



AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council



ANNUAL
REPORT

2006/
2007

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FOREWORD



Joan Ward, Chairperson

"I am pleased to present the Teaching Council's first Annual Report for the year ended 28 March 2007.

Established on 28 March 2006, under the Teaching Council Act, 2001, the Council is the professional body for teaching. It promotes teaching and the continuing professional development of teachers and it regulates standards in the teaching profession".

Teaching in Ireland has always attracted entrants of high calibre and we have an esteemed profession with more than 55,000 practitioners. Teachers are ready for the responsibility of promoting and regulating their profession and they are afforded the opportunity to do so through their representation on the Council.

Those of us entrusted with the privilege of Council membership have pledged to carry out our duties in full awareness of our responsibilities to society and to teaching. While much of its work may complement the ongoing efforts of other bodies, the Council is mindful always of the important and distinct role that is assigned to it as a professional and regulatory body.



FOREWORD

During the course of the past year, the Council undertook a demanding programme of work and that programme is summarised in this report. As Chairperson, I am particularly pleased with the progress made in establishing the Register of Teachers and in producing Codes of Professional Conduct for Teachers.

In reflecting on this report, there are three values which I believe have been central to the wonderful progress made. They are partnership, excellence in teaching and a commitment to service.

Partnership is a pervasive theme which links all areas of the Council's work and you will see evidence of this throughout the

report. While the Council has a majority of teachers, it also includes representation from parents, management bodies, teacher educators, the Minister for Education and Science, and the wider community. As such, it is firmly rooted in a partnership approach and this approach is, and will continue to be, key to the success of the Council.

Excellence in teaching is also central to the mission of the Teaching Council. In Ireland, we have a strong teaching tradition and are fortunate in that we have a highly educated and committed teaching force. Various attitudinal surveys have suggested that teachers are held in high esteem by the public and this is a support to the Council in its work. High

levels of esteem, however, are not based on tradition alone and the profession must continue to earn its reputation. The Council's role is to ensure that the profession builds upon the rich tradition that exists by maintaining and improving the quality of its teaching.

The notion of the Council as servant is one to which all members of the Council are committed. Just as teachers are committed to the highest standards of professional service in their teaching, so too is the Council dedicated to fulfilling the public service dimension of its role. For teachers, their primary professional obligation is their students. For the Council, its primary obligation is to teaching but of course, the two are inextricably linked for in



FOREWORD

serving teaching, the Council is also serving students and they are the ultimate beneficiaries of its work. Throughout the year, in developing policies and procedures, the Council has asked one very simple question and it is this: 'Is this in the interest of our young people?'. In using this question as our guide, I believe we have served teaching and our young people well.

Looking ahead to the coming year, the Council faces significant challenges.

The idea of compulsory registration, as required by the Act, is new to teachers. The requirement to pay a renewal fee to fund the Council, and thus underpin its independence, is also

new to teachers. For these reasons, the Council will need to clearly and consistently communicate the many benefits of self-regulation to teachers in order to achieve a cultural shift among the teaching profession.

The introduction of a fee will lead to financial independence for the Council and this too will pose challenges. Much work has already been done to prepare for this and the Council's Finance and Audit Committees and its Procedures Working Group are to be commended for the progress they have made.

The establishment of the Register will continue to be the main focus of the Council's work and,

in that regard, we look forward to publishing the Registration Regulations when the approval process is complete.

The review of programmes of teacher education and of the competences and standards of knowledge required for the practice of teaching will also be challenging and, as a first step, the Council will, over the coming months, begin developing its policy on the continuum of teacher education, in consultation with the partners in education and the Minister.

Another important focus for the Council will be its research function and work has already begun in this area, in line with its Research Policy.



FOREWORD

Over the coming year, the Council will implement the second phase of its research bursary scheme and appoint research personnel on a contract basis to support its work in the area of teacher education.

The Council's investigative and disciplinary functions are potentially onerous and much work has been done in researching best practice in other jurisdictions in order to inform the Council's planning for its role. In that context, I look forward to the conclusion of the process related to Sections 24 and 28 of the Education Act, 1998, which are relevant to the 'fitness to teach' role assigned to the Council.

These are exciting and challenging

times and I feel privileged and honoured to be Chairperson of the Council. The start has been an auspicious one and this has been possible because of the dedication of Council members who act in a voluntary capacity. I would like to put on record my thanks to them and, in particular, to Susie Hall, who, in her role as Deputy Chairperson during the year, has been a tremendous support to me and all Council members. Thanks are also due to the Minister for Education and Science and to her officials for their support to the Council and its staff during the set-up phase. Finally, I wish to pay special tribute to the Council's Director, Áine Lawlor, and her staff for their diligence and professionalism throughout the year.

Joan Ward

Joan Ward
Chairperson

"The establishment of the Register will continue to be the main focus of the Council's work and, in that regard, we look forward to publishing the Registration Regulations when the approval process is complete".



DIRECTOR'S REPORT



Áine Lawlor, Director

“A significant milestone during the year was the development of Codes of Professional Conduct for Teachers following a process of consultation with teachers and all the partners in education”.

This Annual Report documents the Council's work during its first year since its establishment as a statutory body on 28 March 2006. Producing it has been a valuable exercise for the Council, since it has provided an opportunity to reflect on a very busy year and to gain a perspective on the volume of activity and on the very real progress which has been made.

As an inaugural Council, there were many challenges to be addressed during the year and the Council embraced these and delivered a comprehensive programme of work. In this report, the Council is mapping its progress against the functions which have been prescribed by the Teaching Council Act, 2001. It is expected that in future reports, progress will be measured against annual business plans which will be developed based on objectives identified in a Corporate Strategy document. The Council hopes to produce its first Corporate Strategy document early in 2008, once a process of consultation with the relevant stakeholders has been undertaken.

A major focus of the Council's work to date has been the establishment of a Register of Teachers and, during the year, the Council made much progress in this area. A database system was set up to hold the Register and the Council drafted Regulations to govern the registration process. A comprehensive information campaign on the registration process was implemented and, to date, more than 40,000 teachers have had their details verified and included on the register.

As part of the process of registering teachers for the first time, the Teaching Council agreed to be the authorised body to seek the vetting of new teachers. During the year, more than 3,400 vetting applications were referred to the Garda Central Vetting Unit by the Council and vetting letters issued to all applicants on foot of the results received.

A significant milestone during the year was the development of Codes of Professional Conduct for

DIRECTOR'S REPORT



“As an inaugural Council, there were many challenges to be addressed during the year and the Council embraced these and delivered a comprehensive programme of work”.

Teachers following a process of consultation with teachers and all the partners in education. These have now been circulated widely and the process of promoting ownership of the Codes is underway.

In everything it does, the Council seeks to promote teaching as a profession and to create a culture where the role of teachers in preparing young people for life is valued and celebrated. The Council's production of the DVD, 'Croí na Múinteoireachta', marks an important first step in an ongoing campaign to inform and enhance public perception of the teaching profession.

In March 2007, the Council launched its Research Policy which provides the framework within which it will implement its research function. The policy includes a commitment to funding research bursaries and is indicative of the Council's commitment to continuing professional development in the profession.

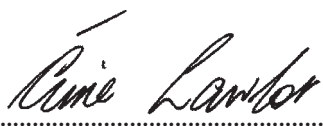
While the Council's focus on its core functions as prescribed by the Act has been constant, it has also been mindful of another overarching objective, that is, the need to run an effective and cost-efficient organisation. To achieve this objective, the Council must maintain and develop effective structures, systems and processes and it must make optimum use of its resources. During the year, the fit-out of the Council's offices in Maynooth Business Campus was completed and the Council moved in in June 2006. An effective financial management system was put in place and tailored ICT and communications strategies were developed. Recruitment was the major focus of the Council's Human Resource Management activities and a Code of Conduct for members and staff was put in place.

In her foreword, the Council's Chairperson, Joan Ward, emphasised the importance of partnership and throughout the year, the Council established effective working relationships with a range of bodies

DIRECTOR'S REPORT

and individuals in order to further its work. As a newly-established body with much to learn, we are particularly indebted to the Department of Education and Science, to the Teaching Councils in neighbouring countries and to other professional bodies in Ireland, such as the Medical Council, An Bord Altranais and Engineers Ireland, all of whom supported the Council in the start-up phase.

It is the nature of opening remarks such as these that they offer only a flavour of what has been achieved during the year but in the main body of this report, a more detailed overview of the Council's work is provided. A great deal has been achieved in the first year of the Council's operation as a statutory body and this is due in no small part to the commitment, enthusiasm and vision of Council members. I would like to convey my sincere thanks to them for their support to me, and to the staff of the Council, during the year. I would also like to place on record my thanks to the staff for their professionalism and dedication during what has been an extremely busy year. I look forward with great anticipation to the months ahead as current initiatives develop and the role of the Council continues to expand and evolve.



Áine Lawlor
Director



"In everything it does, the Council seeks to promote teaching as a profession and to create a culture where the role of teachers in preparing young people for life is valued and celebrated".



OVERVIEW OF THE COUNCIL



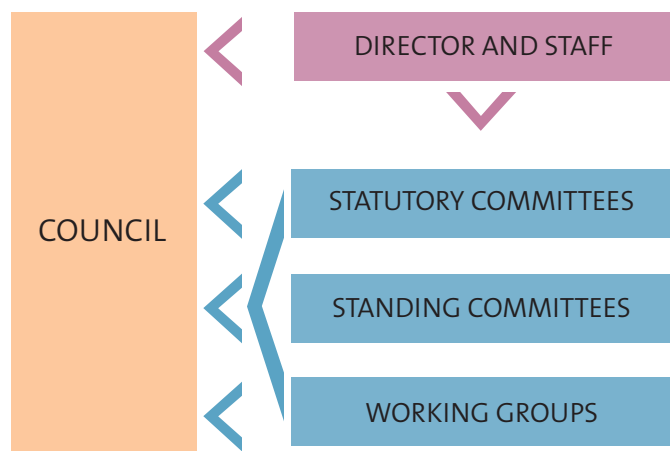
“The Teaching Council was established to promote teaching as a profession at primary and post-primary levels...”

The Teaching Council was established on a statutory basis in March 2006 to promote teaching as a profession at primary and post-primary levels, to promote the professional development of teachers and to regulate standards in the profession.

Specifically its functions are as follows:

- To promote teaching as a profession
- To promote the continuing professional development of teachers
- To establish and maintain a register of teachers
- To regulate the teaching profession and the professional conduct of teachers
- To establish and promote the maintenance and improvement of standards of teacher education and training
- To establish and promote the maintenance and improvement of standards of teaching, knowledge, skill and competence.

OVERVIEW OF THE COUNCIL



ORGANISATIONAL STRUCTURE

The Council is made up of 37 members as follows:

- Eleven primary teachers, nine of whom are elected and two of whom are teacher union nominees
- Eleven post-primary teachers, seven of whom are elected and four of whom are teacher union nominees
- Two nominated by Colleges of Education
- Two nominated by specified third level bodies
- Four nominated by school management (two primary and two post-primary)
- Two nominated by parents' associations (one primary and one post-primary) and
- Five nominated by the Minister for Education and Science, including one representing each of IBEC and ICTU.

A full list of members is set out in Appendix 1 and a list of members of each of the Council's committees and working groups is set out in Appendix 2. The Council's work is supported by a team of staff under the leadership of Council Director, Áine Lawlor. At the end of the year, the Council had a sanctioned staffing level of 28.5. The Council's management structure is set out in Appendix 3.

COMMITTEES OF THE COUNCIL

A Committee structure facilitates the in-depth work which has to be undertaken by the Council.

Section 24 of the Teaching Council Act, 2001 empowers the Council to establish three statutory committees to assist and advise the Council and to perform such functions as may be delegated by the Council from time to time. The three statutory committees are the Executive Committee, the Investigating Committee and the Disciplinary Committee. Details of the functions and membership of each of these committees are set out below.

THE EXECUTIVE COMMITTEE

The Executive Committee is designed to facilitate the efficient and effective functioning of the Council by conducting the business of the Council between general meetings of the Council. The specific functions include the following:

- Acting as a co-ordinating forum to keep the Council aware of the activities of committees and providing a co-ordinating mechanism to take actions on

OVERVIEW OF THE COUNCIL

overarching issues as they may arise

- Acting on behalf of the Council when, due to time constraints or other circumstances, it is not possible to arrange a general meeting of the Council
- Reporting regularly to the Council.

The Executive Committee has eleven members including the Chairperson of the Council, six teacher representatives, two ministerial appointees and two others.

THE INVESTIGATING COMMITTEE

When Part V of the Teaching Council Act is commenced by the Minister, the Council or any person may apply to the Investigating Committee for an inquiry into the fitness to teach of a registered teacher where:

- The teacher has failed to comply

with or has contravened the Teaching Council Act, 2001, the Education Act, 1998, the Education (Welfare) Act, 2000 or the VEC Acts, 1930 to 1999 or any regulations, rules or orders made under those Acts

- The teacher's behaviour constitutes professional misconduct as defined by the Act
- The teacher's registration is erroneous due to a false or fraudulent declaration or misrepresentation or
- S/he is medically unfit to teach.

The Council will not become involved in day-to-day contractual or disciplinary matters, or in hearing complaints which can be more appropriately dealt with at local level.

The Investigating Committee has eleven members including the Deputy Chairperson of the Council, six teachers, one ministerial appointee and three others.

THE DISCIPLINARY COMMITTEE

When it is deemed appropriate to do so, this committee will conduct a hearing on a complaint referred to it by the Investigating Committee.

Such hearings may lead to withdrawal of registration on a temporary or permanent basis.

The Disciplinary Committee has thirteen members including the Chairperson of the Council, seven teachers, two ministerial appointees and three others.

In addition to these three statutory committees, the Council has also established four standing committees. They are the Registration Committee, the Education Committee, the Finance Committee and the Audit Committee.

THE REGISTRATION COMMITTEE

The Teaching Council Act, 2001 states that the Council should 'as soon as practicable after the establishment day, establish and maintain in such form and manner as the Council may determine a register which shall be known as the Register'.



OVERVIEW OF THE COUNCIL

The Registration Committee has thirteen members made up of seven teachers, four nominees and two ministerial appointees.

THE EDUCATION COMMITTEE

This committee has responsibility for drafting submissions and making recommendations to the Council on a number of areas of the Council's work. Amongst other areas, this work involves drafting Codes of Professional Conduct for Teachers, advising on the continuing professional development needs of teachers and developing the Teaching Council's communications and research strategies.

The Education Committee has thirteen members and is comprised of seven teachers, four nominees and two others.

THE FINANCE COMMITTEE

The Finance Committee oversees the Council's financial affairs including the preparation of the annual budget, the ongoing monitoring of income and expenditure and the Council's general administrative arrangements.

Its functions are as follows:

- Reviewing and reporting on the financial affairs of the Council
- Considering the annual budget
- Supervising the disbursement of funds
- Reviewing and making recommendations with respect to the Council's fees and special levies

- Liaising with and preparing accounts for the auditors.

The Finance Committee has five members including three teachers, one ministerial appointee and one nominee.

THE AUDIT COMMITTEE

The Audit Committee monitors the systems, financial controls and procedures of the Council to ensure they operate in an orderly and efficient manner.

The Audit Committee has seven members including two teachers, four ministerial appointees and one nominee.

In addition, the Council has established working groups dealing with Vetting, Procedures and Gaeilge respectively.

Details of the membership of all the Council's committees and working groups are set out in Appendix 2.





01

MAINTAINING AND IMPROVING THE QUALITY OF TEACHING

In its 'Review of Irish Education' in 1991, the OECD noted that 'Ireland has been fortunate in the quality of its teaching force'. Similarly, in all policy documents of the 1990s, the Government commended the work of teachers. The Country Background Report for Ireland prepared as an input into the OECD report, 'Attracting, Developing and Retaining Effective Teachers' in 2005 stated that '...entry to teacher education is still highly competitive from well-qualified candidates, (and) teacher education, both pre-service and in-service, is well regarded'.

1 | MAINTAINING AND IMPROVING THE QUALITY OF TEACHING



“There is a need to continually review, maintain and improve the quality of teaching so that it can develop in line with new thinking and research and continue to meet the needs of the changing society in which teachers practise”.

In its ‘Review of Irish Education’ in 1991, the OECD noted that ‘Ireland has been fortunate in the quality of its teaching force’. Similarly, in all policy documents of the 1990s, the Government commended the work of teachers.

The Country Background Report for Ireland prepared as an input into the OECD report, ‘Teachers Matter: Attracting, Developing and Retaining Effective Teachers’ in 2005 stated that ‘...entry to teacher education is still highly competitive from well-qualified candidates, (and) teacher education, both pre-service and in-service, is well regarded’. The high quality of teaching in Ireland is therefore not in doubt. What is clear, however, is that there is a need to continually review, maintain and improve the quality of teaching so that it can develop in line with new thinking and research and continue to meet the needs of the changing society in which teachers practise.

The Teaching Council Act, 2001 sets out the requirement, inter alia, to ‘maintain and improve the quality of teaching in the state’. This is elaborated further in Section 7 of the Act which sets out the functions of the Council. As a result, excellence in teaching is one of the

core values guiding the Council in its work. This value guides the Council across all its functional areas but is best exemplified by reference to two key headings:

- Codes of Professional Conduct for Teachers
- Continuum of Teacher Education.

1.1 | CODES OF PROFESSIONAL CONDUCT FOR TEACHERS

The Teaching Council is obliged under the Teaching Council Act, 2001 ‘to establish, publish, review and maintain codes of professional conduct for teachers which shall include standards of teaching, knowledge, skill and competence’. The process of drafting the Codes was initiated in 2005 and the Codes were launched in March 2007.

1.1.1 | DRAFTING THE CODES

To fulfil its requirements under the Act, the Council’s Education Committee began drafting the Codes in September 2005 and, in developing the Codes, much deliberation and consultation took place regarding the format, the titles, the paragraphs, the sentences and the words. The consultation was conducted by Council members themselves,

1 | MAINTAINING AND IMPROVING THE QUALITY OF TEACHING

through the various bodies they represent including management bodies, the Minister, teacher unions, teacher educators, parents associations and the social partners. Through two phases of consultation, a number of submissions were received and all were considered very carefully.

1.1.2 | COMMUNICATIONS PROCESS

Having drafted the Codes, the Council then initiated a communications process in relation to the draft Codes. The draft Codes and accompanying discussion documents were published on the Council's web-site in November 2006. This coincided with a briefing seminar for all the partners in education and was followed by a series of regional meetings for teachers. Figure 1 gives details of these meetings.

1.1.3 | PUBLICATION OF THE CODES

Following the communications process, the Council made further amendments to the document having regard to feedback received as part of that process. The Codes



were published on 28 March 2007 at an event to mark the first anniversary of the Council's establishment. Their publication marked an important milestone, not just for the Teaching Council and the teaching profession, but for all in the education community. At the event, Minister for Education and Science, Mary Hanafin, T.D. welcomed the Codes and said that 'The existence of these Codes serves to heighten the status and morale of the teaching

profession and to develop the public service and accountability dimensions of its role'.

1.1.4 | DISSEMINATING THE CODES

Following the publication of the Codes on 28 March 2007, the Council initiated a process of distributing the Codes to all teachers, the partners in education and all public libraries.

DAY	DATE	VENUE
Wednesday	24 January	Navan Education Centre
Wednesday	31 January	Kilkenny Education Centre
Thursday	01 February	Oriel House Hotel, Cork
Monday	05 February	Athlone Education Centre
Tuesday	06 February	Limerick Education Centre
Wednesday	07 February	Galway Education Centre
Monday	12 February	Castlebar Education Centre
Tuesday	13 February	Dublin West Education Centre
Thursday	15 February	Sligo Education Centre

Fig. 1 | Schedule of Regional Meetings in Relation to the Draft Codes of Professional Conduct

1 | MAINTAINING AND IMPROVING THE QUALITY OF TEACHING

1.2 | CONTINUUM OF TEACHER EDUCATION

The Teaching Council Act, 2001 confers on the Teaching Council significant powers with regard to ensuring the quality of teacher education. Figure 2 on page 20 summarises the relevant provisions.

In implementing these functions, the Council's approach will be a holistic one which will reflect its view of teacher education as a continuum from initial teacher education to induction and continuing professional development. However, for the purposes of this annual report, progress in each of these areas is outlined under separate headings.

1.2.1 | INDUCTION

Section 7(2)(f) of the Teaching Council Act, 2001 states that the Council shall establish procedures in relation to the induction of teachers into the teaching profession. In preparing for its role in this area, the Council has invited a number of guest speakers to present to its Education Committee. In May 2006, Ms. Mary Burke of the National Pilot Programme on Teacher Induction presented to

the committee on the aims and objectives of the primary pillar of that programme, as well as on progress made to date. In October 2006, Dr. Maureen Killeavy of University College Dublin made a similar presentation in relation to the post-primary pillar.

1.2.2 | INITIAL TEACHER EDUCATION

Section 38(1) of the Act sets out the Council's functions in relation to the review and accreditation of programmes of initial teacher education. (see Fig. 2). To inform its work in this area, the Council has begun researching practices used by other professional bodies and by Teaching Councils in other jurisdictions.

In December 2006, the Council heard a presentation by Mr. Denis McGrath, Registrar with Engineers Ireland (EI), in relation to EI's review of third level engineering programmes.

In March 2007, the Council invited University and College of Education personnel to participate in an exploratory discussion on the area of teacher education. At this meeting, the Council's role in the area of teacher education was

highlighted and, in particular, its function in relation to the review of courses.

1.2.3 | CONTINUING PROFESSIONAL DEVELOPMENT

The Council's functions in relation to the continuing professional development of teachers are set out in Sections 7(2)(h) and 39 of the Teaching Council Act, 2001. (see Fig. 2). As these sections of the Act have yet to be commenced, the Council's Education Committee did not prioritise this area for attention in the year ended 28 March 2007. However, its commitment to the continuing professional development of teachers is evidenced across all of its functions. Of particular relevance are its research policy and national conference.



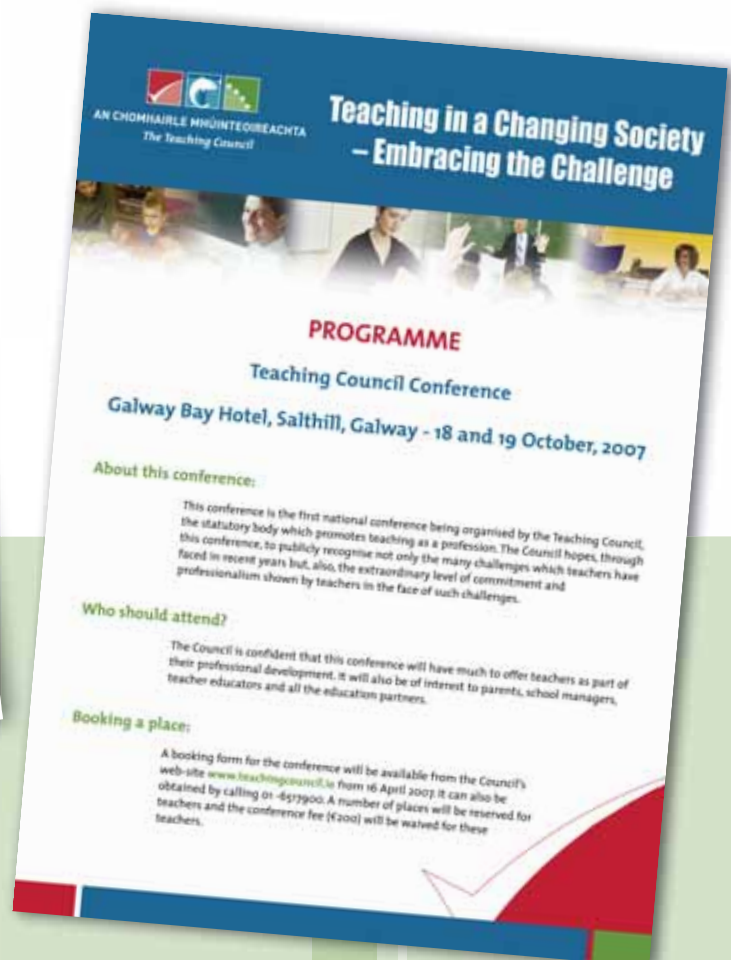
1 | MAINTAINING AND IMPROVING THE QUALITY OF TEACHING

RESEARCH POLICY

In March 2007, the Council launched its Research Policy which provides the framework within which the Council will implement its research function (see section 4.6 on page 42). In this document, the Council referred to the importance of the continuing professional development of teachers and committed to allocating a portion of its annual budget for the granting of research bursaries to registered teachers undertaking practitioner-based research. The first such scheme was subsequently launched in May 2007.

NATIONAL CONFERENCE

The Council began planning its first National Conference in September 2006. At that time, much deliberation took place in relation to the importance of the conference as part of teachers' continuing professional development. In this context, the Council agreed to reserve a number of places at the conference for teachers and to cover the conference fee in respect of those teachers. It also secured the agreement of the Department of Education and Science to cover the substitution costs in respect of those teachers attending the conference and wrote to all management bodies seeking their co-operation in facilitating teachers wishing to attend.



1 | MAINTAINING AND IMPROVING THE QUALITY OF TEACHING

SECTION OF THE ACT

FUNCTION OF THE COUNCIL

7 (2)(f)*	<ul style="list-style-type: none"> Establish procedures in relation to the induction of teachers into the teaching profession.
7(2)(g)*	<ul style="list-style-type: none"> Establish procedures and criteria for probation of teachers including periods of probation.
7 (2)(h)	<p>Advise the Minister in relation to:</p> <ul style="list-style-type: none"> the minimum standards of educational qualifications required for entry into programmes of teacher education and training the professional development of teachers.
7(2)(m)	<ul style="list-style-type: none"> Review and accredit programmes of teacher education and training for the purposes of registration.
38(1)	<ul style="list-style-type: none"> Review and accredit the programmes of teacher education and training provided by institutions of higher education and training in the State Review the standards of education and training appropriate to a person entering a programme of teacher education and training, and Review the standards of knowledge, skill and competence required for the practice of teaching, <p>and shall advise the Minister and, as it considers appropriate, the institutions concerned.</p>
39*	<ul style="list-style-type: none"> Promote the continuing education and training and professional development of teachers Conduct research into the continuing education and training and professional development of teachers Promote awareness among the teaching profession and the public of the benefits of continuing education and training and professional development Review and accredit programmes relating to the continuing education and training of teachers Perform such other functions in relation to the continuing education and training and continuing professional development of teachers as may be assigned to the Council by the Minister.

Fig. 2 | Functions of the Teaching Council
in Relation to the Continuum of
Teacher Education

** These sections of the Act have not yet
been commenced.*



02 | REGULATING THE PROFESSION

The Teaching Council Act, 2001 provides for the registration and regulation of teachers and sets out the Council's functions in this area. Key achievements under this heading are set out in this chapter.

2 | REGULATING THE PROFESSION

The Teaching Council Act, 2001 provides for the registration and regulation of teachers and sets out the Council's functions in this area. Key achievements under this heading are set out below.

2.1 | REGISTRATION

2.1.1 | ESTABLISHING THE REGISTER OF TEACHERS

Section 7(2)(c) of the Teaching Council Act 2001 provides that the Teaching Council shall 'establish and maintain a register of teachers'.

This is one of the Teaching Council's most important functions. Once complete, this register will be a valuable repository of up-to-date information on teachers which will be of immense benefit to the Council in advising the Minister on issues of teacher supply. It will hold the name, contact details,

registration number, registration status, employment details, service history and qualifications of every teacher qualified to teach in a recognised school in Ireland.

It will also be valuable for employers at recruitment stage and for parents and other members of the public who have a right to know a teacher's registration status and be reassured that their qualifications have been recognised by the Council.

Section 30 of the Teaching Council Act provides that inclusion on the register is a prerequisite to employment as a teacher in a recognised school. This means that teachers not included on the register, once Section 30 comes into effect, cannot be employed in recognised schools and paid from Oireachtas monies.

During the year, much progress has been made in establishing the register:



2 | REGULATING THE PROFESSION

VERIFICATION OF DATA

As part of the process of establishing the Register of Teachers, all teachers in service on or before Establishment Day (28 March, 2006) were sent Data Verification Forms by the Council, requesting that they check the accuracy of the data held on them and supply some additional information, mainly with regard to their qualifications and contact details. Processing these forms has been a major body of work for the Council's staff and the work is ongoing.

In accordance with the Teaching Council Act, persons who were employed in recognised schools on or before Establishment Day, were deemed registered for twelve months from that day and, on applying for registration within that year, their registration

was renewed for a further year.

To facilitate this process, each teacher was sent a letter with an application form attached. The use of a bar code system allowed the Council to process returned forms within one month.

At the time of going to print, more than 40,000 teachers' details have been verified and included on the register. Figure 3 provides a breakdown of this figure into the different sectors and into different categories of registrants. Once the remaining teachers' details have been verified, the Register of Teachers will be deemed established.

REGISTRATION OF NEWLY QUALIFIED TEACHERS

Separate procedures are in place for the purposes of registering newly qualified teachers. Teaching

Council personnel hold meetings with final year teacher education students to brief them on the registration process and during the year, 26 such meetings took place.

Arrangements are made with the students, colleges and universities whereby students' details are transferred to the Teaching Council.

Of the 1,464 graduates of 2006 in the primary sector, 783 have applied for registration. In the post-primary sector, there were 1,184 graduates in 2006. Of these, 646 have applied for registration. Registration will not be a pre-requisite to employment in recognised schools until Section 30 of the Teaching Council Act is commenced.

Fig. 3 | Verification of Teachers' Data (Figures correct at the time of going to print)

SECTOR	REGISTRANTS WHOSE DATA WAS TRANSFERRED FROM EMPLOYING AUTHORITIES AND SUBSEQUENTLY VERIFIED	NEW REGISTRANTS*	TOTAL
Primary	22,926	1,585	24,511
Post-Primary	13,243	1,436	14,679
Further Education	1,000	12	1,012
Total	37,169	3,033	40,202

* Includes 2006 Graduates, in the case of Primary and Post-primary data referred to above.

2 | REGULATING THE PROFESSION



“In order to be eligible to be registered as a teacher, applicants must hold qualifications deemed suitable by the Teaching Council”.

REGISTRATION OF TEACHERS WHOSE QUALIFICATIONS ARE NOT CURRENTLY RECOGNISED BY THE TEACHING COUNCIL

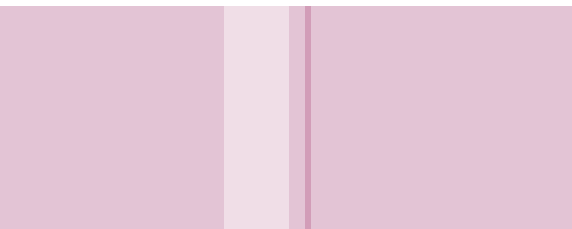
In order to be eligible to be registered as a teacher, applicants must hold qualifications deemed suitable by the Teaching Council. Where qualifications are not automatically recognised, e.g. in the case of primary and post-primary teacher applicants from other EU countries and

from non-EU countries, details of qualifications must be submitted to the Council for assessment.

To manage this process, the Council’s Registration Committee established two Applications Panels to review the recommendations of external advisors in respect of suitability to teach at both primary and post-primary level respectively. The external advisors for post-primary

subjects were drawn from the university education departments, Institutes of Technology, practising teachers and the Second Level Support Service (SLSS). Many had previously done this work for the Registration Council of the Department of Education and Science. A new group of advisors for the recognition of primary qualifications was established to undertake the work which had formerly been carried out by the

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Inspectorate of the Department of Education and Science. These advisors were drawn from the Colleges of Education.

The Primary Applications Panel met on five occasions during the year and, in conjunction with its external advisors, began work in drawing up detailed qualifications and assessment criteria for applicant primary teachers. A total of 877 applications for the

recognition of primary teaching qualifications were received during the year.

The Post-primary Applications Panel met on ten occasions during the year. The Council also convened a meeting of all subject advisors in Maynooth, in November 2006. A total of 543 applications for the recognition of post-primary qualifications were received during the year, including 25 applications from third

level providers seeking general recognition for degree courses.

2.1.2 | REGISTRATION FEE

Registration will be renewable annually and an annual registration fee will be payable whereby the Council will be a self-funding body. During the year, the Council made a proposal to the Minister for Education and Science

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about the level at which the fee should be set. The possibility of the fee being claimed as a work expense for income tax purposes is currently being examined. It is expected that the registration renewal fee will become effective in 2008.

2.1.3 | PROVIDING ACCESS TO THE REGISTER

During the year, the Council issued teachers with unique passwords which will allow them to access all their data online. Ultimately, it will be possible for them to change some of their details online.

Much progress was also made on designing the public interface to the register which will allow employers, parents and other members of the public access to

specified information on teachers' registration status.

Access to the register by registered teachers and the public will be available from early 2008 onwards.

2.1.4 | CERTIFICATES OF REGISTRATION

When the Register of Teachers is deemed established, the Teaching Council will issue Certificates of Registration to all registered teachers. These certificates will confirm the teacher's registered status. Certificates of Registration will be issued on a once-off basis to all registered teachers and when a teacher's registration status changes a new certificate will be issued. During the year, the Council began a process of designing the Certificate of Registration.

2.1.5 | REGISTRATION REGULATIONS

Registration Regulations have been drafted and agreed by Council and were forwarded to the Department of Education and Science for approval during the year. The approval process is ongoing. In the meantime, the Council has adopted the status quo with regard to assessing qualifications, i.e., the existing regulations for primary and post-primary teachers continue to govern decisions.

2.1.6 | INFORMATION CAMPAIGN REGARDING REGISTRATION

During the year, a series of advertisements was placed in the national newspapers advising teachers of the registration process and of impending



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deadlines. The advertisements highlighted the Teaching Council's contact details for those who had queries on any aspect of registration. The campaign also involved a direct mail element and the publication of a number of articles in teacher union magazines and other specialist media.

2.2 | VETTING

In June 2006, the Minister for Education and Science, Mary Hanafin, T.D., announced expanded arrangements for the vetting of people with unsupervised access to children and vulnerable adults. This move was based on recommendations made by the Inter-departmental Committee on Garda Vetting.

Vetting procedures have been in place for some time in relation to Special Needs Assistants and bus escorts. At the start of the 2006/2007 academic year, in accordance with Circular letter 0094/2006, vetting became a pre-requisite for the employment of new teachers and any other new appointees who have unsupervised access to children and vulnerable adults. 'New teachers' are defined as those who

are newly qualified or those who have not been employed in a recognised school or centre within the previous three years.

2.2.1 | THE ROLE OF THE TEACHING COUNCIL AND SCHOOL AUTHORITIES

As part of the process of registering teachers for the first time, the Teaching Council agreed to be the authorised body to seek to have new teachers vetted. In practice, this means that the Council:

- Receives and checks the completed Garda Vetting application forms from teachers
- Applies to the Garda Central Vetting Unit (GCVU) to have vetting carried out in respect of each teacher
- Receives Garda Vetting Disclosures from the GCVU once vetting has been completed
- Issues a Vetting Letter to each vetting applicant setting out the outcome of the vetting process.

This obviates the need for schools to directly approach the GCVU to request the vetting of new teachers.

It is the responsibility of the relevant school authorities (Board of Management or VEC as appropriate) to ensure that any proposed new appointee who may have unsupervised access to children or vulnerable adults is vetted. This should only be sought in respect of a person to whom it proposes making a job offer. In the case of new teachers as defined above, schools must ensure that they request the prospective employee to present for inspection the Vetting Letter from the Teaching Council, before a formal offer of appointment is made.

2.2.2 | PROGRESS

During the year, all 2006 teaching graduates were asked to complete the standard Garda Vetting application form

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and submit it to the Teaching Council. Each was checked by a dedicated team in the Council to ensure that all relevant sections were completed before submitting them to the GCVU. All forms were referred to the GCVU and Garda Vetting results were returned.

A number of Garda Vetting applications were also received from those returning to

teaching after an absence of more than three years or other new entrants, such as those who qualified outside of Ireland.

The total number of applications received during the year was 3,402 and vetting letters were issued to all applicants on foot of the results received.

2.2.3 | VETTING GROUP

The Teaching Council, in the context of registration when it is fully operational, will have to decide on the relevance of a conviction to the teacher's suitability

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for registration. The Council has established a Vetting Group to assess the information returned by the GCVU. The group met on three occasions during the year and is currently drafting guiding principles to assist it in its consideration of convictions.

2.3 | INVESTIGATING AND DISCIPLINARY FUNCTIONS

2.3.1 | THE COUNCIL'S ROLE

Part V of the Teaching Council Act, 2001 sets out the Council's investigating and disciplinary functions.

The Council or any person may apply to the Investigating Committee for an inquiry into the

fitness to teach of a registered teacher where:

- The teacher has failed to comply with or has contravened the Teaching Council Act, 2001, the Education Act, 1998, the Education (Welfare) Act, 2000 or the VEC Acts, 1930 to 1999 or any regulations, rules or orders made under those Acts
- The teacher's behaviour constitutes professional misconduct as defined by the Act
- The Teacher's registration is erroneous due to a false or fraudulent declaration or misrepresentation
- S/he is medically unfit to teach.

When it is deemed appropriate to do so, the Council's Disciplinary

Committee will conduct a hearing on a complaint referred to it by the Investigating Committee.

Such hearings may lead to withdrawal of registration on a temporary or permanent basis.

Part V of the Act has not yet been commenced and, in advance of that, the Council has been preparing for its role in this area by researching best practice in other jurisdictions and in other professional bodies.

2.3.2 | MEETINGS OF THE INVESTIGATING AND DISCIPLINARY COMMITTEES

The Investigating and Disciplinary Committees have held joint



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meetings as the members familiarise themselves with their future role and prepare for potential referrals on fitness to teach. During the year, they met on five occasions.

As part of the learning process, the members studied the disciplinary practices of other professional bodies and of neighbouring Teaching Councils and began developing procedures for processing applications and holding inquiries.

2.4 | CODES OF PROFESSIONAL CONDUCT FOR TEACHERS

Section 41 of the Teaching Council Act, 2001 defines professional misconduct as:

- Engaging in conduct which is contrary to a code of professional conduct established by the Council
- Engaging in any improper conduct in his or her professional capacity or otherwise by reason of which he or she is unfit to teach.

Through the Education Committee, the Council has produced Codes of Professional Conduct for Teachers in line with the Council's remit to: 'establish, publish, review and maintain codes of professional conduct for teachers which shall include standards of teaching, knowledge, skill and competence'.

Section 1.1 on page 16 provides further information on the development of the Codes.





03

PROMOTING TEACHING AS A PROFESSION

Teaching as a profession is both challenging and rewarding and Ireland is fortunate in having a high calibre of applicant for teaching. Part of the Teaching Council's role is to ensure that, as a profession, it continues to attract such high calibre entrants. Section 7(2)(a) of the Teaching Council Act, 2001, provides that the Teaching Council shall 'promote teaching as a profession'.

3 | PROMOTING TEACHING AS A PROFESSION

Teaching as a profession is both challenging and rewarding and Ireland is fortunate in having a high calibre of applicant for teaching. Part of the Teaching Council's role is to ensure that, as a profession, it continues to attract such high calibre entrants. Section 7(2)(a) of the Teaching Council Act, 2001, provides that the Teaching Council shall 'promote teaching as a profession'.

The objective of promoting teaching as a profession underlies all of the Council's work and it avails of every opportunity to publicly celebrate the quality of teaching in Ireland. However, there are particular activities in the past year which were directly aimed at fulfilling its role in this area.

3.1 | TEACHING COUNCIL DVD

In July 2006, the Teaching Council invited tenders for the production of a DVD which would promote teaching as a profession and at the same time highlight the functions of the Teaching Council. Production of the DVD commenced in October 2006 and involved filming in a range of primary and post-primary schools in a variety of locations.

The DVD, entitled 'Croí na Múinteoireachta', was launched in March 2007. It celebrates the quality of teaching in Ireland and affirms the valuable role teachers play in enabling our young people to reach their potential and in preparing them for life. It also outlines the important role of the Teaching Council in promoting and developing teaching as a profession.

The DVD is structured under five main headings:

- Role
- Responsibility
- Respect
- Reputation
- Renewal.

It can be viewed in its entirety or as five distinct segments, each of which can stand alone in its own right. It is particularly recommended for those making choices with regard to their future career, and will be useful in informing those thinking of becoming a teacher of the satisfaction that can be derived from entering the profession.

"The DVD, entitled 'Croí na Múinteoireachta', celebrates the quality of teaching in Ireland and affirms the valuable role teachers play in enabling our young people to reach their potential and in preparing them for life".



3 | PROMOTING TEACHING AS A PROFESSION

3.2 | CODES OF PROFESSIONAL CONDUCT FOR TEACHERS

While the Codes of Professional Conduct for Teachers apply to all teachers registered with the Teaching Council, they are not just for teachers and may be read by anyone seeking to gain a deeper understanding of the teaching profession in Ireland today. They affirm the professional conduct and practice of teachers and their existence serves to confirm the integrity and status of the profession.

Section 1.1 on page 16 provides further information on the development of the Codes.

3.3 | THE MEDIA

The Teaching Council recognises that the media provide an important channel of information as well as being a significant target audience in their own right. It seeks to make optimum use of available and appropriate opportunities to promote teaching as a profession and, in this regard, has issued a number of press releases and placed a number of articles.

Teaching Council puts trust in teachers to self-regulate

Responsibility for regulating their profession is being put in the hands of teachers, writes Education Correspondent **Niall Murray**

THE formal establishment of the Teaching Council is a historic landmark for the profession in this country. The legislation providing for its establishment gives self-regulatory powers to the estimated 55,000 people teaching in the country's primary and second-level schools, further education colleges, Youthreach and other centres.

The Teaching Council Act was passed in 2001 and is the result of decades of lobbying by many activists in the union movement. The council features 37 members, 16 of whom are teachers elected by their peers. A further 16 are nominees of teacher union training colleges, school management bodies and parent organisations, and five are ministerial appointees.

The immediate priority of the council and its members will be the registration of those working as teachers. A number of them have previously been employed by the Department of Education, Vocational Education Committees (VECs) and the Teachers' Registration Council, dependent on the sector in which they are employed.

This new project involves the creation of a register and verifying the qualifications of all teachers entering the system. This may prove challenging as an increasing number of Irish and foreign teachers with overseas degrees are seeking work in Irish schools.

Substantial work is being undertaken by the council's education committee to draft codes of professional conduct for teachers, which the Teaching Council Act stipulates must include standards of teaching, knowledge, skill and competence. Where a registered teacher has been found to act contrary to such a code, the disciplinary committee may make for an inquiry into grounds of contravention. Failing to comply with regulation legislation, by a teacher's union, is considered a false declaration.

The disciplinary committee may decide to suspend a teacher's registration, or impose a fine on them if they fail to register, or if they fail to provide the council with the necessary information.

New council bids to put Irish teaching standard top of the class

by **Niall Murray**
Education Correspondent

TEACHERS will be vetted by the Teaching Council which was formally established by Education Minister Mary Hanafin yesterday.

And the new watchdog will have the power to sack bad teachers whose performance isn't up to scratch in the classroom.

The council has agreed to undertake the task of vetting for teachers in conjunction with the Department of Education and gardai, although the exact procedures have yet to be decided.

with world-class teacher education at initial, induction and in-career stages, and through a career structure and rewards to retain good teachers and build morale," she said.

Association of Secondary Teachers Ireland (ASTI) general secretary John White said the council will play an important role in enhancing the profession.

"It will protect standards of entry to teaching, foster best practice in continuing professional development and provide teachers with the opportunity to contribute to the development of the profession."

Joan Ward, a former Irish National Teachers' Organisation (INTO) member, said the council will be a "game-changer" for the profession.

Council to regulate teaching professionals is launched

SEÁN FLYNN, EDUCATION EDITOR

The performance of the new Teaching Council will be measured in part by the manner in which it deals with underperforming teachers, Minister for Education Mary Hanafin said yesterday.

She was speaking at the official launch of the council, which will be responsible for regulating and maintaining standards in the profession.

From now on, all teachers will be required to register with the council and those guilty of serious professional malpractice will face deregistration.

Ms Hanafin acknowledged on RTE radio recently that schools found it very difficult to take effective action against underperforming teachers.

Official Department of Education figures show that two post-primary and four primary teachers were dismissed for disciplinary reasons since 1999.

Joan Ward, chairwoman of the council, said it would represent a new model of self-regulation, where the stress would be on partnership and openness. The objectives of the Teaching Council are:

- to regulate the teaching profession and the professional conduct of teachers;

- to establish and promote the maintenance and improvement of standards in teacher education and training;

- to promote the continuing education, training and professional development of teachers.

The council is made up of 37 members including 11 primary teachers, nine of whom are elected and two of whom are teacher union nominees. There are also 11 post-primary teachers, seven of whom are elected and four of whom are teacher union nominees.

Other nominees include those drawn from the colleges of education and third-level colleges, as well as school management and parents' associations. The minister has also nominated five members, including one representing each of Ibec and Ictu.

Ms Hanafin said the new council represented an important milestone in the history of the Irish education system.

"For the first time, teachers through their democratically elected representatives, together with parents, unions and management will work collectively as a council to promote and regulate teaching as a profession... All aspects of its work will be towards achieving the highest standards of teaching and learning in our schools."

John Carr, general secretary of the INTO, said no occupational group could simply claim professional freedom and control. "Professional endorsement and recognition is given in return for the delivery of a high-quality and effective service," he said.

Editorial comment: page 17



3 | PROMOTING TEACHING AS A PROFESSION

3.4 | EXHIBITIONS

Careers exhibitions provide a valuable opportunity to promote teaching as a profession to those making choices in relation to their future career. The Council attended one such exhibition in NUI Galway in February 2007 and at the time of going to print has committed to attending many more in the 2007/2008 academic year.

3.5 | DEDICATED WEB-SITE

The Council plans to develop a web-site dedicated to supporting its work in promoting teaching as a profession. To this end, the domain name www.teach.ie was purchased during the year for development in the months and years ahead.



“The Council plans to develop a web-site dedicated to supporting its work in promoting teaching as a profession”.





04

COMMUNICATIONS AND RESEARCH

The Council recognises that, like any organisation, the way in which it communicates with teachers and other key audiences will have a huge bearing on how it is perceived. In everything it does, the Council seeks to identify key audiences, establish itself in their minds in a clear and consistent way and build effective relationships with each through a planned and sustained programme of communications activities.

The Council's research function is also of strategic importance since its research activities support it in carrying out its core functions.

4 | COMMUNICATIONS AND RESEARCH



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The Council's Research function is also of strategic importance since its research activities support it in carrying out its core functions.

4.1 | COMMUNICATIONS ACTIVITIES

4.1.1 | NEWSLETTER

The Council produced three editions of its bilingual newsletter during the year. The first was to coincide with its establishment on 28 March 2006 and this was circulated widely in Summer 2006. The second edition was produced in October 2006 in electronic format only. The third newsletter was issued to coincide with the first anniversary of the Council's establishment. All three are available on the Teaching Council's web-site.

Following a number of submissions by readers, "Oide" was chosen as the title of the Council's newsletter in September 2006. Circulation to teachers during the year was primarily through schools.

In the medium term, registered teachers will have the option to sign up for delivery to any address of their choice, and to receive the newsletter in their choice of hard copy or electronic version.



4 | COMMUNICATIONS AND RESEARCH

4.1.2 | EVENTS

A number of events during the year allowed the Council to deliver key messages to important target audiences.

- The Council's Establishment Day event in Dublin's Mansion House on 28 March 2006, allowed it to announce its aims and objectives to bodies representing teachers and all the partners in education.
- A seminar on the Draft Codes of Professional Conduct in November 2006, was an important part of the consultative process employed by the Council in producing the final Codes. The seminar was well-attended by all bodies represented on the Council.
- A series of regional meetings in Education Centres allowed the Council to communicate the draft Codes to teachers. They were also useful in that they provided a further opportunity to communicate the role and functions of the Council and to hear feedback from teachers on the work of the Council to date.
- The Council's Anniversary Event in March 2007 provided an

opportunity for the Council to update the education partners on progress made in the first year since its establishment and launch a number of new initiatives including the Codes of Professional Conduct for Teachers and the DVD, 'Croí na Múinteoireachta'.

4.1.3 | LEAFLETS

During the year, the Council produced two information leaflets. The first of these gives a general introduction to the role and functions of the Teaching Council and is aimed at a general audience including teachers, students, parents and school management bodies. The second sets out the registration process and is intended for teachers. Both are



bilingual and can be downloaded from the Council's web-site.

4.1.4 | PRESENTATIONS

A total of 26 visits were made to universities and Colleges of Education during the year. During these visits, the Director or a member of Council staff made presentations to final year teacher education students about the role of the Council and about the registration and vetting processes. Presentations were also made to a wide range of bodies representing all the partners in education.

4.1.5 | EXHIBITIONS

Attendance at exhibitions is a useful vehicle for communicating in person with key audiences including student teachers and those considering their career options. The Council intends to have a presence at a range of exhibitions each year. In February 2007, the Council had a stand at the Education Expo in NUI Galway. At that exhibition, the Council dealt with a range of queries from students in their final year as well as from others considering pursuing a Post-graduate Diploma in Education programme.

4 | COMMUNICATIONS AND RESEARCH

4.1.6 | DVD

The Teaching Council's DVD, entitled 'Croí na Múinteoireachta', was launched in March 2007. It celebrates the quality of teaching in Ireland and affirms the valuable role of teachers in enabling our young people to reach their potential and in preparing them for life. It also outlines the important role of the Teaching Council in promoting and developing teaching as a profession.

This DVD is an important communications tool and is used by the Council to support

other communications activities including its events and exhibitions programme. It will form a central strand in its www.teach.ie

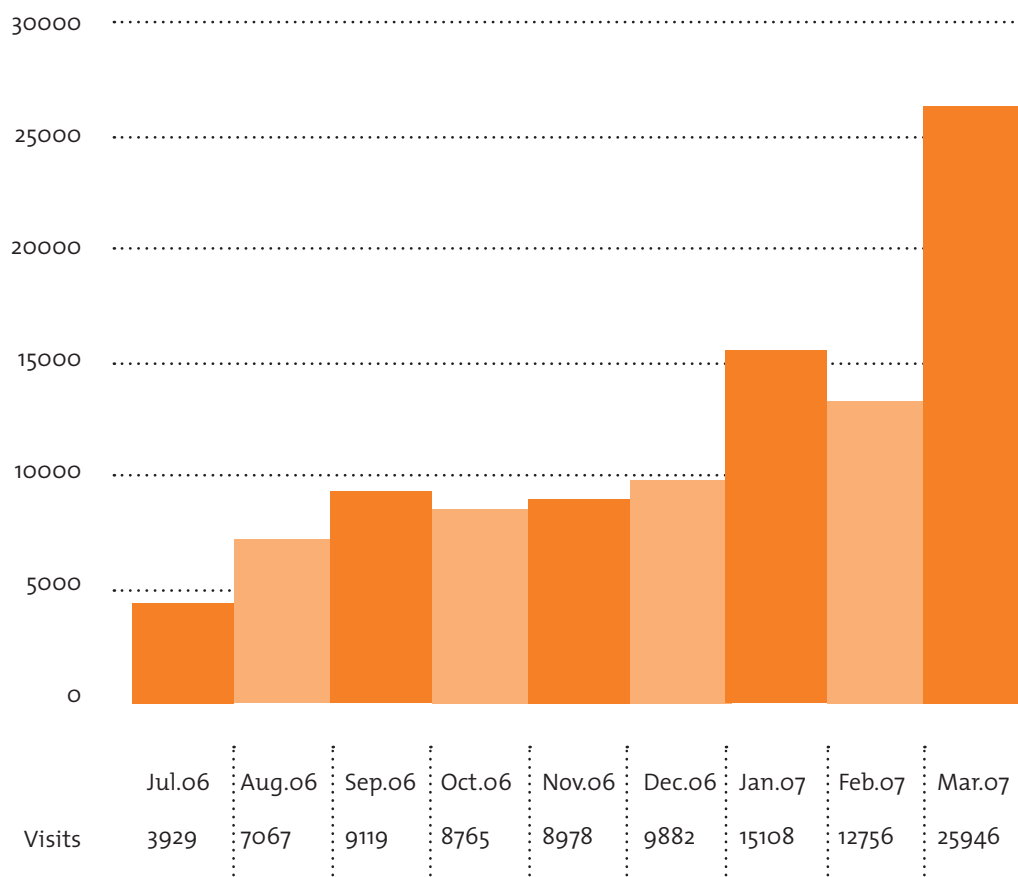
promotional web-site which is at planning stage.

Further information on the DVD is available in section 3.1 on page 32.



Mary Kennedy and Joan Ward are joined by children from Scoil Uí Fhiaich, Maynooth at the launch of the Council's DVD, Croí na Múinteoireachta.

Fig. 4 | Number of Visits to the Council's Web-site July 2006 to March 2007



4 | COMMUNICATIONS AND RESEARCH

4.1.7 | WEB-SITE

The Council's web-site, www.teachingcouncil.ie, was launched on Establishment Day and is updated regularly to ensure that it develops as an important information resource for teachers and others. While no figures in relation to site visits are available for the period March 2006 to June 2006 inclusive, records since that date indicate that the site is very popular with users, with an average of more than 11,000 visits to the site each month (see Fig. 4 for details). Perhaps more significantly, the pattern of visits to the site indicates a definite upward trend with the number of visits per month increasing steadily from 3,939 in the month of July 2006 to almost 26,000 in March 2007.

4.1.8 | ADVERTISING

The Council used print advertising in the national papers on a number of occasions during the year. See Fig. 5 for a schedule of all print advertisements placed, other than those placed as part of the Council's staff recruitment campaigns. Such advertisements were, in all instances, complemented by other more targeted activities, e.g., direct mailings to schools and articles in

teacher union magazines.

They are a useful means of highlighting registration deadlines and other important information to teachers who are not currently in employment and/or who may not be a member of any teacher union.

Print advertising was also used as part of the Council's staff recruitment programme in December 2006 and February 2007.



Fig. 5 | Schedule of Advertisements Placed

DATE	KEY MESSAGE	TARGET AUDIENCE
June 2006	Introduction to vetting and registration	All teachers
February 2007	Important documentation will be sent on 28 February 2007. Notify Council if you have changed address or school.	Post-primary teachers
March 2007	Reminder to return registration documents.	All teachers in service on or before 28 March 2006

4 | COMMUNICATIONS AND RESEARCH

4.1.9 | MEDIA RELATIONS

The Teaching Council recognises that the media provide an important channel of information as well as being a significant target audience in their own right. It seeks to make optimum use of available and appropriate opportunities to increase the profile of the Council, raise awareness of its key messages and uphold the reputation of the teaching profession.

In all communications with the media, the Council applies the key principles of openness, consistency and courtesy. The following is a summary of the key media relations activities undertaken during the year.

PRESS RELEASES

The Council issued five press releases to the national and regional media. Two of these were localised to meet the needs of the regional media.

EVENTS

Representatives of the media were invited to both the Council's Establishment Day event and its First Anniversary event. In planning both events, the running order was tailored to facilitate

journalistic deadlines and photo opportunities were created at both to increase their attractiveness to the media. At both events, media representatives were offered the opportunity to engage with Council spokespeople in person.

ARTICLES

On an ongoing basis, the Council seeks to have relevant articles printed in appropriate publications. During the year, articles written by the Council's Director or Chairperson were placed in the Irish Independent, Public Affairs Ireland, Teacher Union magazines, and in relevant conference magazines including those of the National Parents' Council and the Association of Community and Comprehensive Schools.

MEDIA MONITORING

The Council utilises the services of a media monitoring agency in order to capture all mentions of the Council in the media and evaluate the effectiveness of its media relations activities on an ongoing basis. Such media monitoring also allows the Council to keep abreast of developments in related professional bodies.

"In all communications with the media, the Council applies the key principles of openness, consistency and courtesy".



4 | COMMUNICATIONS AND RESEARCH

4.1.10 | DIRECT MAILINGS

The Council wrote directly to schools on three occasions during the year. In the majority of these mailings, the correspondence was addressed to Principals with multiple copies enclosed for teachers. The Council is grateful to Principals for their assistance in circulating documentation to their staff.

In addition, as part of the verification process referred to on page 23, the Council wrote to teachers directly.

Figure 6 provides a breakdown of all mailings to schools undertaken during the year.



Fig. 6 | Schedule of Mailings to Schools

DATE	KEY MESSAGE
May 2006	Verification of teacher data will commence shortly.
November 2006	Draft Codes of Professional Conduct for Teachers now available for comment.
January 2007	Regional meetings taking place on the Draft Codes of Professional Conduct for Teachers.

4.1.11 | LIAISON WITH REPRESENTATIVE BODIES

Teacher unions, parents' associations, bodies representing management, etc., provide the Council with an invaluable means of communicating with its target audiences. Throughout the year, the Council has used these channels of communication to reinforce key messages and to receive feedback on a range of Council activities.

4.2 | CORPORATE IDENTITY

As with any new organisation, one of the biggest communications challenges facing the Council is to establish itself in the minds of teachers and other stakeholders, in a clear and consistent way. While the Council's logo was developed in 2005, much work was done in 2006 in developing its corporate identity. Brand guidelines regulating the use of the logo were developed and circulated to the Council's designers



4 | COMMUNICATIONS AND RESEARCH

and printers and this has ensured a uniform corporate style in all Council material.

4.3 | CUSTOMER SERVICE

The Council recognises the importance of keeping open channels of communication with all those using its services and welcomes contact in writing, by phone, by e-mail or by calling in person to the offices.

The Council receives up to 500 telephone calls each day. In March 2007, it established a LoCall number, 1890 224 224 which allows teachers and others to contact the Council for the price of a local call, regardless of where they are calling from in Ireland.

4.4 | FREEDOM OF INFORMATION

The Freedom of Information Acts, 1997 and 2003 (FOI Act) assert the right of members of the public to obtain access to official information to the greatest extent possible consistent with the public interest and the right to privacy. By virtue of Section 29(7) of the Teaching Council Act, 2001 the Council is subject to the requirements of the FOI Act from Establishment Day. There were no requests for information under the

FOI Act received during the year.

4.5 | GAEILGE

Although not yet subject to the requirements of the Official Languages Act, 2003, the Council is committed to using the Irish language wherever possible and it has established a working group on Gaeilge to oversee this and other matters.

The Council's web-site has separate English and Irish language versions, as does its newsletter and DVD, both of which have Irish language titles. All direct mail campaigns undertaken during the year were bilingual as are all of its leaflets and publications.

During the year, Council staff dealt with a variety of queries through Irish, via email and telephone. An Irish language training course for staff and members was at planning stage as of 28 March 2007.

4.6 | RESEARCH

It is a function of the Teaching Council in accordance with Section 7(2)(j) of the Teaching Council Act, 2001 to 'conduct or commission research on matters relevant to the objects of the Council and, as it considers appropriate, to

publish in such form and manner as the Council thinks fit the findings arising out of such research'.

In March 2007, the Council launched its Research Policy which provides the framework within which it will implement its research function. The document also serves as a means of communicating that framework to the professional community including researchers, teachers, higher education institutions and others who may have an interest in educational research.

The Council's Research Policy sets out the criteria which will be used by the Council to select priority research topics, sets out the way in which the Council's research function will be funded and the various means by which the Council may conduct or commission research. The policy also includes information on how research proposals will be evaluated and contracts awarded.

The Council's Research Policy can be downloaded from the research page of its web-site www.teachingcouncil.ie.

A list of the Teaching Council's priority research topics for each year will be published on its web-site in the last quarter of the preceding calendar year.



05

RUNNING AN EFFECTIVE AND COST-EFFICIENT ORGANISATION

In order to achieve its objectives the Council must run an effective and cost-efficient organisation. To do this, it must maintain and develop effective structures, systems and processes and it must make optimum use of its resources.

5 | RUNNING AN EFFECTIVE AND COST-EFFICIENT ORGANISATION

In order to achieve its objectives under the headings of maintaining and improving the quality of teaching; promoting teaching as a profession; regulating the profession, and communications and research, the Council must run an effective and cost-efficient organisation. To do this, it must maintain and develop effective structures, systems and processes and it must make optimum use of its resources.



5.1 | OPERATING A COMMITTEE STRUCTURE

As set out in the Overview section on page 11 of this Report, the Council has established a committee structure which facilitates the in-depth work which it undertakes. During the year, a total of seven Council meetings and 34 Committee meetings took place. In addition, the Council established working groups dealing with Vetting, Procedures and Gaeilge respectively. Figure 7 provides details of the numbers of meetings which each committee and working group held during the year.

Fig. 7 | Schedule of Council, Committee and Working Group Meetings During Year Ended 28 March 2007

	NUMBER OF MEETINGS
Council	7
Executive Committee	7
Registration Committee	7
Investigating and Disciplinary Committees (Joint meetings)	5
Education Committee	8
Finance Committee	7
Working Group on Procedures	5
Working Group on Vetting	3

5 | RUNNING AN EFFECTIVE AND COST-EFFICIENT ORGANISATION

5.1.1 | PROFESSIONAL DEVELOPMENT FOR MEMBERS

During the year, Council members engaged in professional development programmes in May and December 2006. These days were designed to cater for members' identified needs in the context of the work of the newly established Council.

In May 2006, the main speaker was Mr. Alan Meyrick, Deputy Registrar for the General Teaching Council for England. Mr. Meyrick's presentation covered a range of issues in relation to disciplinary matters and police vetting procedures.

In December 2006, speakers included Professor Tom Collins of NUI Maynooth, who presented on professionalism in education, Mr. Denis McGrath of Engineers Ireland (EI), who presented in relation to EI's review of third level engineering programmes, and Mr. Brian Mooney of the Institute of Guidance Counsellors who presented on career choices and the promotion of teaching as a profession.

5.2 | CORPORATE GOVERNANCE

The importance of a good corporate governance regime has been recognised by the Council, particularly given its role as a regulatory body. Representatives of the Institute of Public Administration, An Bord Altranais, the Medical Council and the General Teaching Council for Northern Ireland have spoken to members on the issues involved, as part of the Council's professional training.

5.2.1 | PROCEDURES

A working group on procedures has been established and met on five occasions during the year. Through this group, the Council has drawn up a Code of Conduct for members and staff. The group has also made a great deal of progress in drafting a Code of Practice in accordance with the Corporate Governance Guidelines for State Bodies issued by the Department of Finance. The draft Code of Practice sets out the roles, responsibilities and relationships for the Council, its members, committees, the Chairperson and the Director. The group has also started the work of preparing for the next election of teacher members to the Council in 2009.

5.2.2 | AUDIT COMMITTEE

The Council has established an Audit Committee and approved its terms of reference and membership. The newly-established committee will monitor the Council's systems and procedures, particularly in relation to financial matters.

5.2.3 | LEGAL ADVICE

Following a competitive tendering process, the Council has appointed two firms to provide legal advice to support its work on an ongoing basis.

5 | RUNNING AN EFFECTIVE AND COST-EFFICIENT ORGANISATION

5.3 | RESOURCE MANAGEMENT

5.3.1 | HUMAN RESOURCES

Following an open recruitment process, a team of key personnel has been appointed to support the work of the Council. Details of the Council's management structure are included in Appendix 3. The sanctioned staff level on the 28 March 2007 was 28.5 posts.

During the year, the Council reviewed its organisational workload and structure and made a submission to the Department of Education and Science to increase the staff allocation. This increased allocation was subsequently sanctioned and a further phase of recruitment was initiated in February 2007. In addition, the Council recruited a number of temporary staff during the year to assist with short-term demands in areas such as teacher data verification.

Also during the year, the Council began work on developing formal systems for the induction of new staff and for their ongoing training and development.

5.3.2 | FINANCE

The Finance Committee oversees the Council's

financial affairs including the preparation of the annual budget, the ongoing monitoring of income and expenditure and of the Council's general administrative arrangements. During the year it met on seven occasions.

Throughout the establishment phase, the Council has been funded by the Department of Education and Science in accordance with Section 21 of the Teaching Council Act, 2001 which allows for the funding of the Council by the Minister for up to two years after establishment. The Council's budget for the 2006 financial year was €3 million and it operated within budget during that year. Major expenditure areas included the fit-out and furnishing of the Council's offices in Maynooth, IT infrastructure set-up costs (including the development of the registration database) and staff costs. The Council's Audited Financial Statements for 2006 are included in Appendix 4.

REGISTRATION FEE

It is intended, in accordance with Section 23 of the Act, that the Council will be self-funding and that the cornerstone of this process will be the payment of an annual registration renewal fee by all registered teachers. During the year ended 28 March 2007, the

“Following an open recruitment process, a team of key personnel has been appointed to support the work of the Council”.

5 | RUNNING AN EFFECTIVE AND COST-EFFICIENT ORGANISATION

Council, through its Finance and Executive Committees, examined the level of fee to be charged and made a recommendation to the Department of Education and Science in accordance with Section 23 of the Act.

5.3.3 | ICT

During the year, the Council made much progress in establishing and managing a modern and effective ICT system tailored to meet the Council's needs.

DEVELOPMENT OF THE REGISTRATION DATABASE

The functional specification for the registration database was completed in December 2005 and tenders were invited for its design and implementation. Initially, the register was hosted from a remote site because the Council's ICT facilities and infrastructure were not yet in place. During the year, this arrangement ceased

when the database was located at the Council's offices. A significant amount of developmental work has been carried out on the database to accommodate the Council's data storage needs. In addition, much progress was made on designing the public interface to the register which will allow employers, parents and other members of the public access to information on teachers' registration status.

INTERNAL NETWORK INFRASTRUCTURE

The Council's offices were fitted with a modern network infrastructure, server room and computer hardware equipment. A future proof network was installed allowing standard internal data transfer speeds in excess of 1 Gb./sec. An uninterruptible power supply (UPS) system was commissioned which will maintain server and phone system power for several days in the event of a power failure. A range of security,

intrusion detection/prevention, and content filtering systems were also installed to protect the network and its users.

EXTERNAL INFRASTRUCTURE

In terms of external infrastructure, the Council has a 10 Mb. data connection to the Government VPN network via a microwave link. The registration database, file storage, finance systems and all other ICT systems are housed across a range of twelve servers and a data archiving/disaster recovery system was established. There were several restoration test procedures carried out during the year to ensure that the Council will not suffer data loss.

TELEPHONE SYSTEM

A Voice Over Internet Protocol (VOIP) telephone system was installed which can be augmented as the staff levels increase or requirements change. It is anticipated that the telephone system will be upgraded in the coming year to



5 | RUNNING AN EFFECTIVE & COST-EFFICIENT ORGANISATION

allow for additional features such as improved call handling and bilingual menu options. The Council is also developing an improved telephone customer query response as staff numbers increase.

SYSTEMS MANAGEMENT

An IT Systems Administrator was appointed to ensure the continuous operation of all of the installed IT systems and to oversee the implementation of several new systems and services to the Council and its staff. Much progress was made on drafting and compiling a range of internal IT procedure and process documents.

5.3.4 | ACCOMMODATION

The Council is based in purpose-designed offices at Maynooth

Business Campus, Maynooth, Co. Kildare. The offices are open to the public between 9.00a.m. and 5.00p.m. Monday to Friday and include office space for the staff of the Council as well as a resource room and meeting rooms for Council, Committee and other meetings.

5.3.5 | HEALTH AND SAFETY MANAGEMENT

The Teaching Council values the safety and health of all of its staff and of those who visit its workplace. It is the policy of the Teaching Council to comply fully with the Safety, Health and Welfare at Work Act, 2005 and with all relevant health and safety legislation. In this regard, it established a Safety Committee

made up of a team of Council staff and the first meeting of that committee took place on 26 January 2007.

Over a number of months, through that Committee, the Council carried out a risk assessment and drafted a safety statement. This safety statement sets out the Council's programme for managing safety, health and welfare at work as required by Section 20 of the Safety, Health and Welfare at Work Act, 2005.

Once agreed by the Council, the safety statement will be included in the staff induction pack and made available to all those carrying out work on behalf of the Council.





APPENDICES

APPENDIX 1
Council Members 2005 to 2009

APPENDIX 2
Committees and Working Groups of the Council

APPENDIX 3
Council Management Structure

APPENDIX 4
Audited Financial Statements

APPENDIX 1

COUNCIL MEMBERS 2005 TO 2009

MEMBER		SECTOR
Mr. Christy Carroll	Elected	Primary Schools (appointed September 2006)
Prof. Peadar Cremin	Nominee	Colleges of Education
Ms. Lily Cronin	Elected	Voluntary Secondary Schools
Mr. Oliver Donohoe	Nominee	Minister (ICTU)
Prof. Sheelagh Drudy	Nominee	Universities & Named Third Level Colleges
Mr. Derek Dunne	Nominee	TUI
Ms. Emer Egan	Nominee	Minister
Dr. Jim Gleeson	Nominee	Universities & Named Third Level Colleges
Mr. Tommy Glynn	Elected	Vocational Schools
Ms. Susie Hall	Elected	Community & Comprehensive Schools
Sr. Darina Hosey	Nominee	Colleges of Education
Mr. Jack Keane	Elected	Voluntary Secondary Schools
Mr. Justin MacCarthy	Elected	Primary Schools
Mr. Christopher Maginn	Nominee	ASTI
Mr. Gerry Malone	Nominee	INTO
Dr. Kevin Marshall	Nominee	Minister (IBEC) (appointed January 2007)
Ms. Anita McCann	Nominee	National Parents' Council (Primary)
Ms. Anne McElduff	Nominee	INTO
Mr. Patrick McQuaile	Elected	Vocational Schools
Ms. Dympna Mulkerrins	Elected	Primary Schools

MEMBER		SECTOR
Ms. Máire Ní Laoire	Nominee	ASTI
Tomás Ó Cruadhlaich, Uas	Nominee	Minister
Mícheál Ó Gríofa, Uas	Elected	Primary Schools
Mr. George O'Callaghan	Nominee	School Management (Post-Primary)
Ms. Maree O'Connell	Elected	Primary Schools
Msgr. Dan O'Connor	Nominee	School Management (Primary)
Ms. Deirdre O'Donoghue	Nominee	School Management (Primary)
Mr. Kieran O'Driscoll	Nominee	Minister
Ms. Bernadine O'Sullivan	Elected	Voluntary Secondary Schools
Ms. Eleanor Petrie	Nominee	National Parents' Council (Post-Primary)
Mr. Dermot Quish	Elected	Voluntary Secondary Schools
Mr. Seán Rowley	Elected	Primary Schools
Ms. Jacqueline Sheil	Nominee	TUI
Ms. Jacinta Stewart	Nominee	School Management (Post-Primary)
Mr. Milo Walsh	Elected	Primary Schools
Ms. Eileen Ward	Elected	Primary Schools
Ms. Joan Ward	Elected	Primary Schools
Ms. Mary Culhane	Elected	Primary (resigned February 2006)
Mr. Frank Turpin	Nominee	Minister (IBEC) (resigned September 2006)

APPENDIX 2

COMMITTEES AND WORKING GROUPS OF THE COUNCIL - Membership as of 28 March 2007

MEMBERSHIP OF THE EXECUTIVE COMMITTEE

Joan Ward (Chair)
Derek Dunne
Emer Egan
Dr. Jim Gleeson
Susie Hall
Gerry Malone
Anne McElduff
Tomás Ó Cruadhlaich
Bernadine O'Sullivan
Eleanor Petrie
Jacqueline Sheil

MEMBERSHIP OF THE DISCIPLINARY COMMITTEE

Joan Ward (Chair)
Lily Cronin
Emer Egan
Jack Keane
Justin MacCarthy
Anita McCann
Pat McQuaile
Christy Carroll
George O'Callaghan
Msgr. Dan O'Connor
Jacqueline Sheil
Eileen Ward
Dr. Kevin Marshall

MEMBERSHIP OF THE EDUCATION COMMITTEE

Gerry Malone (Chair)
Lily Cronin
Oliver Donohoe
Dr. Jim Gleeson
Tommy Glynn
Sr. Darina Hosey
Dr. Kevin Marshall
Pat McQuaile
Dympna Mulkerrins
Deirdre O'Donoghue
Dermot Quish
Jacinta Stewart
Eileen Ward

MEMBERSHIP OF THE INVESTIGATING COMMITTEE

Susie Hall (Chair)
Oliver Donohoe
Derek Dunne
Tommy Glynn
Maree O'Connell
Micheál Ó Gríofa
Christy Maginn
Deirdre O'Donoghue
Eleanor Petrie
Jacinta Stewart
Milo Walsh

MEMBERSHIP OF THE REGISTRATION COMMITTEE

Derek Dunne (Chair)
Prof. Peadar Cremin
Prof. Sheelagh Drudy
Jack Keane
Justin MacCarthy
Pat McQuaile
Máire Ní Laoire
George O'Callaghan
Msgr. Dan O'Connor
Tomás Ó Cruadhlaich
Kieran O'Driscoll
Micheál Ó Gríofa
Seán Rowley

MEMBERSHIP OF THE FINANCE COMMITTEE

Bernadine O'Sullivan (Chair)
Anita McCann
Kieran O'Driscoll
Seán Rowley
Jacqueline Sheil

MEMBERSHIP OF THE AUDIT COMMITTEE

Sr. Darina Hosey (Chair)

Emer Egan

Jacqueline Sheil

Oliver Donohue

Dr. Kevin Marshall

Kieran O'Driscoll

Bernadine O'Sullivan

MEMBERSHIP OF THE WORKING GROUP ON VETTING

Eleanor Petrie (Chair)

Tommy Glynn

Máire Ní Laoire

Maree O'Connell

Kieran O'Driscoll

Milo Walsh

Sr. Darina Hosey

MEMBERSHIP OF THE WORKING GROUP ON PROCEDURES

Mícheál Ó Gríofa (Chair)

Pat McQuaile

Bernadine O'Sullivan

Brendan O'Dea (Deputy Director)

MEMBERSHIP OF THE WORKING GROUP ON GAEILGE

Máire Ní Laoire

Tomás Ó Cruadhlaoich

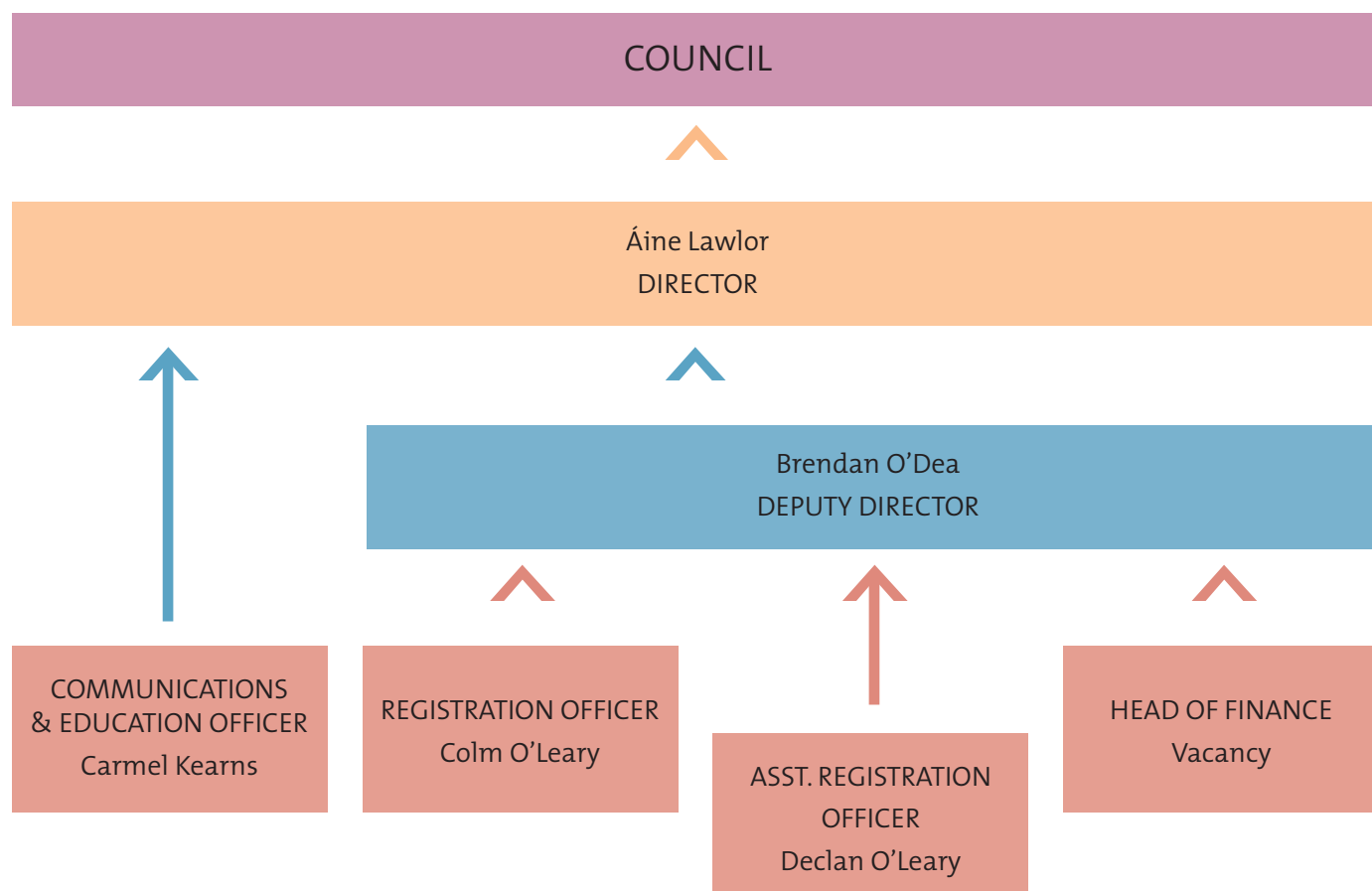
Eileen Ward

Joan Ward

Áine Lawlor (Director)

APPENDIX 3

COUNCIL MANAGEMENT STRUCTURE - as of 28 March 2007



APPENDIX 4

AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Chairperson	Joan Ward	
Deputy Chairperson	Susie Hall	
Director	Áine Lawlor	
Deputy Director	Brendan O'Dea (appointed February 2007) Alan Wall (resigned February 2007)	
Council Members	Christy Carroll (appointed September 2006) Prof. Peadar Cremin Lily Cronin Oliver Donohoe Derek Dunne Professor Sheelagh Drudy Emer Egan Dr. Jim Gleeson Tommy Glynn Susie Hall Sr. Darina Hosey Jack Keane Justin MacCarthy Christopher Maginn Gerry Malone Dr. Kevin Marshall (appointed January 2007) Anita McCann Anne McElduff Patrick McQuaile Dympna Mulkerrins Máire Ní Laoire Maree O'Connell Msgr. Dan O'Connor Tomás Ó Cruadhlaíoch Deirdre O'Donoghue	George O'Callaghan Kieran O'Driscoll Mícheál Ó Gríofa Bernadine O'Sullivan Eleanor Petrie Dermot Quish Jacqueline Sheil Jacinta Stewart Frank Turpin (resigned 18 September 2006) Seán Rowley Milo Walsh Eileen Ward Joan Ward

APPENDIX 4

AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Auditors

Anne Brady McQuillans DFK
 Chartered Accountants & Registered Auditors
 Iveagh Court
 Harcourt Road
 Dublin 2

Business Address

Block A
 Maynooth Business Campus
 Maynooth
 Co. Kildare

Bankers

Bank of Ireland
 Main Street
 Maynooth
 Co. Kildare

AIB Bank plc
 Main Street
 Maynooth
 Co. Kildare

Solicitors

McDowell Purcell Partnership Solicitors
 The Capel Building
 Mary's Abbey
 Dublin 7

Arthur Cox Solicitors
 Earlsfort Centre
 Earlsfort Terrace
 Dublin 2

AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA *The Teaching Council*

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AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA *The Teaching Council*

Council's Report for the period ended 31 December 2006

The Council presents the first report and the financial statements for the period from the 28 March 2006 (date of establishment) to 31 December 2006. The Teaching Council (An Chomhairle Mhúinteoireachta) was established on a statutory basis on 28 March 2006 in accordance with the Teaching Council Act, 2001.

Principal Activity

The principal activity of the Teaching Council is to promote teaching as a profession at primary and post-primary levels, to promote the professional development of teachers and to regulate standards in the teaching profession.

Results

The surplus for the period after providing for depreciation and taxation amounted to €32,898.

Books of Account

The Council is responsible under Section 18 of the Teaching Council Act, 2001, for keeping proper books of account which disclose with reasonable accuracy at any time the financial position of the organisation. The Council is also responsible for safeguarding the assets of the organisation and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The books of account of the Teaching Council are maintained at Maynooth Business Campus, Maynooth, Co. Kildare.

Auditors

Anne Brady McQuillans DFK were appointed auditors by the Minister for Education and Science during the period and they have expressed their willingness to continue in office.

Events After the Balance Sheet Date

There have been no circumstances or events subsequent to the year end, which require adjustment to, or disclosure in, the financial statements or in the notes thereto.

On behalf of the Council



JOAN WARD

Chairperson

Date: 3 October 2007



ÁINE LAWLOR

Director

AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Statement of Council's Responsibilities for the Financial Statements

The Council is responsible for preparing the Report and the Financial Statements in accordance with applicable Irish law, including Section 18 of the Teaching Council Act, 2001 and Generally Accepted Accounting Practice in Ireland including the accounting standards issued by the Accounting Standards Board and published by the Institute of Chartered Accountants in Ireland.

Irish law including Section 18 (2) of the Teaching Council Act, 2001, requires the Council to prepare financial statements for each financial year that give a true and fair view of the state of affairs of the organisation for that period.

In preparing the financial statements, the Council is required to:

- select suitable accounting policies and then apply them consistently
- make judgements and estimates that are reasonable and prudent
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the organisation will continue in business.

The Council confirms it has complied with the above requirements in preparing the financial statements.

The Council is responsible for keeping proper books of account which disclose with reasonable accuracy at any time the financial position of the organisation and enable it to ensure the financial statements are prepared in accordance with accounting standards generally accepted in Ireland and with Irish law including Section 18, of the Teaching Council Act, 2001.

The Council is responsible for safeguarding the assets of the organisation and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Council is responsible for the maintenance and integrity of the website. Legislation in Ireland concerning the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

On behalf of the Council



JOAN WARD

Chairperson

Date: 3 October 2007



ÁINE LAWLOR

Director

AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA *The Teaching Council*

Independent Auditors' Report to the Council Members of the Teaching Council

We have audited the financial statements of the Teaching Council for the period ended 31 December 2006 which comprise the Income and Expenditure Account, Balance Sheet, Cash Flow Statement and the related notes. These financial statements have been prepared under the historical cost convention and the accounting policies therein.

This report is made to the Council's members, as a body in accordance with Section 18 of the Teaching Council Act, 2001. Our audit work has been undertaken so that we might state to the Council's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the organisation and the Council's members as a body, for our audit work, for this report, or for the opinion we have formed.

Respective Responsibilities of the Council and Auditors

The Council's responsibilities for preparing the Council's report and the financial statements in accordance with applicable Irish law including Section 18 of the Teaching Council Act, 2001, and the accounting standards issued by the Accounting Standards Board and published by The Institute of Chartered Accountants in Ireland (Generally Accepted Accounting Practice in Ireland) are set out in the Statement of Council's Responsibilities.

Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

We report to you our opinion as to whether the financial statements give a true and fair view, in accordance with Generally Accepted Accounting Practice in Ireland, and are properly prepared in accordance with Irish law including Section 18 of the Teaching Council Act, 2001. We also report to you whether in our opinion: proper books of account have been kept by the organisation; and whether the information given in the Council's Report is consistent with the financial statements. In addition, we state whether we have obtained all the information and explanations we consider necessary for the purposes of our audit and whether the organisation's financial statements are in agreement with the books of account.

We read the other information contained in the Council report and consider whether it is consistent with the audited financial statements. This other information comprises only the Council's Report. We consider the implications for our report if we become aware of any apparent misstatements or material inconsistencies with the financial statements. Our responsibilities do not extend to any other information.

AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA *The Teaching Council*

Basis of Audit Opinion

We conducted our audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the financial statements. It also includes an assessment of the significant estimates and judgements made by the Council in the preparation of the financial statements, and of whether the accounting policies are appropriate to the organisation's circumstances, consistently applied and adequately disclosed.

We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or other irregularity or error. In forming our opinion we also evaluated the overall adequacy of the presentation of information in the financial statements.

Opinion

In our opinion the financial statements give a true and fair view, in accordance with Generally Accepted Accounting Practice in Ireland, of the state of the organisation's affairs as at 31 December 2006 and of its result for the period then ended and have been properly prepared in accordance with the requirements of Irish law including Section 18 of the Teaching Council Act, 2001.

We have obtained all the information and explanations we consider necessary for the purposes of our audit. In our opinion proper books of account have been kept by the organisation. The financial statements are in agreement with the books of account.

In our opinion the information given in the Council's report is consistent with the financial statements.

Anne Brady McQuillans DFK
Chartered Accountants & Registered Auditors
Iveagh Court
Harcourt Road
Dublin 2

Date: 3 October 2007

AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA
*The Teaching Council*Income and Expenditure Account
for the period ended 31 December 2006

		Period Ended 31 December 2006 €
Income	Notes	
Department of Education and Science		999,143
Registration and Assessment Fees		141,308
Application Fees		1,000
Other Income		537
Total Income	2	<u>1,141,988</u>
Expenditure		
Accommodation Costs		(124,618)
Staff Costs	4	(468,728)
Other Administration Costs		(171,622)
Courses, Conferences and Meeting Expenses		(88,777)
Registration and Verification Activities		(109,515)
Information Technology Expenses		(23,110)
Communications and Education Activities		(109,173)
Depreciation		(13,547)
Total Expenditure		<u>(1,109,090)</u>
Surplus on ordinary activities before taxation	3	<u><u>32,898</u></u>
Taxation	5	-
Surplus on ordinary activities after taxation		<u><u>32,898</u></u>

There are no recognised gains or losses other than the result for the above financial period. The result of the period has been generated exclusively from continuing operations.

The notes on pages 64 to 67 form part of these financial statements.

The financial statements were approved by the Council on 3 October 2007 and signed on its behalf by



JOAN WARD
Chairperson

Date: 3 October 2007



ÁINE LAWLOR
Director

AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA
*The Teaching Council*Balance Sheet
as at 31 December 2006

			2006
	Notes	€	€
Fixed Assets			
Tangible assets	6		169,302
Investments	7		<u>34,395</u>
			203,697
Current Assets			
Cash at bank and in hand		<u>12,046</u>	
Creditors: amounts falling due within one year	8	<u>(182,845)</u>	
Net Current Liabilities			<u>(170,799)</u>
Total Assets Less Current Liabilities			<u><u>32,898</u></u>
Reserves			
Closing Reserves	9		<u>32,898</u>
Total Funds			<u><u>32,898</u></u>

The notes on pages 64 to 67 form part of these financial statements.

The financial statements were approved by the Council on 3 October 2007 and signed on its behalf by



JOAN WARD

Chairperson

Date: 3 October 2007



ÁINE LAWLOR

Director

AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA
*The Teaching Council*Cash Flow Statement
for the period ended 31 December 2006

	Notes	2006 €
Reconciliation of operating surplus to net cash inflow from operating activities		
Operating surplus		32,898
Depreciation		13,547
Increase in creditors		182,845
Net cash inflow from operating activities		<u>229,290</u>
Cash Flow Statement		
Net cash inflow from operating activities		229,290
Capital expenditure and financial investment	11	(217,244)
Increase in cash in the period		<u>12,046</u>
Reconciliation of net cash flow to movement in net funds	12	
Net funds at 31 December 2006		<u>12,046</u>

Notes to the Financial Statements
for the period ended 31 December 2006

1. Accounting Policies

1.1. Accounting Convention

The financial statements are prepared in accordance with generally accepted accounting principles under the historical cost convention and comply with the Financial Reporting Standards of the Accounting Standards Board, as promulgated by the Institute of Chartered Accountants in Ireland.

1.2. Income

Income represents funding received from the Department of Education and Science and registration fee income received during the period. All income / fees receivable are accounted for as they are received.

1.3. Tangible Fixed Assets and Depreciation

Depreciation is provided at rates calculated to write off the cost less residual value of each asset over its expected useful life, as follows:

Fixtures, Fittings and Equipment	- 10% straight line
Computer Equipment	- 25% straight line
Computer Software	- 10% straight line

1.4. Investments

Fixed asset investments are stated at cost.

1.5. Foreign Currencies

Monetary assets and liabilities denominated in foreign currencies are translated into Euro at the rates of exchange prevailing at the accounting date. Transactions in foreign currencies are recorded at the date of the transactions. All differences are taken to the Income and Expenditure Account.

2. Income

The income of the organisation for the period has been derived from its principal activity wholly undertaken in Ireland.

AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

3. Operating Surplus

2006
€

Operating surplus is stated after charging:

Depreciation	13,547
Auditors' remuneration	<u>6,655</u>

In the period prior to the establishment of the Teaching Council and during the period ended 31 December 2006 the Department of Education and Science incurred expenditure on behalf of the Teaching Council amounting to €1,761,119. This expenditure related to capital expenditure and on-going costs of the the Teaching Council. This expenditure has not been included in these financial statements.

The Registration Council was dissolved on 28 March 2006 and as per Section 49 of the Teaching Council Act, 2001 all moneys, assets and liabilities of the Registration Council were transferred to the Teaching Council.

4. Employees

2006

4.1 Number of employees

The average monthly numbers of employees
(excluding the Council Members) during the period were:

Office and management	<u>10</u>
-----------------------	-----------

4.2 Employment costs

2006
€

Wages and salaries	354,452
Social welfare costs	29,674
Recruitment costs	61,833
Other pension costs	10,285
Other payroll costs	<u>12,484</u>
	<u>468,728</u>

5. Taxation

The Teaching Council is exempt from Corporation Taxation in respect of its activities.

Passive income, if any, (such as deposit interest) remains taxable.

6. Fixed Assets

	Fixtures & Fittings €	Computer Software €	Computer Equipment €	Total €
Cost				
At 28 March 2006	-	-	-	-
Additions	42,925	66,878	73,046	182,849
At 31 December 2006	<u>42,925</u>	<u>66,878</u>	<u>73,046</u>	<u>182,849</u>
Depreciation				
At 28 March 2006	-	-	-	-
Charge for the period	1,963	2,416	9,168	13,547
At 31 December 2006	<u>1,963</u>	<u>2,416</u>	<u>9,168</u>	<u>13,547</u>
Net book values				
At 31 December 2006	<u>40,962</u>	<u>64,462</u>	<u>63,878</u>	<u>169,302</u>

AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA
*The Teaching Council***7. Investments**

	Government Bonds €	Total €
Cost		
At 28 March 2006	-	-
Additions	34,395	34,395
At 31 December 2006	34,395	34,395
Provisions for diminution in value:		
At 28 March 2006	-	-
Movement	-	-
At 31 December 2006	-	-
Net book values		
At 31 December 2006	<u>34,395</u>	<u>34,395</u>

The investments consists of various Government stock and bonds, the market value of which is in excess of the value shown above.

8. Creditors: amounts falling due within one year

	2006 €
Trade creditors	117,380
Other creditors	10,285
Accruals	<u>55,180</u>
	<u>182,845</u>

9. Reserves

	General reserve €
At 28 March 2006	-
Surplus for the period	<u>32,898</u>
At 31 December 2006	<u>32,898</u>

AUDITED FINANCIAL STATEMENTS for the period ended 31 December 2006

AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

10. Controlling Parties

The Teaching Council is controlled by the Council Members. The Minister for Education and Science is the ultimate controlling party.

11. Gross Cash Flows

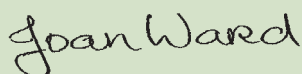
	2006 €
Capital expenditure and financial investment	
Payments to acquire tangible assets	(182,849)
Investments acquired	(34,395)
	<u>(217,244)</u>

12. Analysis of Changes in Net Funds

	Opening Balance €	Cash flows €	Closing balance €
Cash at bank and in hand	-	<u>12,046</u>	<u>12,046</u>
Net funds	<u>-</u>	<u>12,046</u>	<u>12,046</u>

13. Approval of Financial Statements

The financial statements were approved by the Council on 3 October 2007 and signed on its behalf by



JOAN WARD

Chairperson

Date: 3 October 2007



ÁINE LAWLOR

Director



AN CHOMHAIRLE MHÚINTEOIREACHTA

The Teaching Council

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