

Co. Waterford Vocational Education Committee

Education Plan :
A Strategic Framework for
Quality Education and Training
2011 - 2015

2nd draft discussion document
For public consultation

Glossary

In this document, the following terms are abbreviations are used:

Education Plan	A strategic planning document as required under the Vocational Education (amendment) Act 2001.
Education Plan: A strategic framework for quality education and training 2011 – 2015	: The Co. Waterford Vocational Education Committee plan to meet the requirement for an education plan
PSG	Are the Practice Support Groups that currently exist for those in <i>Education with Youth</i> and <i>Adult Education</i> and meet three times a year with senior management of the VEC.
Tri annual report	the report used to report to the CEO through the PSGs
Unit	Any service, programme or project operated under the auspices of the VEC e.g. school, BTEI, Youth Work, Youthreach, Literacy, VTOS.
VEC or CWVEC	The corporate entity made up of all services, programmes and projects of the agency and its staff.

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1 Introduction

The following is a draft discussion document which it is intended to use as part of the second level consultation on the development of County Waterford Vocational Education Committee Education Plan 2011-2015. The first level involved an internal organisation consultation with principals, coordinators and other senior staff in the VEC. It is intended that that process of developing the plan will move through three different levels as outlined in Appendix 1 and this document is the basis for discussions at level 2.

At the first level a series of interviews were held with the personnel and the data gathered from each interview was analysed to create composition themes which were in turn used to identify draft priorities for the work of the VEC over the period of the plan. The themes generated were also used to redraft the VEC Mission Statement from the Education Plan 2006 - 2010. Finally, the themes, along with material from the *SYNERGY process* and the *Equality Mainstreaming Project* were used to draw up a list of principles that should underpin the Mission Statement and priorities.

This document is intended to reflect an overall collective picture of the input of stakeholders to date. As such, it is open to amendment at the remaining levels of the process of developing the plan but it represented the current best thinking of those involved.

2 Mission statement

County Waterford Vocational Education
Committees mission is:

To provide a wide range of quality vocational, educational, training and development opportunities for the people of Waterford county.

It will achieve this mission by ensuring quality teaching and learning processes across its services in both the formal and non formal education settings. It will employ the principles of empowerment, consultation and participation in its work. It will attempt at all times to ensure that young people and adults are engaged as learners to pursue their potential and their aspirations and to contribute meaningfully to their communities and society.

3 *Guiding principles*

The principles listed below will underpin the way that County Waterford Vocational Education Committee works for the next five years and will be a core element of the evaluation and review of the plan.

3.1 *Education opportunities*

- Endeavours to provide *quality education opportunities for learners* that recognise the value of a *holistic approach* to learning that where possible enables learners to achieve their desired learning and personal goals.

3.2 *Equality*

- *Pro actively promotes* an *equality* and *social inclusion* approach in its work and supports the *development of the Irish language* and other cultural initiatives.

3.3 *Partnership*

- Will work with *similar minded partners* in fulfilling its mission.

3.4 *Competency and professionalism*

- Recognises that the successful fulfilment of its mission is dependent on having competent, qualified and trained *staff* that are *empowered and facilitated* to work to the maximum of their competencies and are supported and trained to do so within an agreed *staff development structure*.

3.5 *Quality and planning*

- Operates in a way that ensures quality service delivery by having *integrated quality assurance* and *planning systems* that are *outcome and impact focused*.

4 Priorities

The following are the priorities for the work of the VEC and its various units over the five year period of this plan.

<i>No.</i>	<i>Title</i>	<i>Priority</i>
1	<i>Learning and education provision</i>	<p><i>To sustain and develop the range of certification, curriculum and programme options available to learners.</i></p> <p><i>To expand, and increase awareness of, the role of the VEC as a secondary and further education provider in terms of acting as a progression route to and through further education, employment and on to higher education.</i></p> <p><i>To provide learning and education opportunities that recognises that the pace of development and progress is different for each learner and that flexibility is required in enabling learners to achieve learning outcomes and desired goals.</i></p>
2	<i>Staff Development</i>	<p><i>To implement a staff development policy that encourages continual professional development and acknowledges the achievements and successes of staff. It will deliver a wide range of high standard training and support services in line with Irish and international standards of excellence to maintain the delivery of high quality programmes, process of learning, leadership and management.</i></p>

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3	<i>Community and inter agency provision</i>	<i>Operate in a way that ensures educational, developmental and training needs of learners are met at local community level where possible and that partnership arrangements are developed with community, voluntary, state agency providers.</i>
4	<i>Social inclusion and equality</i>	<i>To identify, target and support learners in socially excluded groups and those experiencing educational disadvantage.</i>
5	<i>Support, literacy and assessment</i>	<i>To ensure the integration of literacy support across the VEC and operate a coordinated support, referral, assessment and recruitment system all units and services of the VEC.</i>
6	<i>Irish language and culture</i>	<i>To promote the use of the Irish language at organisational and unit level and support the development of cultural initiatives within the county.</i>
7	<i>Planning and synergy</i>	<i>To integrate the various quality framework systems with planning systems at unit level into the VEC Education Plan in order create a coordinated and creative approach to the delivery of quality services, informs the day to day delivery of services and which encourages the assessment of quality of delivery.</i>

5 Review, reporting and evaluation

The Education Plan: A strategic Framework for quality education and training 2011-2015 will be the basis of planning and reporting within the VEC. The main mechanisms for this will be:

1. An annual externally facilitated formative evaluation of the Education Plan involving appropriate staff and stakeholders.
2. Monthly PSG meetings to review progress on priorities at unit and organisational level.
3. Tri annual reports at PSG meetings using the Tri annual report and planning templates.
4. Periodic reviews of work at unit level using the Education Plan as the backdrop for the review.
5. A summative evaluation of the Plan at its conclusion.

Appendices

5.1 Appendix 1: Levels of developing the education plan

