 16 |
| 8 Spriocanna agus Cuspóirí Tacaíochta | 18 |
| 9 Cur i bhfeidhm | 23 |
| 10 Liosta Giorrúchán | 24 |

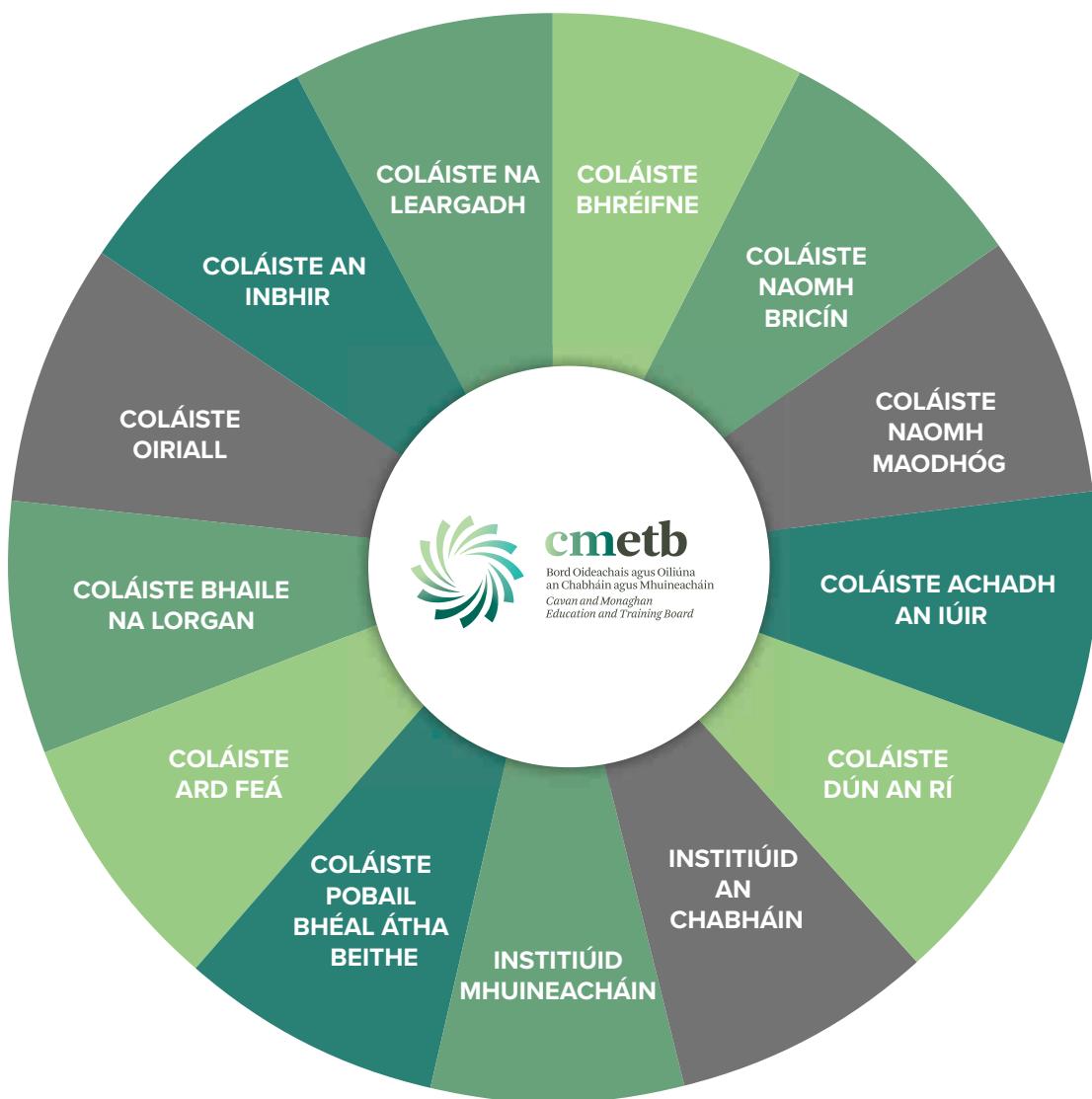
Liosta na bhFíor

| | |
|--|----|
| Figure 1: Scoileanna agus Institiúidí BOOCM | 5 |
| Figure 2: Breisoideachais agus Oiliúna agus Seirbhísí Coimhdeacha BOOCM | 6 |
| Figure 3: Léarscáil na mBord Oideachais agus Oiliúna in Éirinn | 10 |
| Figure 4: Príomhcholún na Straitéise BO, tosaíochtaí straitéiseacha agus téamaí cumasaithe | 10 |
| Figure 5: Próiseas comhairliúcháin | 13 |
| Figure 6: Creat 7-S McKinsey | 14 |
| Figure 7: Luachanna Fís Misean | 16 |
| Figure 8: Luachanna BOOCM | 17 |
| Figure 9: Spriocanna Straitéiseacha BOOCM | 18 |

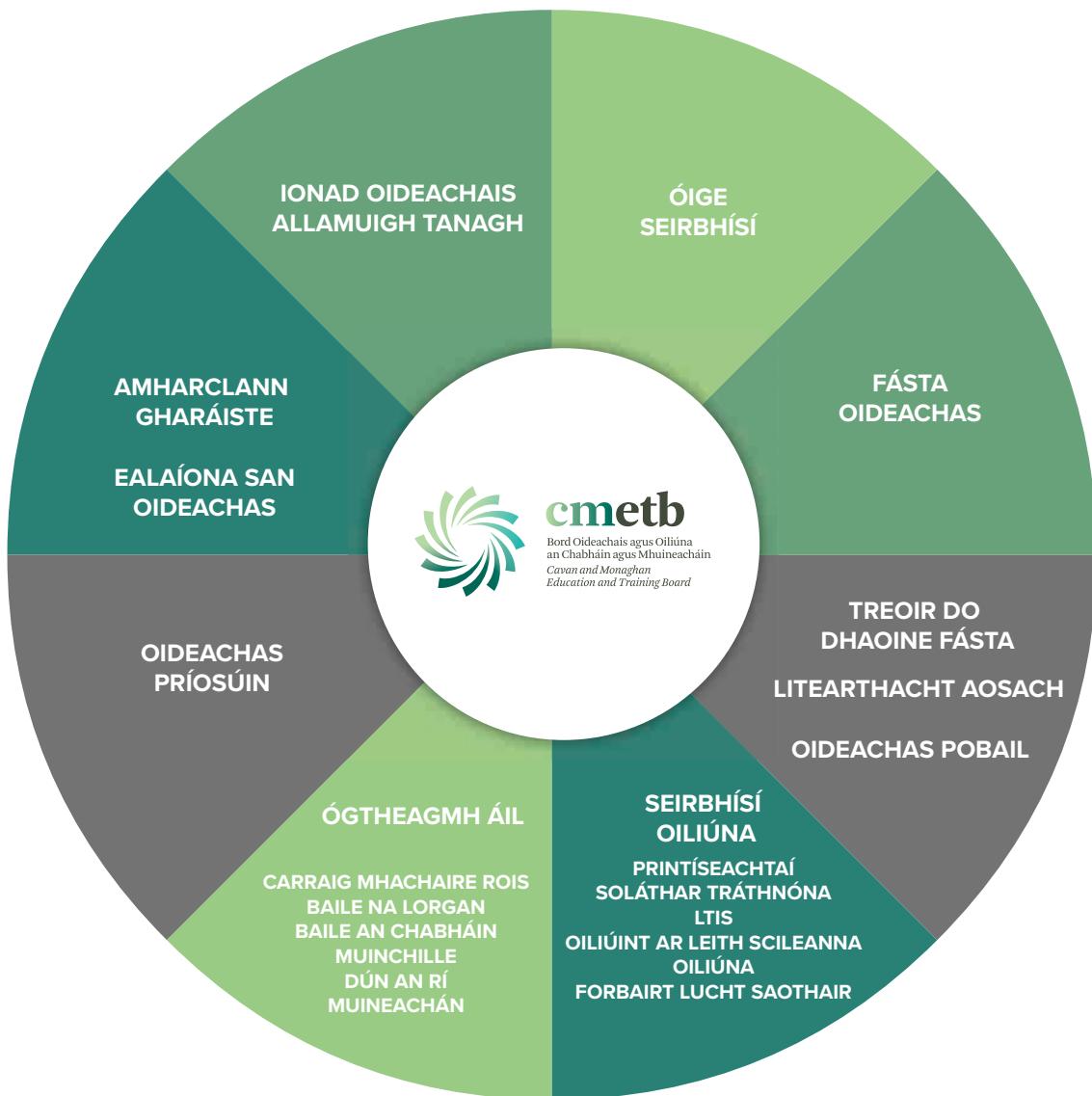
1 Próifíl / Cúlra an BOOCM

Is údarás áitiúil, reachtúil, oideachais agus oliúna é Bord Oideachais agus Oiliúna an Chabháin agus Mhuineacháin (BOOCM) a bunaíodh faoin Acht um Boird Oideachais agus Oiliúna 2013. Tá ceanncheathrú an Bhóird i mbaile Mhuineacháin, le fo-oifig i mbaile an Chabháin. Soláthraíonn BOOCM seirbhísí oideachais agus oliúna do dhaonra de 137,562 ar fud an dá chontae, agus ag an am céanna ag obair le fostóirí chun riachtanais an lucht saothair a réamh-mheas agus aghaidh a thabhairt orthu.

Is fostóir suntasach é BOOCM laistigh den réigiún, le foireann iomlán de thart ar 1,373. Tá thart ar 870 ball fairne fostaithe go lánamseartha agus an chuid eile go páirtaimseartha.



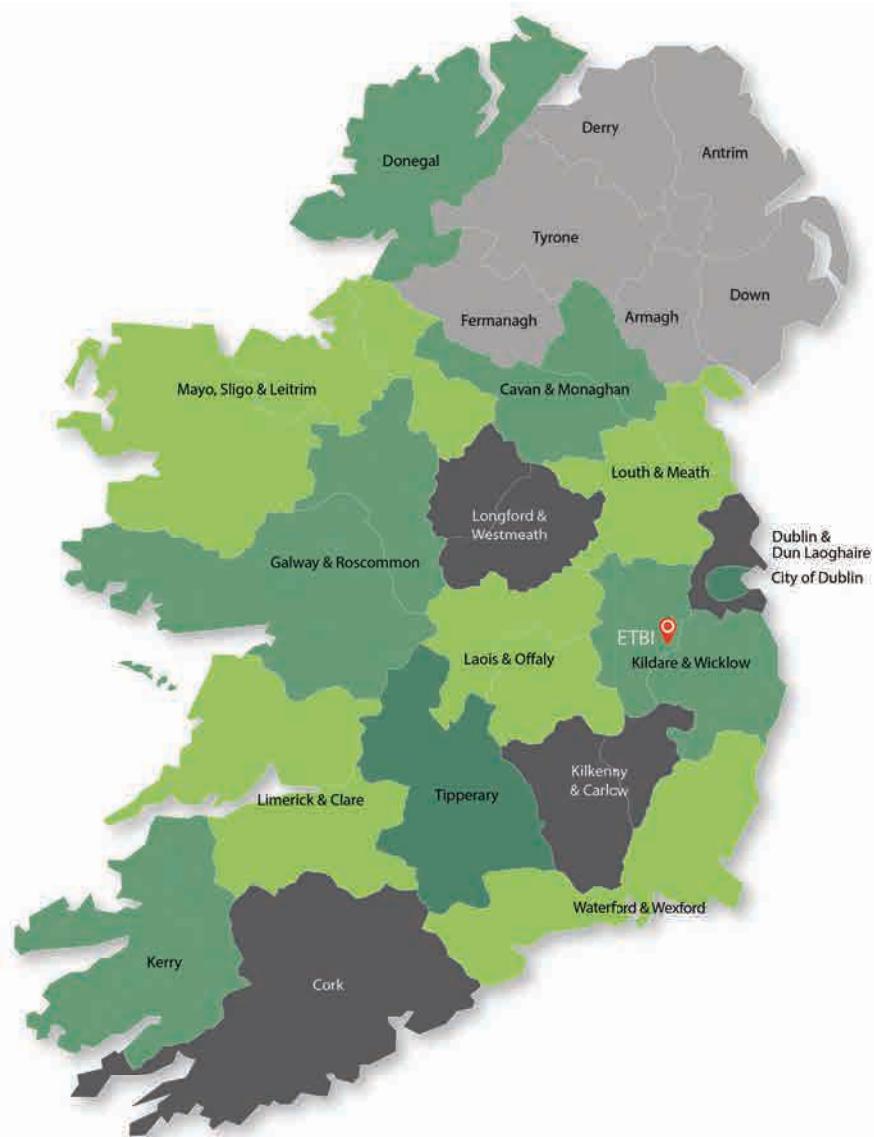
Fíor 1: Scoileanna agus Institiúidí BOOCM



Fíor 2: Breisoideachais agus Oiliúna agus Seirbhísí Coimhdeacha BOOCM

2 Achoimre Náisiúnta ar Bhoird Oideachais agus Oiliúna

Is údaráis reachtúla iad Boird Oideachais agus Oiliúna (BOO) a bhfuil freagracht orthu as oideachas agus oiliúint, obair óige agus raon feidhmeanna reachtúla eile. Bainistíonn agus feidhmíonn BOOanna iar-bhunscoileanna, coláistí breisoideachais, pobalscoileanna náisiúnta ilchreidmheacha (PN) agus raon ionad oideachais aosaigh agus breisoideachais a sholáthraíonn cláir oideachais agus oiliúna. Tá feidhmeanna ginearálta Boird Oideachais agus Oiliúna leagtha amach san Acht um Boird Oideachais agus Oiliúna 2013 agus tá sé cinn déag (16) BOO ar fud na tíre.



Fíor 3: Léarscáil na mBord Oideachais agus Oiliúna in Éirinn

3 Comhthéacs BOOCM: an Timpeallacht atá ag athrú

Sa ghearrthéarma agus sa mheántéarma, is dócha go mbeidh tionchar ag tionchair shocheacnamaíocha a bhaineann le COVID-19, agus go pointe áirithe Brexit, ar bheartas oideachais in Éirinn. Tá ról tábhachtach ag BOOCM maidir le tacaíocht a thabhairt do na páirtithe leasmhara go léir – ó fhoghlaimeoirí go fostóirí – chun freagairt d’athróga maicreacnamaíocha ábhartha, agus freastal ar riachtanais an lucht saothair.

Ligeann tairiscintí Breisoideachais agus Oiliúna (BO) dúinn freagairt do réamh-mheastacháin SOLAS agus an Rialtais, freastal ar riachtanais fhorásacha na bhfostóirí réigiúnacha agus a chinntiú go bhfuil foghlaimeoirí feistithe le scileanna praiticiúla chun tacú le foghlaim ar feadh an tsaoil.

Cé gur spreag an Phaindéim dúshláin gan fasach, bhí BOOCM ag freagairt go tapa trí réitigh chianfhoghlama agus hibrideacha a thairiscint do mhic léinn agus d’fhoghlaimeoirí fásta. Le cúnamh ónár bhfoirne profisiúnta tiomnaithe, Déanfaimid cur le tionchar na teicneolaíochta chun rochtain foghlama a fheabhsú ar fud an réigiúin. Táthar ag súil go dtabharfaidh réitigh Foghlama Feabhsaithe ag an Teicneolaíocht (TEL) tacaíocht dúinn freisin chun freagairt do dhúshláin Brexit a d’fhéadfadh cur isteach go diúltach ar shoghluaisteacht mac léinn/foirne i gceantair teorann. Chun inrochtaineacht a chinntiú, tá rochtain ar leathanbhanda iontaofa, gléasanna agus bogearraí thírbhachtach. Chabhraigh tabhairt isteach le déanaí an Chiste Maolaithe i gCoinne an Mhíbhuntáiste Oideachais (CMCMO) agus an Deontas TFC le bacainní áirithe a laghdú. Beidh sé tábhachtach freisin d’fhoghlaimeoirí, d’fhoireann agus d’fhostóirí ar fud an réigiúin cur i bhfeidhm an Phlean Leathanbhanda Náisiúnta (PNP). Déantar athbhreithniú leanúnach ar ár gcórais agus ár bpróisis slándála TF chun sláine a chinntiú agus beidh tábhacht níos mó ag baint leis seo de réir mar a chuirtear níos mó tairiscintí ar fáil ar líne de réir ár straitéis TEL.



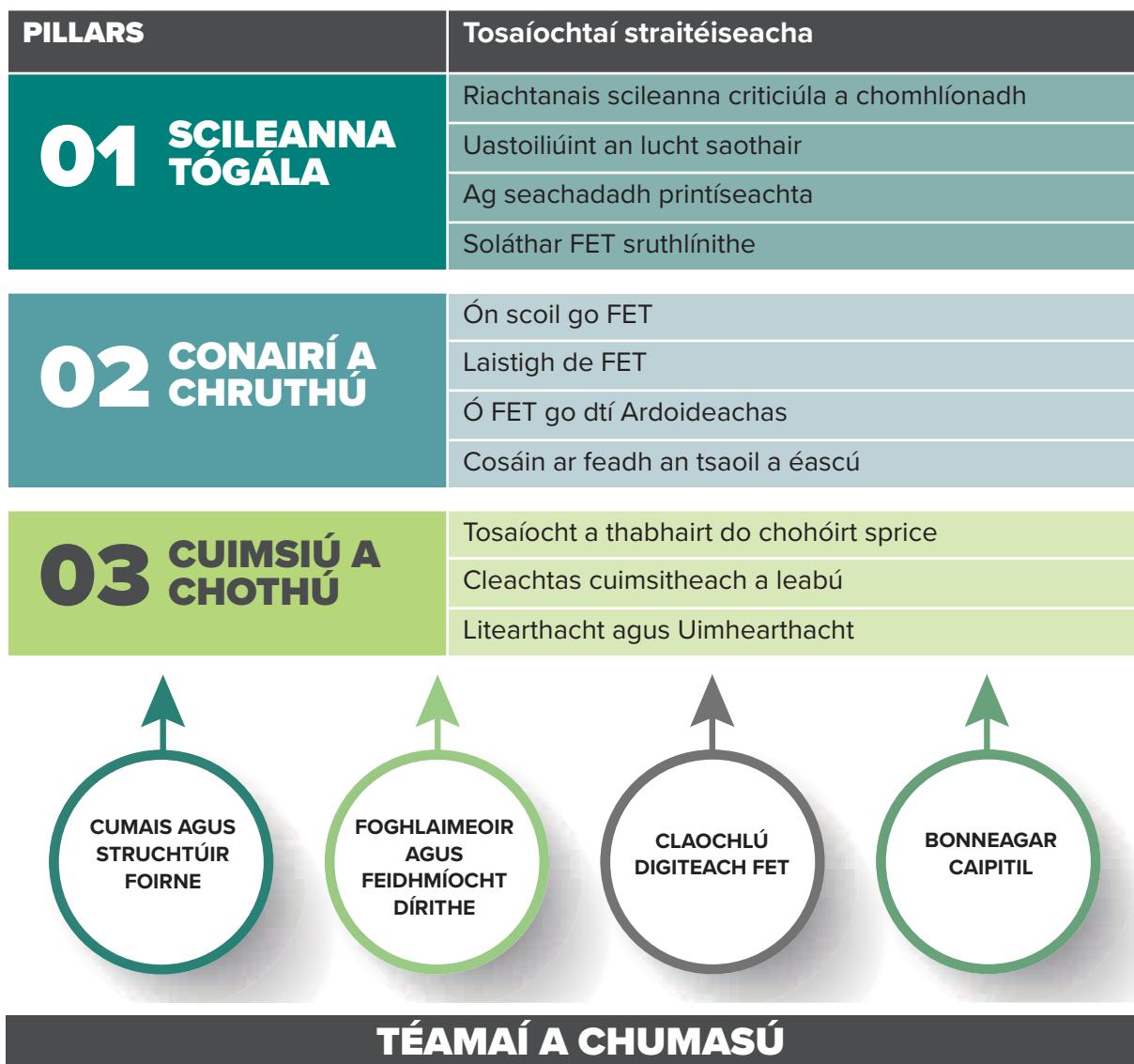
Aithnítear agus cuirtear chun cinn go hiomlán criticiúlacht an rialachais, an chomhlíonta agus na bainistíochta riosca éifeachtach inár mbeartais, cleachtas agus oiliúint. Tá BOOCM tiomanta do thrédhearcacht a choinneáil agus ionracas a chinntiú i mbainistíocht cistí poiblí – oibríonn an Bord agus an Feidhmeannas go dlúth lena chinntiú go gcomhlíontar an Cód Cleachtais um Rialachas ETB

Táimid tiomanta freisin dár lorg carbóin a laghdú agus féachaimid ar an teicneolaíocht agus ar FCT mar phríomhchumasóir ina leith seo. Tá pleanáil le haghaidh tuilleadh forbartha agus nuachóirithe ar ár mbonneagar fisiciúil bunaithe ar phrionsabail an Phlean Gníomhaíochta ar son na hAeráide agus táimid ag obair chun laghdú a bhaint amach ar astaíochtaí gás ceaptha teasa (51 faoin gcéad faoi 2030) d'fhoinn glannialas a bhaint amach faoi 2050. Mar sholáthraí clár oideachais agus oiliúna is féidir leis an BOOCM a pháirt a ghlaicadh freisin i gcur chun cinn forbairt na ngeilleagar glas agus cliste agus tá sé tiomanta do chláir agus cleachtais nua a fhorbairt a chuideoidh leis na spriocanna sin a bhaint amach.

Cuirtear na doiciméid straitéiseacha seo a leanas san áireamh sa Ráiteas Straitéise seo:

- > Ráiteas Straitéise ETBI 2022-2024
- > Plean Gníomhaíochta an Roinn Oideachais don Oideachas agus don Ráiteas Straitéise 2021-2023
- > Ráiteas Straitéise 2021-2023 an Roinn Breisoideachais agus Ardoideachais, Taighde, Nuálaíochta agus Eolaíochta
- > Solas Future BO: Ag Athrú na Foghlama. Straitéis Náisiúnta BO 2020-2024

Tá an Straitéis BO do 2021-2025 forbartha ag Seirbhísí BO BOOCM. Tá an straitéis ailínithe le Straitéis BO nua SOLAS agus soláthraíonn sí creat agus treoir iomlán d'oibríochtaí BO BOOCM. Cuirfidh sé freisin le Straitéis fhioriomlán BOOCM do 2022-2026 lena thrí phríomhthosaíocht straitéiseach agus ceithre théama cumasúcháin mar a leanas:



Fíor 4: Príomhcholúin na Straitéise BO, tosaíochtaí straitéiseacha agus téamaí cumasaithe

Rinne Quality and Qualifications Ireland athbhreithniú tioncsnaimh ar BOOCM, is bhí féinmheastóireacht mar bhunchloch an athbreithnithe. Leagann an tuairisc sin amach gniomhachtaí soiléire a chuirfimid I bfeidhm thar an chuíg bliain atá romhainn. Leanfar iad de réir tiomantas do laghdú carbóin agus neodracht ó thaobh carbóin de.

4 Bainte amach na cuspóirí atá leagtha amach i Straitéis BOOCM 2017-2021

In ainneoin an chuir isteach agus na ndúshlán nár tharla a leithéid riamh cheana a bhaineann le COVID-19, tá dul chun cinn suntasach déanta ag BOOCM maidir leis na cuspóirí atá leagtha amach inár Ráiteas Straitéise 2017-2021 a chur chun cinn agus a sheachadadh. Baineadh na héachtaí seo amach trí thiomantas ár bhfoirne agus trí thacaíocht na bpáirtithe leasmhara; cuimsíonn siad na nithe seo a leanas:

- > Seachadadh tionscadail scoile agus tógála BO lena n-áirítear Críochnú Choláiste Dún an Rí, síneadh mór le Coláiste Bhreifne; Foирgneamh nua Ógtheaghmáil Mhuinchille agus an áis traenála an Chommis Chef ag Institiúid an Chabháin
- > Maoirseacht a dhéanamh ar thionscadail forbartha caipítíl i roinnt scoileanna neamh-BOO, thar ceann na Roinne Oideachais
- > Tá BOOCM i gceannas ar thionscadail phíolótacha chun feidhmeanna san earnáil BOO a aistriú go Seirbhísí Comhroinnté
- > Printíseachtaí nua a fhorbairt lena n-áirítear Déantúsaíocht Buntrealaimh (DTB) agus Commis Chef
- > Méadú suntasach ar rolluithe ar fud gach iar-bhunscoile BOOCM
- > Leathnú ar Sheirbhísí Óige, lena n-áirítear forbairt an Mhoil Óige i mBéal Tairbirt
- > Comhpháirtíocht Oideachas Ceoil an Chabháin agus Mhuineacháin a bhunú
- > Infheistíocht i mbonneagair TF, in oiliúint agus i dtrealamh a bhí ríthábhachtach do leanúint leis an teagasc, leis an bhfoghlaim agus leis an riarrachán le linn Phaindéimeach COVID-19
- > Athstruchtúrú an Riaracháin chun tacú le agus feabhas a chur ar rialachas, comhlíonadh agus seachadadh seirbhíse
- > Infheistíocht i gCumarsáid agus forbairt branda BOOCM



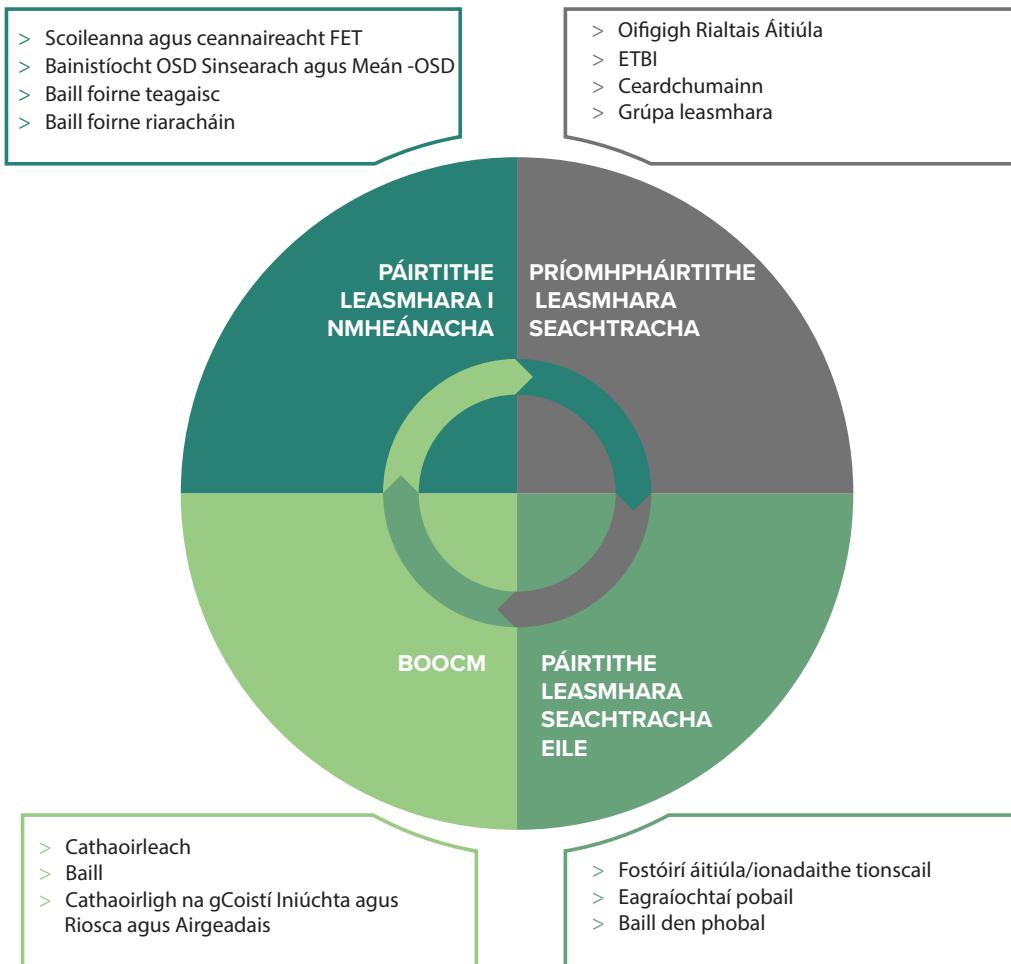
5 Comhionannas agus Cearta Daonna Dualgas Poiblí

Ag teacht lenár dtiomantas do chur chun cinn an chomhionannais agus chearta daonna i ngach gné dár gcuid oibre, forbróidh Grúpa Stiúrtha BOOCM um Chomhionannas agus Cearta Daonna, (ar a bhfuil na Stiúrthóirí agus ionadaithe ó na trí réimse oibriúcháin) plean forfheidhmithe Comhionannais agus Cearta Daonna trí mheasúnú fianaise-bhunaithe a dhéanamh ar shaincheisteanna comhionannais agus cearta daonna a bhaineann leis an BOOCM. Tabharfaidh sé seo aghaidh go córasach ar aon bhearnaí aitheanta agus soláthroidh sé bonn inláimhsithe le tuairisciú ar dhul chun cinn leanúnach.

Déanfaidh Foireann Bainistíochta Sinsearaí an BOOCM athbhreithniú ar na bearta comhionannais agus cearta daonna atá ann faoi láthair agus gheobhaidh siad amach conas is féidir feabhsuithe breise a dhéanamh ar fud ár ngníomhaíochtaí, ár mbeartais, ár gcláir agus ár dtionscnaimh. Ina theannta sin, déanfaimid:

- > Cinnte go gcloífeart le dualgas comhionannais agus cearta daonna na hearnála poiblí agus tionscnaimh ábhartha á bpleanáil, á bhforbairt agus á n-athbhreithniú
- > Cinnte go bhfuil ceannaireacht, córais, agus struchtúir i bhfeidhm agus ag feidhmiú go héifeachtach, chun aghaidh a thabhairt ar shaincheisteanna ábhartha comhionannais agus cearta daonna agus chun cloí lenár ndualgas comhionannais agus cearta daonna san earnáil phoiblí.

6 Próiseas Comhairliúcháin



Fíor 5: Próiseas comhairliúcháin

Agus ár Straitéis á cur le chéile againn agus cuspóirí praiticiúla á sainiú don tréimhse go dtí 2026, bhíomar ag iarraidh a chinntíú go raibh na príompháirtithe leasmhara ar fad gafa agus rannchuidiú leis an bpróiseas pleanála straitéisí.

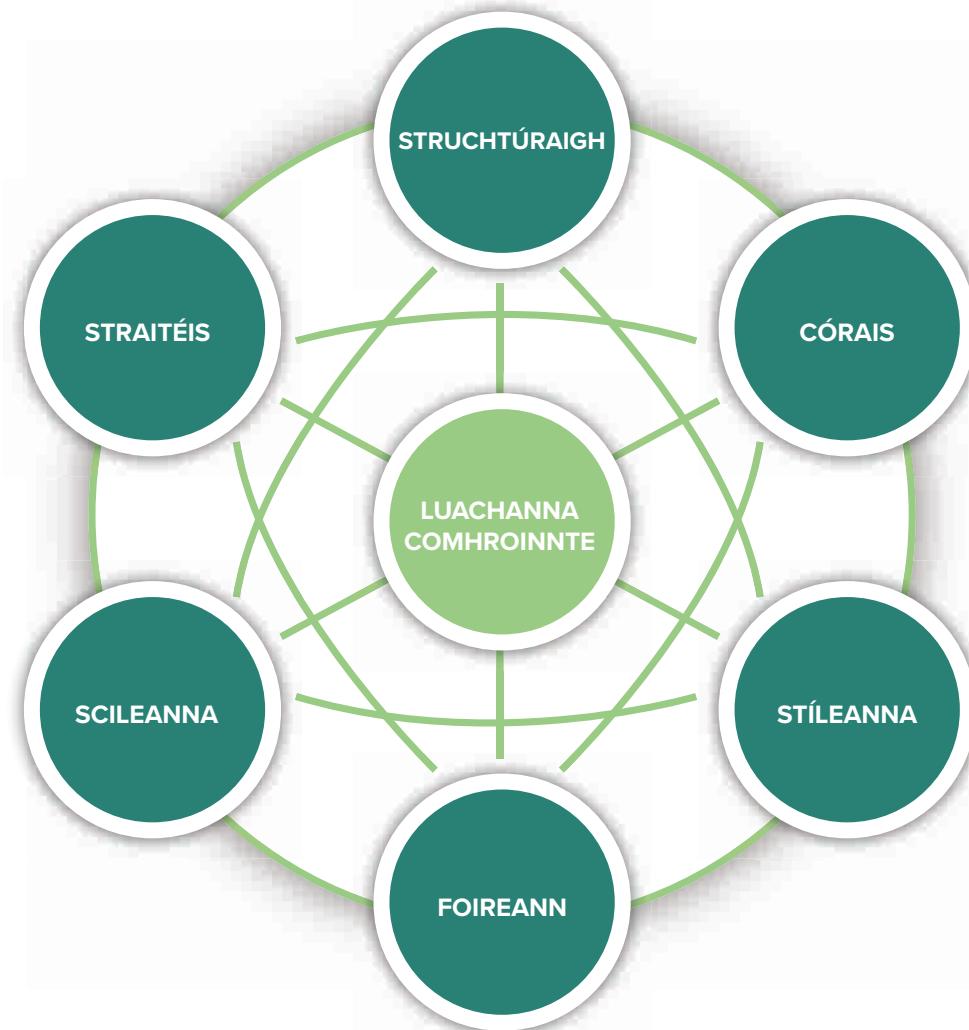
Áiríodh leis an bpróiseas comhairliúcháin ilchéime agallaimh inmheánacha agus d'éascaigh sé ceardlanna fócasghrúpaí leis an bhfoireann feidhmiúcháin, bainistíocha, riarcháin agus teagaisc, ag gach leibhéal agus ag gach feidhm, ar fud BOO an Chabháin agus Mhuineacháin. Iarradh freisin léargais agus peirspictíochtaí ionadaithe tionscail, fostóirí, baill den phobal, oifigigh rialtais áitiúil, eagraíochtaí eile agus chomhaltaí Boird an BOOCM, chun léargas comhtháite a sholáthar ar spriocanna tosaíochta atá le leanúint sa mheántearma agus san fhadtéarma.

Is é an rud tábhach ná gur thug torthaí an phróisis chomhairliúcháin eolas d'fhorbairt an Ráitis Straitéise seo agus beidh siad mar bhonn eolais dár dtairiscintí amach anseo. Cinnteoidh sé seo go leanann BOOCM ar aghaidh ag freagairt agus ag freastal ar riachtanais a bhfuil ag forbair páirtithe leasmhara, foghlaimeoirí agus grúpaí pobail éagsúla.

7 Cultúr agus Luachanna

Cé go soláthraíonn cur in iúl soiléir spriocanna agus cuspóirí BOOCM bunús láidir chun an straitéis a phleanáil, a rianú agus a sheachadadh, tá tábhacht an chultúir ríthábhachtach mar gur eagraíocht bunaithe ar eolas é BOOCM - ag brath ar eolas, saineolas agus spreagadh na foirne go léir.

Ag teacht le creat McKinsey 7-S (maisithe thíos), cinnfidh forbairt leanúnach ár gcultúr, agus feidhmiú ár gcomhluachanna, ár n-éifeachtacht maidir le torthaí straitéiseacha a sheachadadh.



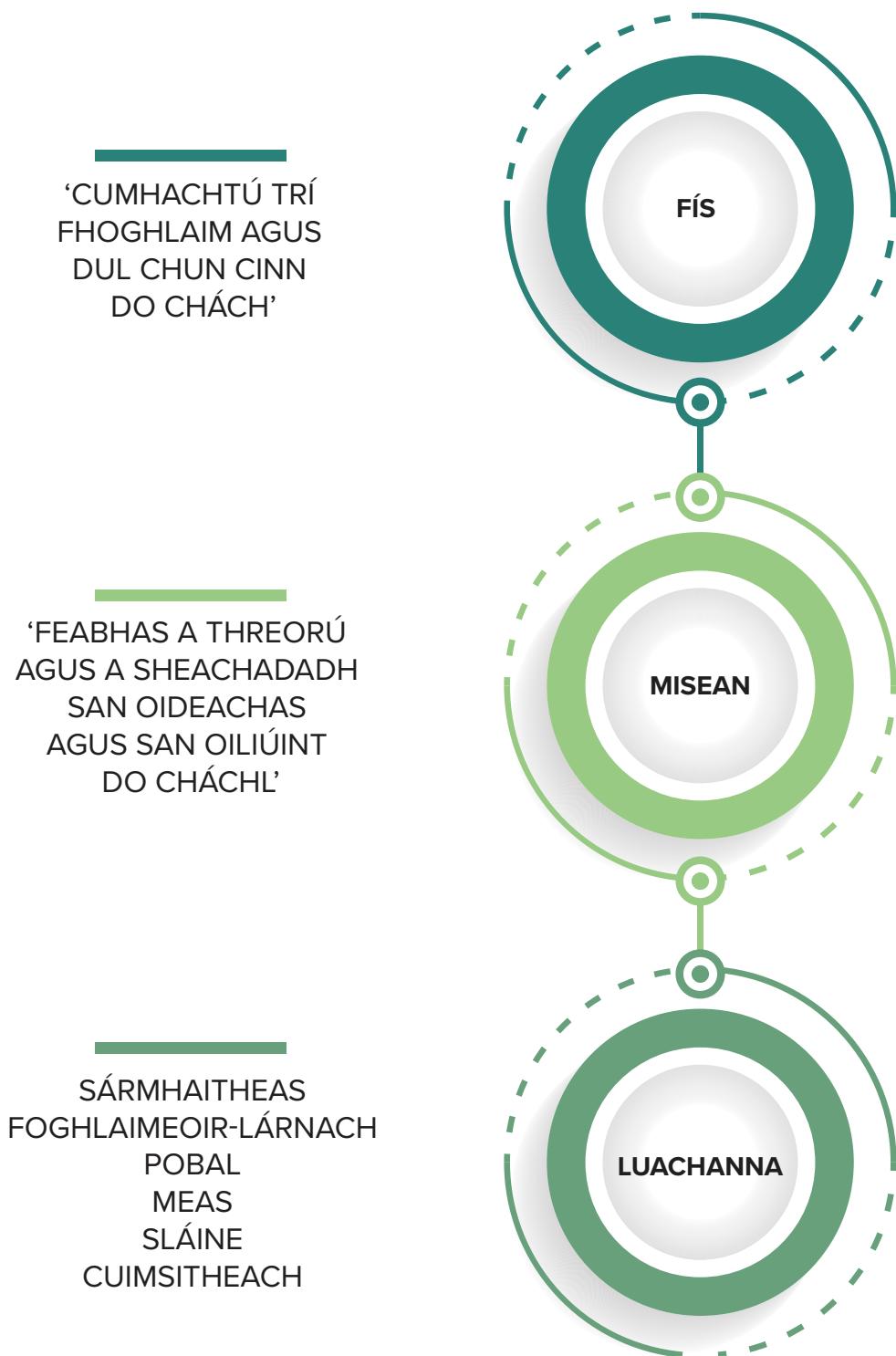
Fíor 6: Creat 7-S McKinsey

Le linn na tréimhse pleanála straitéisí 2022 go 2026, oibreoidh chun na heilimintí idirghaolmhara a ailíniú mar seo a leanas:

- ▶ Straitéis: plean BOOCM chun forbairt na heagraíochta amach anseo a chur chun cinn
- ▶ Struchtúr: conas a eagraítar BOOCM
- ▶ Córás: na gníomhaíochtaí agus na nósanna imeachta laethúla a úsáidimid chun dualgais a chomhlíonadh
- ▶ Comhluchanna: is iad seo bunluuchanna na heagraíochta BOOCM agus léiríonn siad a heitic ghinearálta oibre
- ▶ Stíl: an stíl cheannaireachta a glacadh léi agus atá le feiceáil ar fud na heagraíochta BOOCM
- ▶ Foireann: Fostaithe BOOCM agus a gcuid ranníocaíochtaí éagsúla ar fud na heagraíochta
- ▶ Scileanna: scileanna fíor, inniúlachtaí, agus cumais ghinearálta fhostaithe BOOCM.

Tá soláthar rathúil an Ráitis Straitéise seo ceangailte go dlúth le feabhsú forásach ar chultúr eagraíochtíul an BOOCM de réir ár bhfís, ár misean agus ár luachanna mar a achoimrítear thíos:

7.1 Fís, Misean agus Luachanna



Fíor 7: Luachanna Fís Misean

ÁR LUACHANNA

Tiomanta do cálíocht
agus gairmiúlacht,
Agus tú ag glacadh
leis cuntasacht le
haghaidh ag dul chun
cinn ár BOOCM
comhroinntte cuspoírí

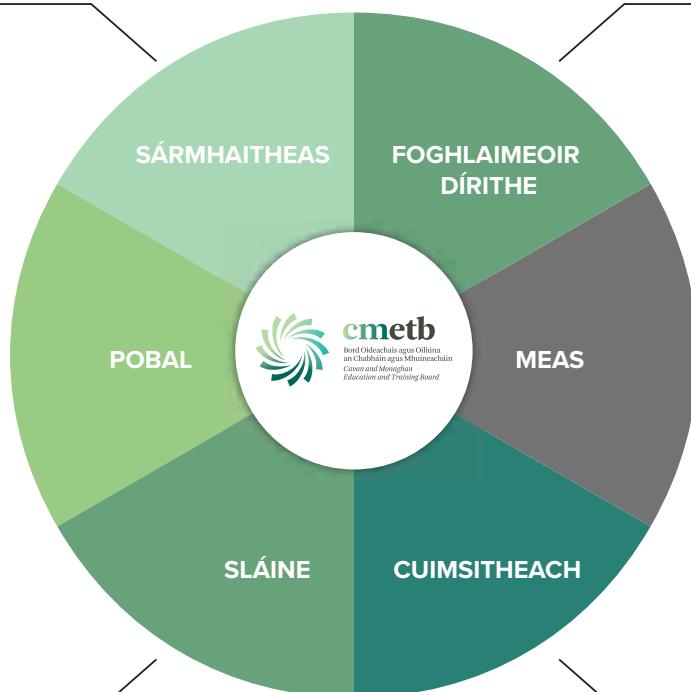
Ag obair lenár
bhfoghlaimeoírí chun
a gcuid riachtanas a
chomhlíonadh agus
chun tacú le dul chun
cinn do chách

Riachtanais a aithint
go réamhghníomhach
agus freastal ar
riachtanais
chomhtháite an
fhostóra, an
fhoghlaimeora, na
foirne, na
dtuismitheoirí, na
bpobal áitiúil agus
eile a bhfreastalaímid
orthu

Tuisceanach agus
cothrom inár
ndéileálacha le gach
duine
comhghleacaithe
agus páirtithe
leasmhara, ag léiriú
cúram agus trua mar
is cuí

Barántúlacht agus
macántacht a léiriú
inár gcuid oibre
agus
idirghníomhaíochtaí

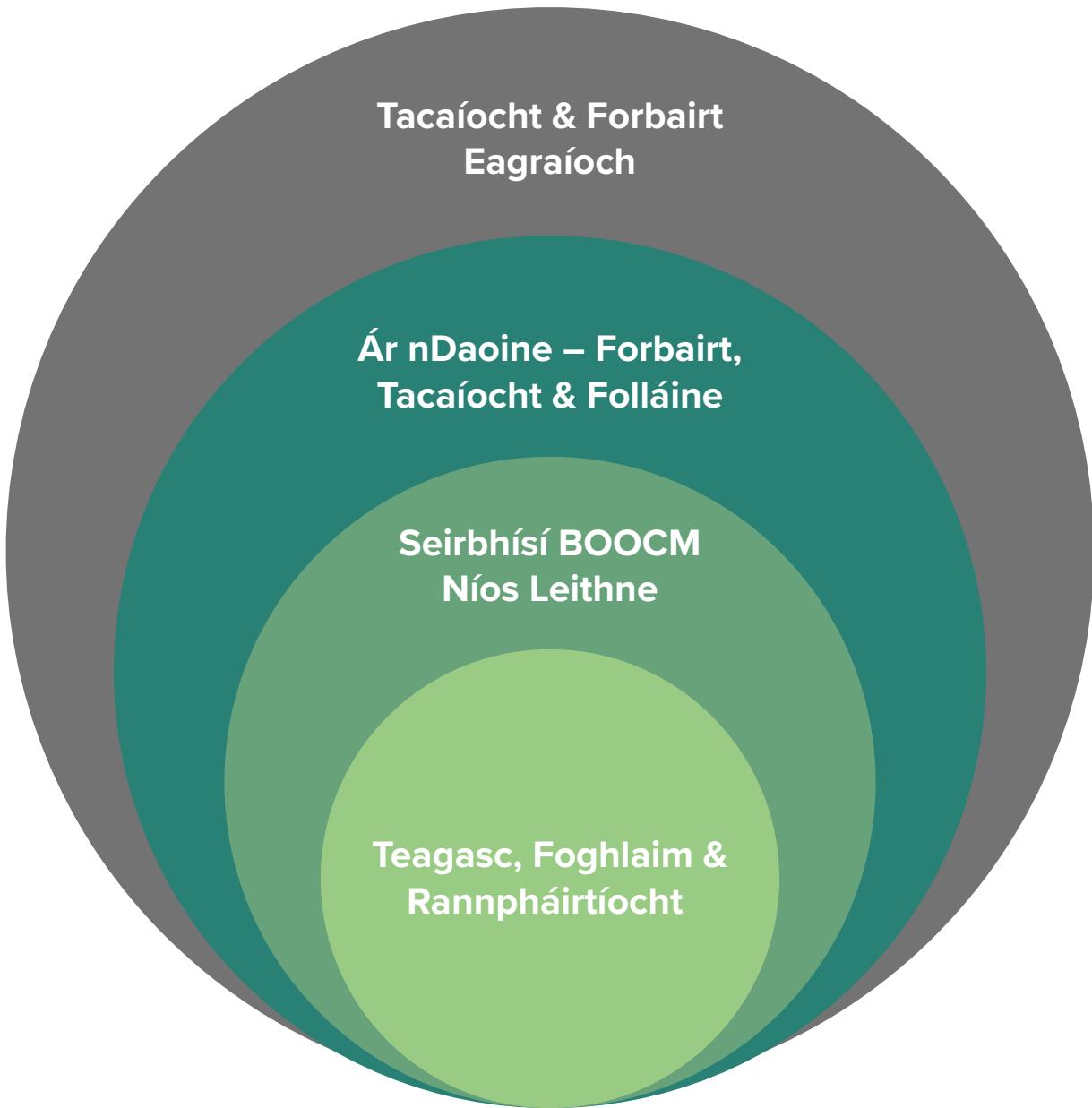
Freastal agus tacú
le difríochtaí aonair
agus éagsúlacht



Fíor 8: Luachanna BOOCM

8 Spriocanna agus Cuspóirí Tacaíochta

Léiríonn an méid seo a leanas ár gceithre sprioc straitéiseacha BOOCM a bhfuil bunús leo sa chéad sprioc lárnoch i.e. Teagasc, Foghlaim agus Rannpháirtíocht:



Fíor 9: Spriocanna Straitéiseacha BOOCM

Spriocanna straitéiseacha agus cuspóirí tacaíochta

1. Teagasc, Foghlaim & Rannpháirtíocht

Aidhm: Teagasc, foghlaim, folláine, rannpháirtíocht agus dul chun cinn ar ardchaighdeán a chur chun cinn i dtimpeallacht chuimsitheach, foghlaimeoir-lárnoch

Cuspóirí

- 1.1** Tabhairt faoi athbhreithniú ar churaclam BOOCM/deiseanna foghlama chun cláir agus straitéisí nuálacha a aithint lena nglacadh – ag cur béim ar leith ar ábhair ETIM
- 1.2** Múnla BO College of the Future a bhunú sa BOOCM, as a dtiocfaidh soláthar comhdhlúite agus comhtháite, deiseanna foghlama solúbtha, conairí rochtana agus tacaíochtaí sheasmhacha d'fhoghlaimeoirí
- 1.3** Riachtanais a shainaithint atá riachtanach chun freastal ar riachtanais tacaíochta chomhtháite/ilghnéitheacha na bhfoghlaimeoirí¹, oibriú chun acmhainní riachtanacha a bhaint amach agus meicníochtaí éifeachtacha a forbairt chun na tacaíochtaí foghlaimeoira seo a sholáthar
- 1.4** Leanúint ar aghaidh le foghlaim chuimsitheach a thairiscint agus ag an am céanna ag leathnú an tsoláthair spriocdhírithe agus ag saibhriú an eispéiris/oideolaíochta dóibh siúd a bhfuil riachtanais shonracha foghlama, fhisiciúil agus mhothúchánacha acu
- 1.5** Cur chuige comhtháite a forbairt agus a chur i bhfeidhm chun meicníochtaí gutha na mac léinn agus na dtuismitheoirí a fheabhsú inár scoileanna agus inár n-ionaid, agus ag an am céanna a chinntí go ndéantar athbhreithnithe tréimhsíúla chun éifeachtacht a bharrfheabhsú
- 1.6** Tionscnaimh a forbairt agus a chur chun cinn chun tacú le deiseanna/cosáin mhalartacha d'fhoghlaimeoirí atá ag bogadh isteach agus amach as oideachas an tsraith sinsearach – ag leagan béime ar leith orthu siúd atá faoi mhíbhuntáiste agus/nó atá i mbaol gan cúrsáí/cláir a chríochnú
- 1.7** Leanúint ar aghaidh ag feabhsú agus ag méadú an raon clár atá ar fáil do lucht fágála scoile, cuardaitheoirí poist, iad siúd atá ag filleadh ar oideachas, fostóirí agus daoine fostaithe
- 1.8** Cur le tairiscint BOOCMlaistigh den réigiún chun soláthar Pobalscoileanna Náisiúnta (CNS) a chur san áireamh de réir riachtanais áitiúla aitheanta agus riachtanais dhéimeagrafacha
- 1.9** Féiniúlacht agus éiteas scoileanna BOOCM a forbairt i gcomhar le BOOE, chun forbairt Creat Phátrún do chur i bhfeidhm curaclaim a ionchorprú
- 1.10** Freagraí comhtháite/éifeachtacha a shainaithint agus a chur i bhfeidhm chun tacú le folláine na mac léinn agus na foirne go ginearálta, agus mar fhreagra ar dhúshláin a bhaineann le paindéim
- 1.11** A chinntí comhlíonadh le dualgas comhionannais agus cearta daonna na hearnála poiblí i bpleanáil, i bhforbairt agus in athbhreithniú na dtionscnamh atá leagtha amach faoin sprioc straitéiseach seo

¹ Síceolaíochta, folláine, gairmthreoir, míchumas, Riachtanais Oideachais Speisialta (SEN), Uathachas Neamhord Speictrum (ASD) etc.

2. Seirbhísí BOOCM Níos Leithne

Aidhm: Oibriú le chéile chun seirbhísí a fhreagraíonn ar bhealach cuimsitheach do riachtanais ár bpobal a fheabhsú agus a forbairt tuilleadh

Cuspóirí

- 2.1** Athbhreithniú, pleanáil agus leathnú a dhéanamh ar an tionscadal ‘Music Generation’ reatha chun oideachas ceoil léirithe a sholáthar do dhaoine óga ó shuíomh luathbhlianta go 18 mbliana d’aois.
- 2.2** Comhoibriú le comhpháirtithe agus geallsealbhóirí chun deiseanna do dhaoine óga i ngach réimse de na healaíona a chomhordú trí rannpháirtíocht le healaíontóirí ag leibhéal áitiúil agus náisiúnta
- 2.3** Dul i dteagmháil leis an bpobal chun raon de thaibhithe drámatúla a chur ar fáil do lucht féachana áitiúil agus ealaíontóirí áitiúla a chothú trí thairiscint amharclainne óige leathan agus éagsúil.
- 2.4** Leanúint ar aghaidh ag obair i gcomhar le pobail chun tionscnaimh a forbairt agus tacú leo atá dirithe ar mhíbhuntáiste oideachasúil a mhaolú
- 2.5** Leanúint ar aghaidh ag leathnú feidhm Obair Óige BOOCM, ag cinntiú go bhforbraítear, go dtacaítear agus go bhfeabhsaítear seirbhísí ar aon dul le prionsabail agus fír na hoibre óige.
- 2.6** Athbhreithniú agus measúnú a dhéanamh ar shaincheisteanna/dúshláin atá ag teacht chun cinn do dhaoine óga, agus comhoibriú le comhpháirtithe/geallsealbhóirí ábhartha chun a chinntiú go moltar riachtanais agus go dtugtar aghaidh orthu ar bhealach comhchoiteann agus cuimsitheach
- 2.7** Clár Oideachais Allamuigh ilchineálach agus forásach a forbairt ina Scoileanna, Ionaid agus Seirbhísí a sholáthraíonn comhionannas rochtana chomh maith le tairbhí folláine phearsanta, fhisiciúil agus mheabhrach an Oideachais Allamuigh





3. Ár n Daoine – Forbairt, Tacaíocht & Folláine

Aidhm: Oibriú i gcomhar mar fhoireann BOOCM chun ceannaireacht agus dea-chleachtas a chur chun cinn, sármhaitheas a sheachadadh agus tacú le comhionannas laistigh de chultúr forásach san ionad oibre.

Cuspóirí

- 3.1** Ár gcórais agus próisis a athbhreithniú agus a fhorbairt chun tacú le hearcú agus coinneáil na foirne is fearr leis na hinniúlachtaí riachtanacha
- 3.2** Foireann tiomnaithe FGL a bhunú chun straitéis uileghabhálach um fhorbairt ghairmiúil a fhorbairt agus a chur i bhfeidhm a chomhtháthaíonn bainistíocht, múinteoireacht, forbairt riarracháin agus coimhdeach foirne
- 3.3** Foireann tiomnaithe FGL a bhunú chun straitéis uileghabhálach um fhorbairt ghairmiúil a fhorbairt agus a chur i bhfeidhm a chomhtháthaíonn bainistíocht, múinteoireacht, forbairt riarracháin agus coimhdeach foirne
- 3.4** Ár gcleachtais agus nósanna imeachta AD a athbhreithniú agus a úasdátaigh chun soláthar a dhéanamh d'fhorbairt fhorásach ár dtimpeallacht oibre
- 3.5** Tionscnaimh a fhorbairt chun cultúr agus cothú na sláinte agus na folláine a leabú sa timpeallacht oibre
- 3.6** A chinntíú go bhfull ceannaireacht, córais, agus struchtúir i bhfeidhm agus ag feidhmiú go héifeachtach, chun aghaidh a thabhairt ar shaincheisteanna ábhartha comhionannais agus cearta daonna agus chun dualgas comhionannais agus cearta daonna na hearnála poiblí a chomhlíonadh

4. Tacaíocht & Forbairt Eagraíoch

Sprioc: Ár seasamh a daingniú mar eagraíocht foghlaimeoir-lárnach, freagrúil, dírithe ar an gcomhionannas trí fheabhas, nuálaíocht agus dea-chleachtas i rialachas a thiomáint

Cuspóirí

- 4.1** Straitéis TFC comhtháite, plean feidhmithe agus beartais a forbairt chun freastal ar riachtanais aitheanta agus chun glacadh le scileanna digiteacha an 21ú haois a chur chun cinn
- 4.2** Scóip a shainaithint chun próisis rialachais, riarracháin, soláthair agus próisis ghaolmhara a chuíchóiriú chun éifeachtúlachtaí a bharrfheabhsú agus chun leanúint ar aghaidh ag comhlíonadh riachtanais Bhord BOOCM
- 4.3** Leanúint le treoir agus tacaíocht a thabhairt do chláir phíolótacha roghnaithe BOO chun tuilleadh feabhsuite earnála a sheachadadh agus chun seasamh BOOCM a chomhdhlúthú maidir le nuálaíocht a thiomáint
- 4.4** Straitéis Chumarsáide BOOCM a forbairt agus a chur i bhfeidhm, chun féiniúlacht chomhroinnt a chur chun cinn laistigh den eagraíocht agus chun feasacht ar ár mbranda agus ár seirbhísí a fheabhsú
- 4.5** Oibriú chun feidhmíocht fuinnimh BOOCM a fheabhsú mar thaca lenár Straitéis um Éifeachtúlacht Fuinnimh agus le clár oibre an Rialtais um Ghníomhú ar son na hAeráide
- 4.6** Seachadadh seirbhíse éifeachtach leanúnach a chinntíu lena n-áirítear soláthar áiseanna agus bonneagair ardchaighdeáin, chomh maith le tacaíochtaí gairmiúla do scoileanna agus ionaid BO



9 Cur i bhFeidhm

Aistreofar na tosaíochtaí, na spriocanna agus na cuspóirí atá leagtha amach sa Ráiteas Straitéise seo ina bpleannanna feidhmithe do gach snáithe den eagraíocht. Ina dhiaidh sin, beidh gníomhartha ó na pleannanna feidhmithe mar chuid dár bPlean Seirbhíse Bhliantúil.

Bunófar roinnt grúpaí oibre trasfheidhmeacha lena chinntiú go ndéanfar dul chun cinn i dtreo chur i bhfeidhm na spriocanna, na gcuspóirí agus na ngníomhartha a ndéantar faireachán orthu agus chun cabhrú le réiteach a fháil ar shaincheisteanna oscailte agus/nó lena chinntiú go mbainfear amach na tairbhí a bhfuiltear ag súil leo ó na gníomhaíochtaí a chur i gcrích.

Feidhmeoidh an Tuarascáil Bhliantúil mar mheicníocht mhonatóireachta trína ndéanfar feidhmíocht an BOOCM gach bliain a thomhas i gcoinne na ngníomhartha atá leagtha amach sa Phlean Seirbhíse a bhaineann leis agus sa Straitéis cúig bliana.

Críochnóidh BOOCM athbhreithniú meántéarmach ar an Straitéis in 2024. Déanfaidh an t-athbhreithniú seo measúnú ar dhul chun cinn i dtreo chur i bhfeidhm na ngníomhaíochtaí, sainaithneofar aon easnaimh, easnaimh nó riachtanais nua, agus déanfaidh sé tograí (lena n-áirítear leasuithe féidearthá) don chuid eile den chúig bliana. tréimhse. Déanfaidh an t-athbhreithniú seo measúnú foirmiúil ar na spriocanna, na cuspóirí agus na gníomhartha i dtimpeallacht atá ag athrú, agus cinnteoidh sé go bhfuil BOOCM fós freagrúil agus dinimiciúil.

10 Liosta Giorrúchán

| | |
|-------|--|
| NSD | Neamhord Speictrim Uathachais |
| BOOCM | Bord Oideachais agus Oiliúna an Chabháin agus Mhuineacháin |
| PN | Pobalscoil Náisiúnta |
| FGL | Forbairt Ghairmiúil Lleanúnach |
| BOO | Bord Oideachais agus Oiliúna |
| BOOE | Boird Oideachais agus Oiliúna na hÉireann |
| BO | Breisoideachas agus Oiliúna |
| AD | Achmhainní Daonna |
| TFC | Teicneolaíocht Faisnéise agus Chumarsáide |
| CMCMO | Ciste Maolaithe i gCoinne an Mhíbhuntáiste Oideachais |
| PNL | Plean Náisiúnta Leathbhanda |
| DTB | Déantúsaíocht Trealamh Bunaidh |
| DCCE | Dearbhú Cáilíochta agus Cáilíochtaí Éireann |
| ROS | Riachtanais Oideachais Speisialta |
| ETIM | Eolaíocht, Teicneolaíocht, Innealtóireacht agus Matamaitic |
| FCT | Foghlaim le Cuidiú Teicneolaíchta |

Notaí

Notaí





cmetb
Bord Oideachais agus Oiliúna
an Chabháin agus Mhuineacháin
*Cavan and Monaghan
Education and Training Board*

CUMHACHTÚ TRÍ FHOGHLAIM AGUS DUL CHUN CINN DO CHÁCH