



An Chomhairle Mhúinteoireachta
The Teaching Council

Annual Report 2011/12



Teaching Council Annual Report 2011/2012

Contents

Glossary of Acronyms and Abbreviations	6
Role and Functions	7
Foreword	8
Director's Report	10
1. Regulating the Profession	13
1.1. Maintaining the Register of Teachers	13
1.1.1. Registration Statistics	13
1.1.2. Registration Regulations	16
1.1.3. Entry to the Register	16
1.1.4. Conditional Registration	17
1.1.5. Evidence of Character	17
1.1.5.1. Vetting Procedures for Existing Teachers	18
1.1.5.2. Evidence of Character Panel	18
1.1.5.3. Evidence of Character Statistics for the Reporting Year	18
1.1.6. Registration Renewal	18
1.1.7. Registration Renewal Fee	19
1.1.8. Accessing Information on the Register	19
1.2. Maintaining Standards of Professional Conduct and Practice	20
1.2.1. Code of Professional Conduct for Teachers	20
1.2.2. Investigating Complaints	20
2. Maintaining and Developing Teaching Standards and Competences and the Quality of Teaching and Learning	21
2.1. Teacher Education	21
2.1.1. Initial Teacher Education	21
2.1.1.1. Standards of Entry	21
2.1.1.2. Entry to the Further Education Sector	21
2.1.1.3. Review and Accreditation	22
2.1.2. Induction and Probation	23
2.2. Research	23
2.2.1. Research Bursaries	23
2.2.2. Commissioned Research	24

3. Promoting Teaching as a Profession	25
3.1. Media Relations	25
3.2. World Teachers' Day	25
3.3. National Conference	25
3.4. Visits to HEIs and Teacher Conferences	27
4. Developing and Maintaining an Efficient and Effective Organisation to Support the Work of the Council	28
4.1. Strategic Plan	28
4.2. Term of Second Council ends	28
4.3. Election of Teachers to the Third Council	29
4.4. Committee Structure	30
4.5. Corporate Governance	31
4.6. Resource Management	31
4.6.1. Human Resources	31
4.6.2. Finance	31
4.6.3. Information and Communications Technology (ICT)	32
4.7. Communication with Stakeholders	32
4.7.1. Teaching Council Contact Persons	32
4.7.2. Publications	33
4.7.3. Corporate Website	34
4.7.4. Information Emails	34
4.7.5. Liaison with Representative Bodies	35
4.8. Freedom of Information and Data Protection	35
4.9. Gaeilge	35
4.10. Health and Safety	35

Appendices

Appendix 1	Council Management and Organisational Structure as of 27 March 2012	36
Appendix 2	Teaching Council Members as of 27 March 2012	37
Appendix 3	Council Committees, Panels, Working Groups and Advisory Groups	40
Appendix 4	Council Members' Expenses 2011	48
Appendix 5	Audited Financial Statements 2011	50

Tables

Table 1	Registration Statistics for the Reporting Years 2009-2012	14
Table 2	New Registrations by Education Sector for the Reporting Years 2010-2012	14
Table 3	Results of the Teaching Council Elections 2012 by Category and Constituency	29
Table 4	Council Committees, Panels, Working Groups and Advisory Groups	30
Table 5	Teaching Council Contact Persons	32

Figures

Figure 1	Total number of Teachers Registered on the last day of each reporting year 2009-2012	15
Figure 2	Gender of Teachers Registered as of 27 March 2012	15

Glossary of Acronyms and Abbreviations

CPD	Continuing Professional Development
EEA	European Economic Area
ESRI	Economic and Social Research Institute
EU	European Union
FOI	Freedom of Information
HEI	Higher Education Institution
IBEC	Irish Business and Employers Confederation
ICTU	Irish Congress of Trade Unions
ILR	Irish Language Requirement
ITE	Initial Teacher Education
NIPT	National Induction Programme for Teachers
NQT	Newly Qualified Teacher
TCCP	Teaching Council Contact Person

Role and Functions

The Teaching Council was established on a statutory basis in March 2006.

In broad terms the Council's functions are:

- To promote and regulate the teaching profession
- To maintain and improve standards of teaching, knowledge, skill and competence
- To establish and maintain a register of teachers
- To establish, publish, review and maintain Codes of Professional Conduct for Teachers, which shall include standards of teaching, knowledge, skill and competence
- To promote the continuing professional development of teachers.

Foreword



*Micheál Ó Gríofa,
Chairperson*

A Chairde,

This annual report covers the work of the Teaching Council for the year to 27 March 2012.

The end of this reporting year also coincides with the end of the second Council's term of office, and I wish to pay tribute to my predecessor, Lily Cronin, and all the members of the second Council who have served so diligently over that period. The heavy workload of our Council is plain to see in the outline of the responsibilities of Council members and their attendance over the past year, in the many committees and panels which oversee our wide-ranging remit. In the reporting year, a total of 776 meeting attendances were recorded by the Council's 37 members at Council meetings, as listed in [Appendix 2](#) and on thirteen committees and panels, as listed in [Appendix 3](#). I welcome the newly-elected and appointed members of the third Council, and wish them well in their deliberations and work in the challenging but exciting period in prospect for our organisation.

I would like to acknowledge our partners in education represented on the Council, i.e., teachers, teacher unions, Higher Education Institutions, school management bodies, parent bodies and ministerial nominees. Their tremendous level of support, co-operation and commitment throughout the term of the second Council has been vital to the significant progress made in implementing the Council's statutory mandate.

An important highlight of the Council's work over the past year was the development of our Strategic Plan entitled *A [New Era of Professionalism: Fás, Forbairt agus Foghlaim 2012–2014](#)*. The new Plan sets out the Council's strategic priorities and direction for the medium-term, with the aim of realising in full its significant role in enhancing the quality of teaching in Ireland.

The Plan is set in the context of our difficult economic environment which presents significant challenges for the public sector, with inevitable impacts on the provision of education and for teacher workload and day-to-day practice. The Plan outlines the future strategic direction of the Teaching Council within the context of the challenges and opportunities presented by its environment, and identifies six strategic objectives which provide the focus for our work over the next three years.

I very much welcome the indications from Minister for Education and Skills, Ruairí Quinn T.D., of his intention to commence Section 30 of the [Teaching Council Act, 2001](#), in the 2012/2013 school year. This section, which relates to the requirement that all State-funded teachers working in recognised schools be registered, is a cornerstone of the Act. It will empower the Council to ensure professional standards in teaching and the fitness to teach of registered teachers, together with the subsequent commencement of Part 5 of the Act which relates

to Fitness to Teach. A great deal of preparatory work has been, and continues to be, carried out in preparation for the commencement of these functions. In the context of the increase in registrations which will follow the commencement of Section 30, it is significant that a decision was taken by Council during the reporting period to recommend to the Minister for Education and Skills, the reduction of the annual registration renewal fee from €90 to €65 with effect from 1 January 2013.

I wish to pay particular tribute to Áine Lawlor who retired as Director of the Teaching Council in November 2011, after seven years of distinguished service in that role, and a glowing career of over 42 years in education as a teacher and in related roles. Áine's contribution to the development and efficient running of our organisation from its fledgling status in 2004 to her retirement, at a time when we are on the brink of taking on our full remit under the Teaching Council Act, 2001, is immense and greatly appreciated. I wish also to acknowledge the capable and committed stewardship of Brendan O'Dea, who served with distinction as Acting Director from November 2011 to May 2012.

In May 2012, Tomás Ó Ruairc was appointed Director. Tomás has a wealth of valuable experience at senior management level in the field of education and elsewhere, and joins us at a very significant time. We have a challenging programme of work before us, and my fellow Council members and I look forward to working with Tomás and all the staff of the Teaching Council in delivering its objectives in the months and years ahead.

In his Director's report, Tomás outlines the considerable progress which has been made by the Council in the past year. These achievements are a testimony to the close co-operation between the Council and its Director and staff, and to the dedication of all concerned to achieving the goals of our organisation as set out in our Strategic Plan. The Council is fortunate to be supported by a strong and cohesive management team and high calibre personnel who are deeply committed to delivering the functions of the Council in very challenging times. Míle buíochas libh go léir.

Micheál Ó Gríofa
Chairperson

Director's Report



*Tomás Ó Ruairc,
Director*

As recently appointed Director of the Teaching Council, it gives me great pleasure to present this report to you on the progress achieved in the 2011/2012 reporting year, which has seen the Council reach a number of significant milestones as the professional body for teaching in Ireland. The Council's guiding principles in this work have been to ensure the highest standards in the quality of teaching in our schools, and to maintain and enhance public confidence in the profession through rigorous oversight of the Register of Teachers.

In March 2011, the Council published *Further Education: General and Programme Requirements for the Accreditation of Teacher Education Qualifications*. It sets out the requirements to be met by programme providers, seeking to have teacher education programmes accredited by the Council for the Further Education Sector. Six Higher Education Institutions (HEIs) submitted programmes for review and accreditation in early 2012, and at the end of the reporting year, one programme had been approved by Council and reviews of the remaining programmes were ongoing and expected to be completed by May 2012.

In June 2011, following a process of consultation, the Council published its *Policy on the Continuum of Teacher Education*, setting out its vision for teacher education at all stages of the teaching career, from initial teacher education to induction and continuing professional development. To coincide with the publication of this policy, the Council held a very successful conference on teacher education in Cork in November, which highlighted the critical importance of quality teacher education in ensuring that teachers can continue to meet the challenges of the 21st century classroom.

In the same month, the Council published *Initial Teacher Education: Criteria and Guidelines for Programme Providers*, which sets out the Council's criteria for such programmes. The criteria relate to a range of areas including programme design, areas of study, duration of programmes, numbers and qualifications of staff, facilities and resources, and apply to all concurrent programmes commencing in September 2012, and all consecutive programmes with effect from September 2014.

The Teaching Council has a statutory role in relation to the review of the standards required for entry to the teaching profession. In November 2011, the Council undertook a consultation on the post-primary subject criteria for entry to programmes of initial teacher education (ITE) and a revised process for assessing undergraduate qualifications prior to entry onto programmes of ITE.

Also in November 2011, a revised draft Code of Professional Conduct was published, which takes cognisance of a number of developments since the first codes were published. The revised draft Code underwent a process of consultation in December 2011/January 2012,

and more than 1,300 written submissions were received. Following consideration of those submissions, a further draft of the Code was developed and a second phase of consultation was initiated at the end of the reporting year. The revised *Code of Professional Conduct for Teachers* was adopted in May 2012.

In January 2012, the Minister for Education and Skills, Ruairí Quinn T.D., published the Education (Amendment) Bill, 2012 (now the *Education (Amendment) Act, 2012*), which will facilitate the commencement of Section 30 of the *Teaching Council Act, 2001*. That section will make it mandatory for all teachers in State-funded positions to be registered. This is a significant development for the teaching profession, in that it will pave the way for the commencement of the remaining sections of the Act, including those relating to teachers' continuing professional development and the Council's investigative and disciplinary functions. The latter will empower the Council to conduct inquiries into the professional conduct of teachers and impose sanctions, as appropriate, up to and including removal from the Register.

Also in January 2012, a consultation document was published that set out the key elements, the roles of the various stakeholders and the proposed timeframe for the phased introduction of the Council's functions in induction and probation. The consultation process involved some 232 individual written submissions (some representing small groups such as school staffs), 18 submissions from representative organisations and a series of meetings with stakeholders. Arising from this process, the Council is currently revising its proposals and a further draft document will issue for consultation in due course. Any model which emerges from this new phase of the process should be rooted in the core value of professional self-regulation, which is at the heart of all that the Council does. It will also have to acknowledge the reality of daily life in our schools. In the interim, taking into account the views of stakeholders, the Council has given notice that participation in a programme of induction workshops will be a requirement for registration for all Newly Qualified Teachers (NQTs) in Ireland, primary and post-primary (including VEC), who are registered on or after 2 July 2012. The workshop programme will be co-ordinated by the *National Induction Programme for Teachers* (NIPT) in conjunction with Education Centres. This element will be a key part of induction for all NQTs for the future. The NIPT will continue to co-ordinate the mentoring programme in schools.

The Council has been active in preparing for its role in the area of Fitness to Teach, often referred to as Part 5 of the *Teaching Council Act, 2001*. It is anticipated that this will be commenced relatively soon after the commencement of Section 30. During the year, members of the Investigating and Disciplinary Committees attended a range of Fitness to Practise hearings held by other professional bodies, have further updated the draft Rules of Procedure for Disciplinary Panels and other procedural documentation has also been prepared.

Research continues to be an important element of the Council's work. During the year, the *Research Policy* was reviewed by the Education Committee and a revised policy was adopted by Council. The Council's Research Policy provides the framework within which it implements its research function. In 2011/12, the Council published two reports by the Economic and Social Research Institute (ESRI) relating to *Continuing Professional Development Among Primary Teachers in Ireland* and *Job Satisfaction and Occupational Stress among Primary School Teachers and School Principals in Ireland*.

The web version of this Annual Report contains hyperlinks to referenced legislation, documents and sources, and I commend it to you as a valuable and easy way to access background documentation from the Teaching Council website www.teachingcouncil.ie and other web sources.

In conclusion, I would like to thank the outgoing Chairperson, Lily Cronin and all of the Council members for their commitment and energy in guiding the Council through a particularly important and formative period in the history of the Council. I also wish to acknowledge the talented and committed staff of the Council for their excellent commitment and drive in the face of a very demanding and increasing workload.

Tomás Ó Ruairc
Director

1. Regulating the Profession

Under the [Teaching Council Act, 2001](#), the Council's key areas of responsibility in relation to the registration and regulation of the teaching profession are:

- Maintaining the [Register of Teachers](#);
- Promoting the [Code of Professional Conduct for Teachers](#);
- Conducting inquiries into the fitness to teach of a registered teacher.

1.1. Maintaining the Register of Teachers

1.1.1. Registration Statistics

Registration is a mark of professional competence as a teacher and ensures that standards of entry into the profession are maintained. Some notable statistics from the reporting year are as follows:

- The total number of teachers registered at the beginning of the year was 70,510
- 6,698 teachers were admitted to the Register (a decrease of 2.7% on last year)
- 3,269 of these were new graduates (a decrease of 4.6% on last year)
- 2,678 individuals did not renew their registration
- 1,383 teachers, the majority of whom were retiring, requested that they be removed from the Register
- The total number of teachers registered at the end of the year was 73,147, representing an increase of 3.8% on the previous year and the highest number of registered teachers to date.

Table 1: Registration statistics for the reporting years 2009 – 2012

	2011/2012	2010/2011	2009/2010
Registered at beginning of year (28 March)	70,510	68,313	66,509
New graduates	3,269 ¹	3,426 ²	3,133 ³
Other new registrants	3,429	3,460	2,985
Non-renewal of registration	(2,678)	(3,376)	(2,942)
Voluntarily removed ⁴	(1,383)	(1,313)	(1,372)
Registered at end of year	73,147	70,510	68,313

Table 2: New registrations by education sector for the reporting years 2010 – 2012

Education Sector	2011/2012 Number of Teachers	2010/2011 Number of Teachers
Primary (4-12 years)	3,442	3,545
Post-primary (12-18 years)	2,683	2,575
Post-primary (VEC sector only)	382	365
Further Education (VEC sector)	507	416
Montessori and other categories	136	119
Total	7,150⁵	7,020⁶

1. In 2011/12, the final year results for 3,554 student teachers were transferred from the HEIs to the Council. Of these, 3,269 completed the process of graduate registration during the reporting year.

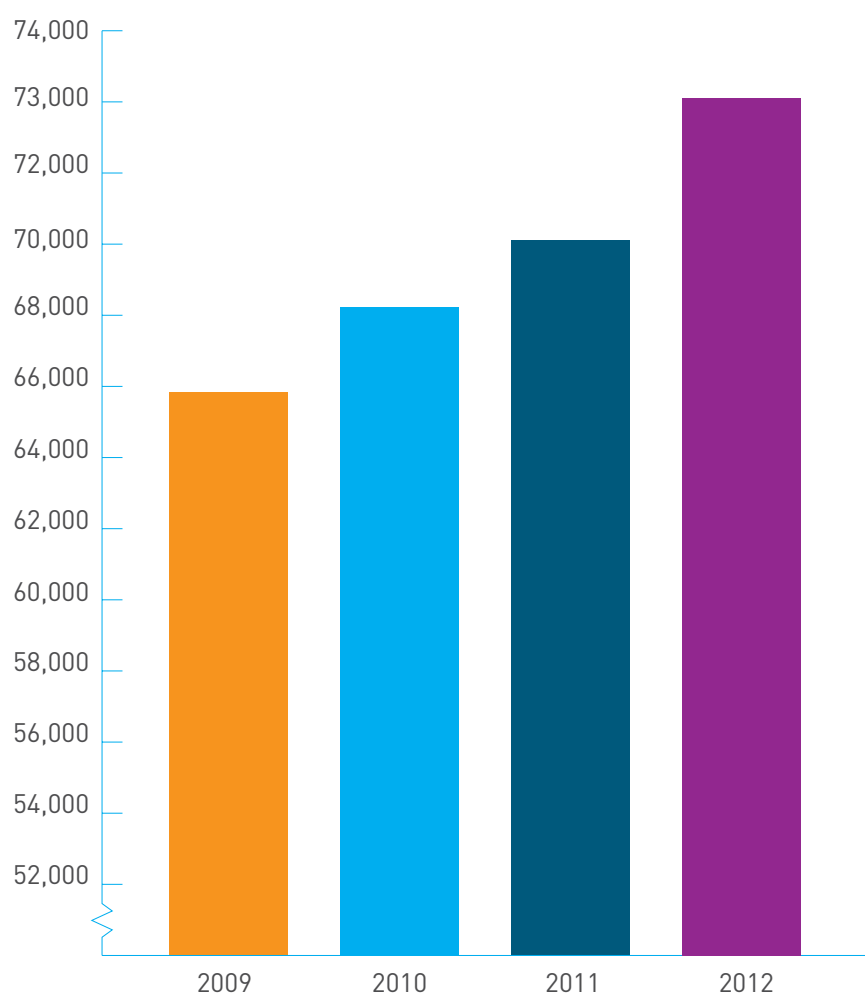
2. In 2010/11, the final year results for 3,767 student teachers were transferred from the HEIs to the Council. Of these, 3,426 completed the process of graduate registration during the reporting year.

3. In 2009/10, the final year results for 3,457 student teachers were transferred from the HEIs to the Council. Of these, 3,133 completed the process of graduate registration during the reporting year.

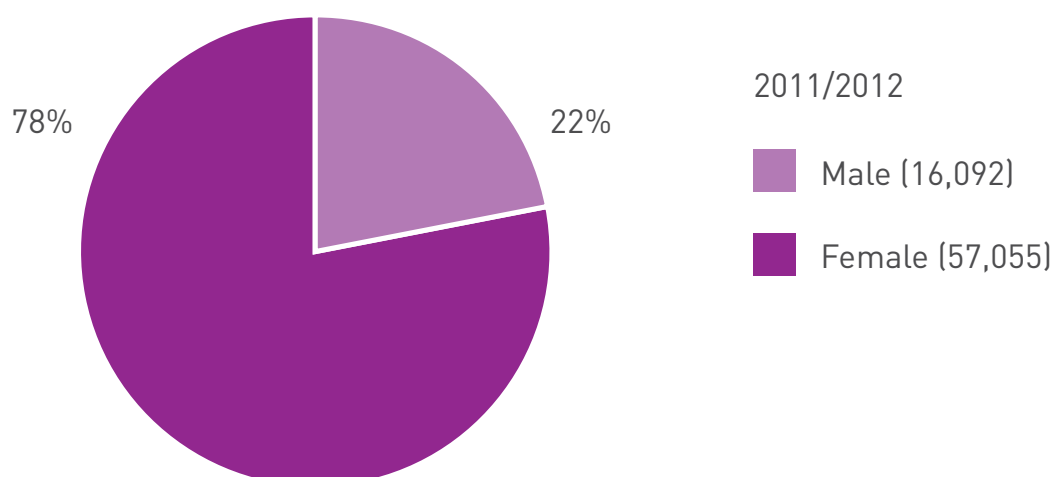
4. For example, some retired teachers may opt to remove themselves from the Register.

5. In 2011/12, the difference between the total number of newly registered teachers (6,698) and the total number of teachers registered by education sector (7,150) is accounted for by a number of teachers being registered under more than one sector.

6. In 2010/11, the difference between the total number of newly registered teachers (6,886) and the total number of teachers registered by education sector (7,020) is accounted for by a number of teachers being registered under more than one sector.

Figure 1: Total number of teachers registered on the last day of each reporting year 2009 – 2012**Figure 2: Gender of teachers registered as of 27 March 2012**

Male	16,092
Female	57,055
Total	73,147



1.1.2. Registration Regulations

The *Teaching Council (Registration) Regulations, 2009*, bring uniformity to the requirements for entry to the teaching profession at primary, post-primary and further education levels.

- Regulation One sets out the categories of information which will be held by the Council in respect of each registered teacher, and the provisions for making the Register available for public inspection. It also prescribes the evidence of good character requirements for admission to the Register of Teachers. As well as undergoing Garda vetting, applicants wishing to be registered as teachers in Ireland are required to declare any criminal convictions recorded against them, or any disciplinary findings issued by an employer, regulatory body or professional body in Ireland or abroad.
- Regulations Two, Four and Five prescribe the standards of entry to the primary, post-primary and further education sectors respectively.
- Regulation Three sets out the entry requirements for recognised Montessori teachers and teachers with appropriate specialist qualifications, such as those required for teaching learners who have special educational needs.

The Council commenced a review of the regulations during the reporting year and it is anticipated that revised regulations will be published in 2013.

1.1.3. Entry to the Register

Each application for registration is assessed on an individual basis, with reference to the *Teaching Council (Registration) Regulations, 2009*. All applicants must ensure that they meet the requirements of Regulation One therein, and at least one other regulation related to a particular sector of teaching, as outlined in 1.1.2 above.

New Registrants during the year came from the following three categories:

1. Newly Qualified Graduates of Teaching Council Accredited Programmes of Initial Teacher Education (ITE)

The Council has developed a dedicated registration process for current year Newly Qualified Teachers (NQTs) who graduated from Teaching Council accredited programmes of ITE in Ireland. During the reporting year, Council staff made 24 visits to providers of accredited ITE programmes to brief student teachers on the role of the Council and to advise on the registration application process, including Garda vetting. A total of 3,269 NQTs applied for registration in the reporting year, representing a 4.6% decrease on the previous year (Table 1).

2. Qualified Teachers (Graduating Prior to 2010) from Teaching Council Accredited Programmes of ITE

These applicants graduated from Teaching Council accredited programmes of ITE prior to 2010 and now wish to begin, or return to, teaching after a prolonged period of absence (e.g., career break).

3. Applicant Teachers who gained Qualifications outside of Ireland

Applications for registration from teachers qualified outside of Ireland are assessed on an individual basis and with reference to the *Teaching Council (Registration) Regulations, 2009*. Registration may be granted in full or subject to conditions, which must be addressed within a specific timeframe.

In May 2010, in order to ensure full compliance with European Union Directive 2005/36/EC and the Recognition of Professional Qualifications (Directive 2005/36/EC) Regulations, 2008, the Council publicised a proposed change in procedures with regard to the processing of applications from those qualified in other European Union (EU) Member States. Those who commence a teacher education qualification in another Member State from January 2011, are now required to complete a process of induction in that Member State, prior to applying for registration in Ireland. The change in procedure, which came into effect in mid-2011, ensures that all applicants qualified within the European Economic Area (EEA) are treated equally from a registration perspective.

1.1.4. Conditional Registration

Under Section 31(6)(b) of the Teaching Council Act, 2001, registration with conditions (including conditions as to probation) may be granted where a registrant has not fulfilled all of the requirements of registration. Such shortfalls (e.g., in the applicant's primary degree or teacher education qualification) are identified to the applicant on completion of the registration assessment. At that point, time-based conditions are specified. Shortfalls are commonly addressed through the completion of an approved module or course (Aptitude Test), or through completion of an employment-based module (Adaptation Period).

In cases where a teacher completes a qualification in primary teaching outside of Ireland, is fully recognised as a teacher in that state/country (i.e., having completed a recognised induction programme), and seeks registration in Ireland, the Teaching Council may register that teacher subject to satisfying the Irish Language Requirement (ILR). Applicants have the option of selecting to demonstrate their competency in the Irish Language, and in the teaching of Irish in the primary school, via an Aptitude Test or Adaptation Period.

To date, the Marino Institute of Education has provided approved Aptitude Tests and supervised Adaptation Periods for teachers under their programmes of An Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (S.C.G.) and the Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge – Tréimhse Oiriúnaithe (O.C.G.). With effect from September 2012, the part-funding of the S.C.G. and O.C.G. by the Department of Education and Skills will cease. This cessation does not affect the Council's approval of the programmes which continue to meet the stipulations of the ILR.

1.1.5. Evidence of Character

All applicants wishing to register as teachers must comply with the Council's Evidence of Character requirements. In order to do this, they must:

1. provide a character reference from an appropriately qualified person
2. undergo a process of Garda vetting, and
3. in the case of applicants with significant periods of residence abroad, supply overseas police clearance.

The Council also co-ordinates the Garda vetting arrangements for new teachers entering the Register and for teachers being appointed to teaching positions where they have not been vetted in the same or previous calendar year. Details of recruitment procedures, including the requirements for Garda vetting, are laid out in the Department of Education and Skills Circular 0063/2010, which came into effect on 1 January 2011.

1.1.5.1. Vetting Procedures for Existing Teachers

In December 2008, the Council convened a meeting of interested parties with a view to developing a process for the Garda vetting of registered teachers who were in service prior to the Council's establishment in 2006, and who have not been the subject of Garda vetting. A working group was established which has developed procedures for the vetting of such teachers. The working group has written to the Minister for Education and Skills outlining the progress to date, and seeking the Minister's assistance in relation to resolving legislative and resource matters which have been identified.

At the end of the reporting year, the Education (Amendment) Bill, 2012, which included a proposed amendment to Section 33 of the [Teaching Council Act, 2001](#) (renewal of registration), was before the Oireachtas. The amendment will allow the Council, inter alia, to regulate for periodic Garda vetting when a teacher is seeking to renew registration.

The proposed National Vetting Bureau Bill, sponsored by the Minister for Justice, Equality and Defence, identifies the Teaching Council as the named body with responsibility for co-ordinating the Garda vetting of teachers. The Council has provided observations on the draft Bill to the Joint Oireachtas Committee dealing with it.

1.1.5.2. Evidence of Character Panel

The Council's Evidence of Character Panel assesses the character evidence provided by applicants seeking to register as teachers with the Council. It does so in line with guidelines approved by the Council in 2009. Where the Panel decides that an applicant's evidence of character renders her/him unsuitable for registration purposes, the Panel will notify the applicant of its decision, the reasons for that decision and the courses of action open to the applicant at that point. Such decisions of the Panel may be appealed to the Registration Review Group (see [Appendix 3](#) for further information on the work of the Council's Committees and Panels).

1.1.5.3. Evidence of Character Statistics for the Reporting Year

In the reporting year, 10,890 applicants completed the Evidence of Character process. In the case of 266 applicants, disclosures relating to convictions and prosecutions received from the Garda Central Vetting Unit were referred to the Council's Evidence of Character Panel for consideration. Using Council approved guidelines, the Panel decided on the relevance of such a conviction to the teacher's suitability for registration. In addition, a small number of disciplinary findings by a teaching council or similar professional body in other jurisdictions were considered by the Panel. No teacher was refused admission to the Register during the reporting year on the grounds of Evidence of Character. At the end of the reporting year, 30,539 (41.7%) of teachers on the Register had completed the vetting process.

1.1.6. Registration Renewal

In order to remain on the Register of Teachers, registered teachers must renew their registration each year. For approximately 62% of registered teachers, the renewal date is 28 March. In February 2012, 44,902 teachers were invited to renew their registration for the period to 27 March 2013. As teachers retire and newly qualified teachers join the Register, the concentration of annual registration renewals around March is reduced and the volume of renewals is spread more evenly throughout the year.

In addition to postal notifications, those teachers on the Register who supplied an email address, received notification by email. Information about registration renewal was included on the Council's website and in stakeholder publications. The Council also established a dedicated phone line to assist with queries about registration renewal.

During the reporting year, more than 56% of teachers (up from 45% in the previous year) availed of the opportunity to renew their registration online via the Council's website. This is a cost-effective method which significantly reduces the volume of documentation being processed by the Teaching Council with resulting administrative efficiencies.

1.1.7. Registration Renewal Fee

The fee is based on projected expenditure and revenue levels and has been set to ensure the Council has the necessary resources to carry out its statutory functions. Due to the delay in the commencement of certain functions of the Council and the subsequent deferral of associated expenditure, the Council has accumulated a surplus.

The registration renewal fee of €90, which was approved by the Minister for Education and Science in 2007, was reviewed by the Council during the year. A decision was taken to recommend to Minister for Education and Skills, Ruairí Quinn T.D., the reduction of the fee to €65 with effect from 1 January 2013. This decision was taken in view of:

- the expected commencement of Section 30 of the Teaching Council Act, 2001 (requiring registration of all teachers) in 2012
- the Council's budget for 2012, and
- the accumulated surplus.

The fee underpins the Council's status as a self-financing regulatory body and can be claimed as an allowance against tax. This means that, for higher rate taxpayers, the net cost of the fee is €53 and this will reduce to €38 in 2013.

1.1.8. Accessing Information on the Register

Information on the Register is available to three key constituent groups – the public, teachers and the payroll authorities, i.e., the Department of Education and Skills and the 33 VECs.

The Teaching Council (Registration) Regulations, 2009, set out the framework used to facilitate access to the Register. A member of the public may use the online 'Search the Register' facility to ascertain if an individual is registered with the Teaching Council. This facility was used, on average, 907 times each week during the reporting year.

1.2. Maintaining Standards of Professional Conduct and Practice

Teaching is characterised by high professional standards and the Teaching Council plays an important role in ensuring that these standards are upheld. It fulfils this role by publishing and promoting the *Code of Professional Conduct for Teachers*, which sets out the standards of professional practice and conduct appropriate to the profession. This is a legal document which will form the basis for complaints made under Part 5 of the Teaching Council Act, 2001, often referred to as Fitness to Teach. When this section of the Act is commenced, the Council will investigate complaints made against registered teachers and apply sanctions, where deemed appropriate.

1.2.1. *Code of Professional Conduct for Teachers*

The first edition of the *Code of Professional Conduct for Teachers* was published in 2007. During the year, a revised draft Code was prepared, taking account of developments since the first Code was published. The revised Code sought to be more concise and easier to navigate, while continuing to provide practical guidance to teachers in their professional practice. The revised draft Code underwent a process of consultation in December 2011/January 2012. As part of the consultation process, more than 1,300 written submissions were received. Following consideration of those submissions, a further draft of the Code was developed and a second phase of consultation was initiated at the end of the reporting year, leading to the adoption of the second edition of the *Code of Professional Conduct for Teachers* in May 2012.

1.2.2. *Investigating Complaints*

When Part 5 of the Teaching Council Act is commenced, one of the key functions of the Teaching Council will be to investigate complaints relating to the fitness to teach of registered teachers. If a complaint is made about a registered teacher, the Council will have the authority to investigate the complaint and decide if it should deal with it through its disciplinary procedures. If considered appropriate, the Council can impose conditions to a teacher's registration or suspend or remove the teacher from the Register of Teachers. The latter would effectively remove a teacher's licence to teach. This is similar to the role of other professional bodies in regulating standards.

The Council's investigation and disciplinary functions as outlined above have not yet been commenced by the Minister for Education and Skills. The Minister has advised the Council that he intends to introduce these functions following the commencement of Section 30 of the Act, which is expected in 2012. In advance of that, the Council has been active in preparing for its role in this area. During the year, members of the Investigating and Disciplinary Committees attended a range of Fitness to Practise hearings held by other regulatory bodies. The Committees have further updated the draft Rules of Procedure for Disciplinary Panels and other procedural documentation has also been prepared.

Section 37 of the Act concerns the notification to the Council by schools of the dismissal or resignation of a teacher. During the reporting year, a draft regulation was prepared and forwarded to the Minister for Education and Skills to give effect to this section.

The drafting of guidance material for members of the public and for registered teachers, which will be published once the relevant provisions have been commenced, is ongoing.

2. Maintaining and Developing Teaching Standards and Competences and the Quality of Teaching and Learning

Excellence in teaching is a core value guiding the Council in its work, and is promoted through the *Code of Professional Conduct for Teachers* and the Council's role in teacher education.

2.1. Teacher Education

The Teaching Council Act, 2001 confers on the Council significant powers to shape and develop teacher education at all stages of a teacher's career. In June 2011, following a process of consultation, the Council published its *Policy on the Continuum of Teacher Education*, setting out its vision for teacher education at all stages of the teaching career, from initial teacher education (ITE) to induction and continuing professional development.

Also during the reporting year, the Council held a very successful conference on teacher education. Through the conference, the Council publicly highlighted the critical importance of quality teacher education in ensuring that teachers can continue to meet the challenges of the 21st century classroom. (See 3.3 for further information).



The Teaching Council's Policy feedback day in April 2011

2.1.1. Initial Teacher Education (ITE)

The Teaching Council has a statutory role in relation to the review of the standards required for entry to the teaching profession.

2.1.1.1. Standards of Entry

During the reporting year, the Council undertook a consultation on the post-primary subject criteria for entry to programmes of ITE and a revised process for assessing undergraduate qualifications prior to entry onto programmes of ITE. When completed, the revised criteria and process will clearly define the entry requirements for post-primary programmes of ITE. It is expected that final proposals will be published during the next reporting year.

2.1.1.2. Entry to the Further Education Sector

The Teaching Council (Registration) Regulations, 2009 require that from 1 April 2013, persons applying to register under Regulation Five (Further Education) must have an approved teacher education qualification. With a view to developing the requirements for such teacher

education programmes, a process of consultation commenced in July 2008, which culminated in the publication in March 2011 of *Further Education: General and Programme Requirements for the Accreditation of Teacher Education Qualifications*.

This document sets out the requirements to be met by programme providers seeking to have programmes accredited by the Council. In summary, programmes must be at Level 8 on the National Framework of Qualifications, having a minimum of 60 Euro Credit Transfer System (ECTS) credits. Minimum requirements are set out in the areas of core values, principles and aims, structure and content, theoretical foundations, professional studies and teaching placement.

Six HEIs submitted programmes for review and accreditation in early 2012. At the end of the reporting year, one such programme had been approved by Council and reviews of the remaining programmes were ongoing.

Given the difficulty that registration applicants in the Further Education sector may have, in completing an accredited teacher education programme prior to April 2013, the Council's Registration Committee agreed that as a temporary measure, applicants will be allowed to complete the teacher education qualification within three years of initial conditional registration.

2.1.1.3. Review and Accreditation

The review and accreditation of programmes of ITE provides an opportunity for HEIs to demonstrate that their programmes are appropriate for preparing students for entry to the teaching profession, i.e., that they are designed and delivered so as to allow students develop the standards of teaching, knowledge, skill and competence, and the attitudes and professional dispositions which are central to the practice of teaching.

In June 2011, the Council published *Initial Teacher Education: Criteria and Guidelines for Programme Providers*, which sets out the Council's criteria for such ITE programmes being proposed for accreditation. The first cycle of reviews to be conducted based on these guidelines will also take place in the context of the *Literacy and Numeracy Strategy* of the Department of Education and Skills. The criteria are set out under the headings of inputs, processes and outcomes, and apply to all concurrent programmes with effect from September 2012, and all consecutive programmes with effect from September 2014. The criteria relate to a range of areas including programme design, areas of study, duration of programmes, numbers and qualifications of staff, facilities and resources. Significantly, the criteria:

- prescribe those areas of study which will be mandatory in programmes including numeracy and literacy, behaviour management, parents in education, Information and Communications Technology (ICT) and inclusive education
- set out for the first time, the expected learning outcomes for graduates of all teacher education programmes
- require that all concurrent programmes should be four years in duration and all consecutive programmes should be two years in duration
- call for the development of a new and innovative school placement model, involving active collaboration between HEIs and schools and an enhanced role for the teaching profession in the provision of structured support for student teachers
- require that student teachers should spend a greater proportion of the programme on school placement, and that such placements should be in a minimum of two schools

- require increased emphasis on research, portfolio work and national priority areas such as literacy and numeracy, inclusion and ICT.

During the year, a number of information meetings took place with providers, as they began work on re-designing their programmes to meet the criteria.

The Council also established two separate working groups to develop guidelines on a new model of school placement and an extended Gaeltacht placement respectively. The School Placement Working Group met on four occasions during the reporting year. The Gaeltacht Placement Advisory group met on seven occasions. At the end of the reporting year, both sets of guidelines were at an advanced stage of drafting.

During the reporting year, the Council received one application from a HEI for the accreditation of a new programme of post-primary concurrent initial teacher education.

2.1.2. Induction and Probation

The Council's statutory powers in relation to induction and probation have yet to be commenced. During the reporting year, the Council began developing criteria and procedures for these areas in the form of an integrated professional programme for the career entry phase. A consultation document was published in January 2012 setting out the key elements, the roles of the various stakeholders, and the proposed timeframe for the phased introduction of the programme. The Council engaged in a comprehensive consultation process and met with a range of stakeholders to present its proposals and obtain feedback. Between January and March 2012, 17 meetings involving Council members and officials took place with groups including management bodies, teachers' and principals' representatives, ITE providers, education centre directors, school principals, mentors and the National Induction Programme for Teachers (NIPT). The Council also invited written feedback and the deadline for receipt of submissions was extended to 30 March 2012. By the end of the reporting year, 250 submissions had been received from individuals and organisations.

2.2. Research

The Teaching Council Act, 2001 states that the Council will conduct or commission research on matters relevant to the functions of the Council. During the year, the Council's research policy was reviewed by the Education Committee and a revised policy was adopted by Council. The Council's *Research Policy* provides the framework within which its research function is implemented.

2.2.1. Research Bursaries

To date, the Council has run four schemes of research bursaries for teachers and others carrying out research in the area of teaching, learning and assessment. A total of 86 teachers and 22 others have been funded under these schemes.

The Council is confident that the research being carried out will have the potential to enhance the quality of teaching and learning in Ireland and, during the reporting year, it continued to publish completed research summaries. It is envisaged that, over time, the Council's research page will become a valuable research repository for practising teachers, and all with an interest in teaching, learning and assessment. At the end of the reporting year, 34 research summaries had been published.

2.2.2. Commissioned Research

In June 2011, the Teaching Council published two reports in relation to:

- a) Continuing Professional Development Among Primary Teachers in Ireland and
- b) Job Satisfaction and Occupational Stress among Primary School Teachers and School Principals in Ireland.

Both reports were compiled on behalf of the Teaching Council by the ESRI, based on data gathered in 2007/2008 through the *Growing Up in Ireland* study.

3. Promoting Teaching as a Profession

Promoting teaching as a profession is at the heart of the Council's work. To progress this goal, the Council focused on a number of strategies.

3.1. Media Relations

As part of its role in promoting teaching as a profession, the Teaching Council engages with the media in an open manner, by responding to all media enquiries in a timely manner, and by seeking appropriate opportunities in the media to enhance the standing of teaching as a profession and to raise awareness of the work of the Council.

During the reporting year, a number of press releases were issued and articles were written for a variety of publications, including the national and regional press, online publications and the magazines of the representative bodies in education.

3.2. World Teachers' Day

Each year, 5 October is designated by [UNESCO to celebrate World Teachers' Day](#). The day recognises the essential role teachers play in nurturing and guiding students through the life-long learning process. In 2011, the theme was Teachers for Gender Equality, and to promote the day, the Council sent an email to teachers on the Register inviting them to view the [World Teachers' Day website](#), and to join their international colleagues on a UNESCO e-forum.

3.3. National Conference

To coincide with the publication of the *[Policy on the Continuum of Teacher Education](#)*, the Council held its second [national conference](#) in Cork on 10 and 11 November 2011. The conference attracted nearly 300 delegates from HEIs, parents' associations, school management bodies and other partners in education. In particular, the Council was pleased to note that more than 100 practising teachers attended.

The theme of the conference was A Vision for the Continuum of Teacher Education, and the programme included an impressive line-up of speakers from Ireland, the UK, the European Commission, Finland, Malta, Spain and the U.S. The conference provided an Irish and international perspective on current thinking and practice in teacher education, including initial teacher education, induction into the profession and continuing professional development.

Feedback from delegates was very positive. Many teachers who attended reported that it provided them with a forum in which they felt more engaged with teaching as a professional endeavour, and with the Teaching Council as a provider of professional support. Feedback also confirmed that teachers left the conference with a renewed sense of the importance of continued professional development, reflective practice and the provision of a supportive mentoring system for newly qualified teachers.

Many of the [conference presentations](#) are available to view on the teacher education pages of www.teachingcouncil.ie.



Delegates attending
the Teaching Council's
National Conference in
November 2011

3.4. Visits to HEIs and Teacher Conferences

During the reporting year, final year teacher education students were visited in all 20 HEIs. These visits provide a valuable opportunity to meet new entrants to the profession.

In April, staff also attended the three teacher union conferences where they provided an information stand for delegates.

4. Developing and Maintaining an Efficient and Effective Organisation to Support the Work of the Council

The Council is mindful of the need to run an effective and cost-efficient organisation, and it continually monitors and develops its processes and systems, to ensure they remain effective and in line with best practice in corporate governance.

4.1. Strategic Plan

During the reporting year the Council developed its Strategic Plan entitled *A New Era of Professionalism: Fás, Forbairt agus Foghlaim 2012–2014*. This plan builds on the Teaching Council's first Plan, *Fás agus Forbairt 2008–2011*. The new plan sets out the Council's strategic priorities and direction with the aim of realising, in full, its significant role in enhancing the quality of teaching in Ireland. The title is indicative of the continuum of learning with which the Council is engaged, and reflects its drive towards greater achievement in the professionalisation of teaching across the spectrum of its work.

4.2. Term of Second Council ends

The Teaching Council is made up of 37 members acting in a voluntary capacity as non-executive directors of the Council. The composition of the Council is as follows:

- 11 primary teachers (nine elected and two teacher union nominees)
- 11 post-primary teachers (seven elected and four teacher union nominees)
- 2 nominated by colleges of education
- 2 nominated by specified third-level bodies
- 4 nominated by school management (two primary and two post-primary)
- 2 nominated by parents' associations (one primary and one post-primary)
- 5 nominated by the Minister for Education and Skills (including one representing each of IBEC and ICTU).

Members of the second Council are listed in [Appendix 2](#). The term of office of the second Council ended on 27 March 2012.

4.3. Election of Teachers to the Third Council

In accordance with the *Teaching Council (Election of Members) Regulations, 2008*, as amended by the *Teaching Council (Election of Members) (Amendment) Regulations, 2011*, elections were held to fill the 16 elected teachers' positions (nine primary and seven post-primary) on the third Council to serve for the period 28 March 2012 to 27 March 2016.

In the case of five of the positions only one nomination was received, therefore the candidate was elected unopposed.

To fill the remaining positions, a poll was taken. The closing date for receipt of ballots was 20 March 2012. The counting of votes took place on 22 March 2012. This resulted in a further eleven teachers being elected. The full election result is as shown in Table 3 below.

Table 3: Results of the Teaching Council Elections 2012 by Category and Constituency

Category	Constituency and Election Results	No. of seats
Primary	Connacht/Ulster <ul style="list-style-type: none"> • Bríd Ní Raghallaigh • John Conlon 	2
	Dublin <ul style="list-style-type: none"> • Dympna Mulkerrins • Micheál Ó Gríofa • Eimear Cole 	3
	Leinster <ul style="list-style-type: none"> • Kathleen O'Connor* • Milo Walsh 	2
	Munster <ul style="list-style-type: none"> • Derbhile de Paor • Diarmuid Ó Murchú 	2
Post-Primary Voluntary	Connacht/Munster/Ulster <ul style="list-style-type: none"> • Noel Buckley • Lily Cronin 	2
	Leinster <ul style="list-style-type: none"> • Bernadine O'Sullivan* • Christopher Maginn* 	2
Post-Primary VEC	Connacht/Munster/Ulster <ul style="list-style-type: none"> • Fergal McCarthy* 	1
	Leinster <ul style="list-style-type: none"> • Marie Humphries* 	1
Post-Primary Community and Comprehensive	Connacht/Munster/Ulster/Leinster <ul style="list-style-type: none"> • Kieran Christie 	1

* *elected unopposed*

During the course of the postal ballot, a typographical error was detected in the Voter Identification Declaration Form which had been sent to teachers. Following receipt of legal advice, the Council decided to re-ballot voter teachers. The second ballot was completed within the statutory deadline for the holding of the election. The voter turnout for the ballot was quite low and the Council is committed to reviewing all aspects of the election.

4.4. Committee Structure

In order to facilitate its work, the Council has established a number of committees, panels, working groups and advisory groups as outlined in Table 4 below. The functions, membership and attendance record of each of these are set out in [Appendix 3](#).

Table 4: Council Committees, Panels, Working Groups and Advisory Groups

Description	No. of Members	No. of Meetings held
Executive Committee	11	5
Investigating Committee	11	5
Disciplinary Committee	13	5
Registration Committee	13	5
Finance Committee	6	6
Education Committee	13	7
Audit Committee	5	4
Evidence of Character Panel	7	10
Primary Applications Panel	7	7
Post-Primary Applications Panel	7	11
Working Group for Review of Code of Professional Conduct for Teachers	6	3
Working Group on Induction and Probation	6	10
Advisory Group on the establishment of Criteria and Guidelines for the Reconceptualisation of ITE	5	4

4.5. Corporate Governance

The Council is cognisant of the importance of good corporate governance and has been actively implementing the Department of Finance guidelines for the governance of State Bodies.

Through its Audit Committee, the Council has established a regime of internal financial controls and published its annual report and audited financial accounts. It has also developed a risk assessment and management process, *Code of Conduct* for both Council members and staff, and a *Council Code of Practice* for Council members, Chairperson, Director and Secretary. Procedures with regard to the disclosure of interests and compliance with the requirements of the Ethics in Public Office Acts form part of the Council's corporate governance arrangements.

In 2010 an external assessment of the Council's corporate governance arrangements was undertaken and the recommended changes have been implemented.

4.6. Resource Management

4.6.1. Human Resources

The sanctioned staffing level on 27 March 2012 remained at 28.5 posts. During the reporting year, the services of temporary agency staff were engaged during periods of high-volume activity, such as registration renewals and the summer period of graduate registration.

The public sector staffing moratorium has placed significant pressure on the staff complement of the Teaching Council. As the Council's functions expand over the coming years, with the implementation of outstanding sections of the Teaching Council Act, the capacity and resources of the organisation will need to grow accordingly to ensure it remains fit for purpose. In order to undertake the additional functions expected to commence in 2012 and future years, the Council has submitted a case for an increased staff complement and revised staffing structure to the Department of Education and Skills. With the support of the Department, the submission has been sent to the Department of Public Expenditure and Reform for approval.

The Staff Partnership Committee consulted on a number of issues related to improved customer service and staff policies.

During the reporting year, preparations were made for the introduction of a Staff Performance and Development system in the next reporting year.

The Council's management and organisational structure is included in [Appendix 1](#).

4.6.2. Finance

The Council's expenditure for the 2011 financial year was €4.01m. The main items of expenditure included staff costs, rent of premises, postage, publications and IT costs. Income (net of tax) for the period was €7.05m, consisting mainly of registration and qualification assessment fees. The surplus has arisen due to the delay in the commencement of certain sections of the *Teaching Council Act, 2001* and the subsequent deferral of associated expenditure. As these new functions commence, the costs of fulfilling the Council's statutory remit will increase substantially. The current surplus will be used to meet these additional operating costs. In addition, part of the surplus income has been reserved to defray potential future legal liabilities.

The expected commencement of Section 30 (mandatory registration) of the [Teaching Council Act, 2001](#) during the 2012/13 school year brings greater clarity to the Council's income stream. In view of this, the budgeted position of the Council for 2012 and the current accumulated surplus, the Council decided to recommend to the Minister for Education and Skills, a reduction in the annual renewal fee to €65 from 1 January 2013. This is covered in more detail in Section 1.1.7.

The Council's Audited Financial Statements are included in [Appendix 5](#).

4.6.3. Information and Communications Technology (ICT)

Over the past year the Council has continued the development and extension of its ICT systems. Further modifications were made to the online registration renewal process to facilitate renewals. Registered teachers were provided with the additional option of updating their contact and employment details online. A call recording system was installed and the recording of all calls commenced in April 2011. The Council began using a web-based system, which provides Council members with access to meeting minutes and agenda. It is anticipated that this system will be used on a more widespread basis in the coming year and will reduce photocopying and postage costs.

4.7. Communication with Stakeholders

The Council implements a comprehensive communication programme aimed at maintaining and enhancing communication with all of its stakeholders including teachers, representative bodies, teacher unions and other agencies working in the education sector. This programme is monitored regularly to ensure that the most effective, efficient and appropriate communication channels are utilised. The Council has acknowledged that it has further challenges to meet in this area of its work, and has identified a number of actions to meet these in the strategic plan 2012-2014. The following are among the key communication initiatives engaged in during the reporting year.

4.7.1. Teaching Council Contact Persons

In April 2009, registered teachers were invited to act as the contact person between the Council and the teaching staff in their schools. The ultimate aim is that one registered teacher from each school will be the Teaching Council Contact Person (TCCP), and will engage with the Council during consultations on policy and ensure that publications and other information are distributed to their colleagues. At the end of the reporting year, there were 1,369 contact persons [nominated](#), representing more than one third of schools as shown in Table 5 below:

Table 5: Teaching Council Contact Persons

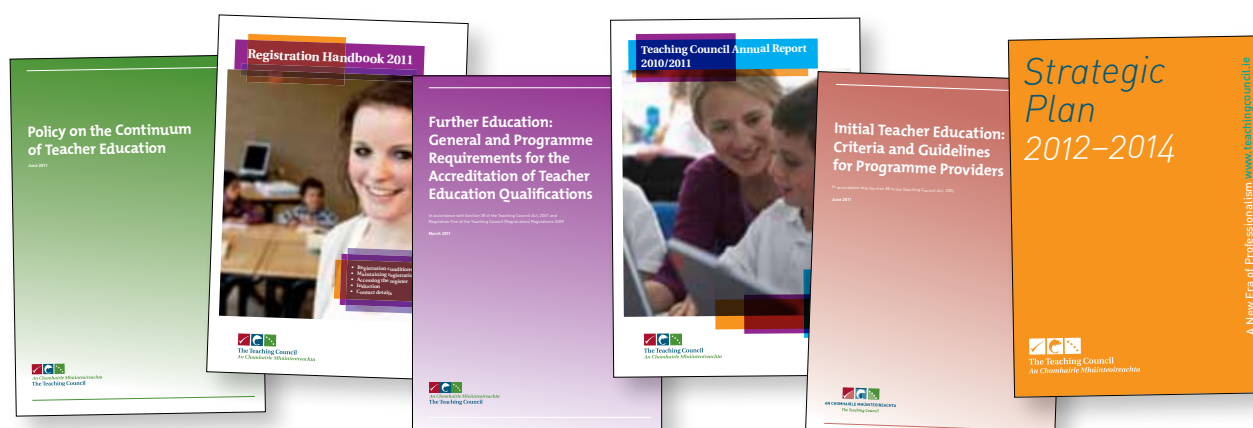
Sector	No. of schools	No. of TCCPs	% of schools with a TCCP	No. of TCCPs who are Principals	% of TCCPs who are Principals
Primary	3,305	1,069	32%	519	49%
Post-Primary (including VEC and Further Education)	729	300	41%	91	30%
Totals	4,034	1,369	34%	610	45%

Of the teachers who attended the Council's national conference in 2011, approximately 75% were contact persons.

4.7.2. Publications

The Council produced the following publications in the reporting year:

- a) In March 2011, the Council published *Further Education: General and Programme Requirements for the Accreditation of Teacher Education Qualifications*, which sets out the requirements to be met by programme providers seeking to have programmes of teacher education for the further education sector accredited by the Council.
- b) In June 2011, the Council published its *Policy on the Continuum of Teacher Education*, setting out its vision for teacher education at all stages of the teaching career, from initial teacher education to induction, and continuing professional development.
- c) Also in June 2011, the Council published *Initial Teacher Education: Criteria and Guidelines for Programme Providers*, which sets out the Council's criteria for such programmes.
- d) In August 2011 a *Registration Handbook for Newly Qualified Teachers (NQTs)* was published and made available, as part of the streamlined registration process for graduates.
- e) In November 2011, the Council published a consultation document on *Proposed Teaching Council Requirements for Entry onto a Programme of Initial Teacher Education (Post-Primary)*.
- f) In November 2011, a revised draft Code of Professional Conduct was published. Following a consultation process, a further draft of the Code was developed and a second phase of consultation was initiated at the end of the reporting year. The revised *Code of Professional Conduct for Teachers* was adopted in May 2012.
- g) The Council's *Annual Report 2010/2011* was published in December 2011. This was the Council's fifth annual report and set out the significant progress made in the course of that reporting year ending 27 March 2011.
- h) A consultation document was published in January 2012, setting out the key elements of a proposed model for induction and probation.
- i) In February 2012 the Council published its second Strategic Plan, entitled *A New Era of Professionalism: Fás, Forbairt agus Foghlaim 2012-2014*. The plan sets out the Council's strategic priorities and direction, with the aim of realising, in full, its significant role in enhancing the quality of teaching in Ireland.



- j) In March 2012, the Council published its revised *Research Policy*, setting out the framework within which the Council will conduct or commission research on matters relevant to its functions.
- k) In 2011/12, the Council published two reports by the Economic and Social Research Institute (ESRI) relating to *Continuing Professional Development Among Primary Teachers in Ireland* and *Job Satisfaction and Occupational Stress among Primary School Teachers and School Principals in Ireland*.
- l) In order to promote teaching as a profession, the Council contributed to GradIreland's updated information booklet *Teaching and Education 2012*.

4.7.3. Corporate Website

The Council's website, www.teachingcouncil.ie, was re-designed to cater for the growing functions of the organisation and to create a more user-friendly site. The site went live in June 2011.

During the reporting year the website received an average of 5,438 visitors per week. The highest number of visitors was approximately 10,500 during the peak renewals period in March 2011.

4.7.4. Information Emails

During the year, the Council sent 17 news emails to teachers and other stakeholders. The subject matter included:

- Council statement on the proposed reduction in qualification allowances
- Consultation on the new draft Code of Professional Conduct for Teachers and a model for induction and probation
- Election notifications
- The Education (Amendment) Bill, 2012 and the commencement of Section 30 of the Teaching Council Act, 2001
- The Council's new Strategic Plan for 2012-2014
- The Annual Report 2010/2011
- World Teachers' Day 2011
- The Teaching Council Conference
- New service requirement for probation
- New accreditation criteria for teacher education programmes
- Reports on the review and accreditation of existing programmes of ITE
- Professional accreditation of teacher education qualifications in the further education sector.

At the end of the reporting year, there were over 61,000 email addresses recorded on the Register of Teachers. All teachers are encouraged to record an email address so that they may be kept informed about the work of the Council and any important news notices.

4.7.5. *Liaison with Representative Bodies*

The Council is committed to developing and maintaining relationships with our partners in education.

The Director and staff attend a number of conferences, seminars and meetings to promote this goal. The Council is also dedicated to engaging with stakeholders regarding regulatory developments and, in the reporting year, dialogue and feedback regarding issues such as Garda vetting, teacher education for the further education sector, and the requirements for admission to the Register, informed the Council's work in these areas.

4.8. Freedom of Information and Data Protection

The Council is subject to the requirements of the *Freedom of Information Act, 1997*, the *Freedom of Information (Amendment) Act, 2003*, the *Data Protection Act, 1988* and the *Data Protection (Amendment) Act, 2003*. There was one request for information under the FOI Acts during the reporting year.

4.9. Gaeilge

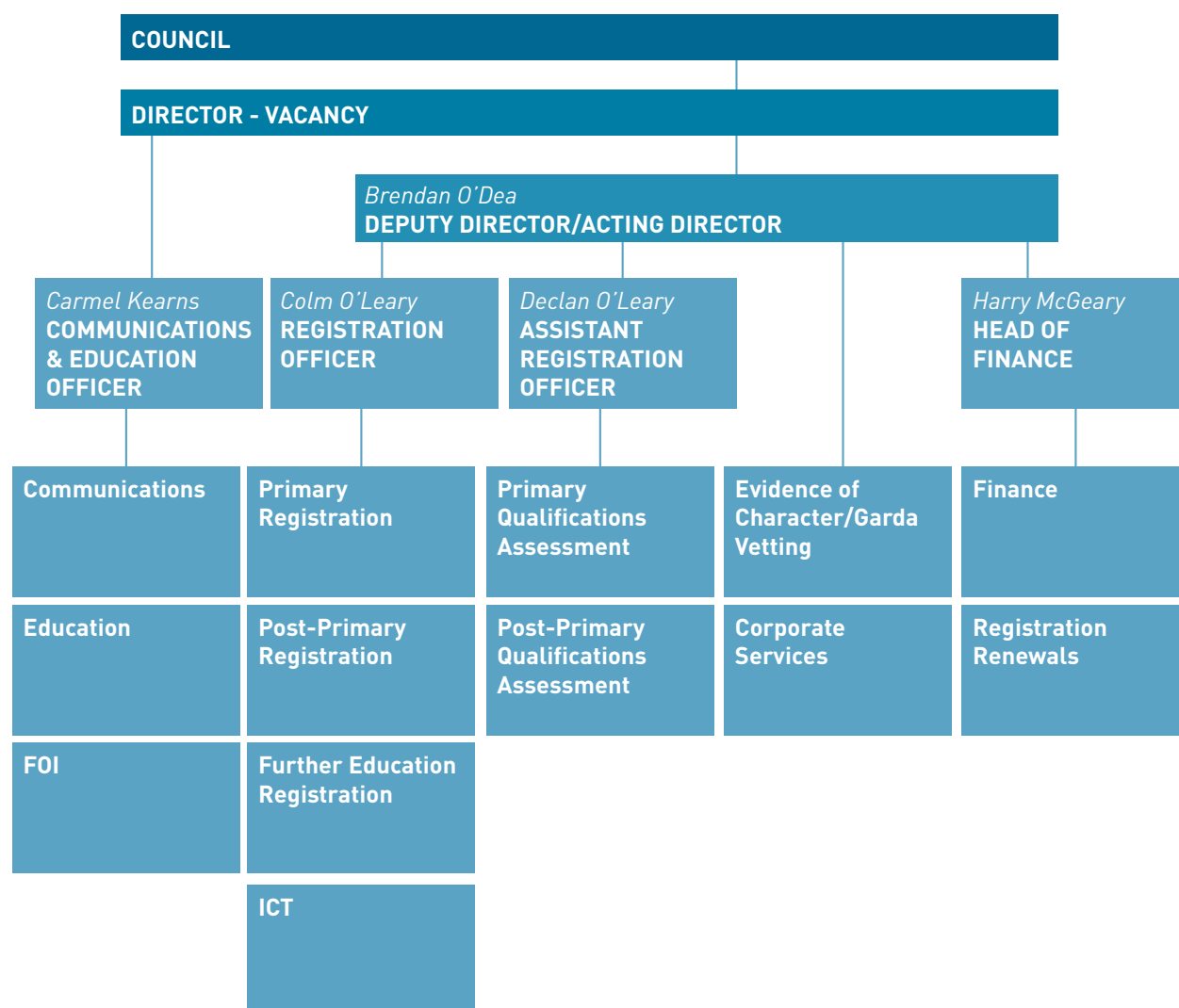
The Council makes specific provision for delivery of its services in the Irish language. In doing so, it is guided by the provisions of the Official Languages Act, 2003. The Council is committed to ensuring that all communication received in the Irish language, by email, post or by telephone, is responded to by a fluent Irish speaker.

4.10. Health and Safety

The Health and Safety staff working group met on three occasions in the reporting year and underwent training as Safety Representatives. Safety equipment, including defibrillators, was purchased in compliance with the Health and Safety Statement compiled in accordance with the Safety, Health and Welfare at Work Act, 2005.

APPENDIX 1

Council Management and Organisational Structure as of 27 March 2012



APPENDIX 2

Teaching Council Members as of 27 March 2012

The Teaching Council is made up of 37 members acting in a voluntary capacity as non-executive directors of the Council. The composition of the Council is as follows:

- 11 primary teachers (nine elected and two teacher union nominees)
- 11 post-primary teachers (seven elected and four teacher union nominees)
- 2 nominated by colleges of education
- 2 nominated by specified third-level bodies
- 4 nominated by school management (two primary and two post-primary)
- 2 nominated by parents' associations (one primary and one post-primary)
- 5 nominated by the Minister for Education and Skills (including one representing each of IBEC and ICTU).

The Council met on 9 occasions in the reporting year and attendance of each member is shown below. The term of office of this Council ended on 27 March 2012.

Member	Category	Sector	No of meetings attended
Michael Barry	Nominee	ASTI	8
Mary Brennan	Elected	Primary Schools	6
Noel Buckley	Elected	Voluntary Secondary Schools	8
Antoinette Buggle	Nominee	School Management (Primary)	3
Christy Carroll	Elected	Primary Schools	8
Jerry Cronin	Nominee	School Management (Post-Primary)	6
Lily Cronin (Chairperson)	Elected	Voluntary Secondary Schools	8
Elaine Devlin	Nominee	ASTI	8
Oliver Donohoe	Nominee	Minister (ICTU)	4
Emer Egan	Nominee	Minister	8

Member	Category	Sector	No of meetings attended
Ciarán Flynn	Nominee	School Management (Post-Primary)	9
Eileen Flynn	Nominee	School Management (Primary)	6
Dr Jim Gleeson	Nominee	Universities and Named Third-Level Colleges	9
Professor Kathy Hall	Nominee	Universities and Named Third-Level Colleges	5
Susie Hall	Elected	Community and Comprehensive Schools	8
Dr Pádraig Hogan	Nominee	Minister	8
Micheál Kilcrann	Elected	Primary Schools	8
Vivienne MacSweeney	Nominee	TUI	6
Christopher Maginn	Elected	Voluntary Secondary Schools	7
Gerry Malone (Deputy Chairperson)	Nominee	INTO	9
Dr Kevin Marshall	Nominee	Minister (IBEC)	1
Anita McCann	Nominee	National Parents Council (Primary)	3
Fergal McCarthy	Elected	Vocational Schools	8
Anne McElduff	Nominee	INTO	9
Pat McQuaile	Elected	Vocational Schools	7
Dympna Mulkerrins	Elected	Primary Schools	9
Micheál Ó Gríofa	Elected	Primary Schools	9
Alice O'Connell	Elected	Primary Schools	6
Maree O'Connell	Elected	Primary Schools	5
Dr Anne O'Gara	Nominee	Colleges of Education	5
Tim O'Meara	Nominee	TUI	8
Bernadine O'Sullivan	Elected	Voluntary Secondary Schools	8
Eleanor Petrie	Nominee	National Parents Council (Post-Primary)	4

Member	Category	Sector	No of meetings attended
Dr Seán Rowland	Nominee	Minister	5
Seán Rowley	Elected	Primary Schools	9
Dr Pauric Travers	Nominee	Colleges of Education	8
Milo Walsh	Elected	Primary Schools	9

APPENDIX 3

Council Committees, Panels, Working Groups and Advisory Groups

In order to facilitate its work, the Council has established a number of committees, panels, working groups and advisory groups. Details of the functions, membership and attendance of each of these during the reporting year are set out below.

The Executive Committee

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

- Providing a co-ordinating mechanism to take action on 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
- Making interim orders on behalf of the Council in urgent situations where the Council is unable to meet at short notice
- Reviewing and making recommendations to the Council in respect of the establishment, membership, terms of reference and continuance of committees
- Reviewing and making recommendations to the Council in respect of its communication strategy
- Reporting regularly to the Council.

As of 27 March 2012, the Executive Committee was composed of the following 11 members. The Committee met on five occasions and attendance of each member is shown below:

Members	Attendance
Lily Cronin (Chairperson)	5
Noel Buckley	5
Emer Egan	4
Ciarán Flynn	3
Dr Jim Gleeson	5
Gerry Malone	5
Fergal McCarthy	4
Anne McElduff	4
Pat McQuaile	3
Dr Seán Rowland	4
Seán Rowley	5

The Investigating Committee

When Part 5 of the Teaching Council Act, 2001 is commenced, 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 regulation, rule or order made under these Acts
- The teacher's behaviour constitutes professional misconduct as defined by the Teaching Council Act, 2001
- The teacher's registration is erroneous due to a false or fraudulent declaration or misrepresentation, or
- She or he is medically unfit to teach.

The Committee will not routinely become involved in day-to-day contractual or disciplinary matters, or in hearing complaints, which can be dealt with more appropriately at local level. When it is deemed appropriate to do so, the Committee will refer an application to the Disciplinary Committee.

As of 27 March 2012, the Investigating Committee was composed of the following 11 members. The Committee met on five occasions (jointly with the Disciplinary Committee) and attendance of each member is shown below:

Members	Attendance
Gerry Malone (Chairperson)	5
Antoinette Buggle	1
Elaine Devlin	5
Oliver Donohoe	3
Ciarán Flynn	4
Vivienne MacSweeney	5
Anita McCann	1
Dympna Mulkerrins	4
Tim O'Meara	5
Bernadine O'Sullivan	5
Milo Walsh	5

The Disciplinary Committee

A panel of the Disciplinary Committee will conduct a hearing on a complaint referred to it by the Investigating Committee. This hearing is conducted in accordance with Section 43 and Schedule 3 of the Teaching Council Act, 2001 and the associated rules and procedures which have been drawn up by the Council. Based on the hearing, the panel may make a finding of unfitness to teach, or it may dismiss the application. The panel makes its report to the Disciplinary Committee.

Where a finding of unfitness to teach is reached, the Committee can decide to suspend or remove the teacher from the register or to attach conditions to their registration.

As of 27 March 2012, the Disciplinary Committee was composed of the following 13 members: The Committee met on five occasions (jointly with the Investigating Committee) and attendance of each member is shown below:

Members	Attendance
Lily Cronin (Chairperson)	4
Christy Carroll	4
Eileen Flynn	3
Dr Jim Gleeson	1
Dr Pádraig Hogan	3
Christy Maginn	4
Pat McQuaile	0
Fergal McCarthy	3
Alice O'Connell	4
Maree O'Connell	5
Micheál Ó Gríofa	4
Eleanor Petrie	2
Dr Seán Rowland	1

The Registration Committee

The Registration Committee advises the Council and makes recommendations in all areas relating to the registration of teachers by the Council. This work includes advising and making recommendations on:

- The regulations governing registration
- The processes for implementing such regulations
- The process used for the review of panel decisions
- The composition and terms of reference of Primary and Post-Primary Applications Panels and the Evidence of Character Panel
- The appointment of assessors to assist the Applications Panels and the Review of Decision process
- Advising the Council on the form of certification to be issued
- Criteria and guidance for the assessment of qualifications for registration purposes
- Issues relating to Evidence of Character and probation.

In addition, the Registration Committee, acting on behalf of the Council, reviews registration application decisions made by the Primary and Post-Primary Applications Panels and the Evidence of Character Panel, where so requested by the applicant. It does this in accordance with the Review of Decision process adopted by the Council. This is available for download from www.teachingcouncil.ie.

As of 27 March 2012, the Registration Committee was composed of the following 13 members. The Committee met on five occasions and attendance of each member is shown below:

Members	Attendance
Seán Rowley (Chairperson)	5
Michael Barry	5
Jerry Cronin	4
Oliver Donohoe	3
Ciarán Flynn	4
Professor Kathy Hall	3
Micheál Kilcrann	3
Dr Kevin Marshall	0
Fergal McCarthy	5
Dympna Mulkerrins	4
Dr Anne O’Gara	2
Tim O’Meara	5
Bernadine O’Sullivan	5

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 include:

- Reviewing and reporting on the financial affairs of the Council
- Considering the annual budget
- Reviewing actual income and expenditure against the budget at regular specified intervals during the annual budget cycle and ensuring a revised budget is prepared where necessary
- Supervising the disbursement of funds
- Reviewing and making recommendations with respect to the Council’s fees
- Liaising with, and preparing accounts for, the auditors, and reporting to the Council on its financial affairs.

As of 27 March 2012, the Finance Committee was composed of the following six members. The Committee met on six occasions and attendance of each member is shown below:

Members	Attendance
Fergal McCarthy (Chairperson)	6
Mary Brennan	5
Noel Buckley	5
Antoinette Buggle	2
Oliver Donohoe (co-opted October 2011)	2
Dr Kevin Marshall	0
Anita McCann	3

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 including:

- The standards of education and training that should apply to persons entering programmes of teacher education in the State, and the review and accreditation of such programmes
- The review of the standards of knowledge, skills and competence required for the practice of teaching
- Matters relating to the induction of new members into the profession
- The promotion of the continuing education, training and professional development of teachers
- The review and accreditation of programmes of continuing professional development
- The drafting and review of codes of professional conduct for teachers
- The promotion of teaching as a profession to potential new entrants
- The Council's research policy.

As of 27 March 2012, the Education Committee was composed of the following 13 members. The Committee met on seven occasions and attendance of each member is shown below:

Members	Attendance
Noel Buckley (Chairperson)	7
Christy Carroll	6
Jerry Cronin	4
Emer Egan	6
Dr Jim Gleeson	6
Professor Kathy Hall	6
Susie Hall	6

Members	Attendance
Dr Pádraig Hogan	6
Micheál Kilcrann	6
Vivienne MacSweeney	3
Micheál Ó Gríofa	7
Tim O'Meara	7
Dr Pauric Travers	4

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.

As of 27 March 2012, the Audit Committee was composed of the following five members. The Committee met on four occasions and attendance of each member is shown below:

Members	Attendance
Ciarán Flynn (Chairperson)	3
Michael Barry	4
Mary Brennan	3
Emer Egan	4
Vivienne MacSweeney	4

Evidence of Character Panel

The Council's Evidence of Character Panel assesses the Evidence of Character of applicants seeking to register as teachers with the Council. It does so in line with [guidelines](#) which have been approved by the Council.

Where the Panel decides that an applicant's evidence of character renders her/him unsuitable for registration purposes, the Panel will notify the applicant of its decision, the reasons for that decision and the courses of action open to the applicant at that point.

As of 27 March 2012, the Evidence of Character Panel was composed of the following seven members. The Panel met on 10 occasions and attendance of each member is shown below:

Members	Attendance
Eleanor Petrie (Chairperson)	8
Antoinette Buggle	4
Elaine Devlin	8
Oliver Donohoe	1
Maree O'Connell	6
Tim O'Meara	10
Milo Walsh	10

Primary Applications Panel

This panel reviews the recommendations of staff and/or external assessors in respect of the suitability, for registration purposes, of applicants' qualifications in the primary sector. It reports to the Registration Committee.

As of 27 March 2012, the Primary Applications Panel was composed of the following seven members. The Panel met on seven occasions and attendance of each member is shown below:

Members	Attendance
Micheál Ó Gríofa (Chairperson)	7
Christy Carroll	5
Emer Egan	4
Christy Maginn	6
Anita McCann	2
Seán Rowley	7
Dr Pauric Travers	3

Post-Primary Applications Panel

This panel reviews the recommendations of staff and/or external assessors in respect of the suitability, for registration purposes of applicants' qualifications in the post-primary (including further education) sector. It reports to the Registration Committee.

As of 27 March 2012, the Post-Primary Applications Panel was composed of the following seven members. The Panel met on 11 occasions and attendance of each member is shown below:

Members	Attendance
Bernadine O'Sullivan (Chairperson)	10
Michael Barry	10
Mary Brennan	11
Lily Cronin	3*
Susie Hall	4*
Dr Pádraig Hogan	7
Vivienne MacSweeney	8

**Lily Cronin stood down from the Panel in September 2011, following her election as Chairperson of the Council and was replaced by Susie Hall in December 2011.*

Working Groups and Advisory Groups

In addition to the committees and panels referenced above, a number of Working/Advisory Groups have also been established to deal with particular projects. Membership of each of these groups is set out below, together with details of the number of meetings held during the reporting year.

The Working Group for the Review of the Code of Professional Conduct for Teachers	
Members Noel Buckley Jerry Cronin Emer Egan Dr Jim Gleeson Susie Hall Micheál Ó Gríofa	3 Meetings held
The Working Group on Induction and Probation	
Members Noel Buckley Jerry Cronin Emer Egan Dr Jim Gleeson Susie Hall Fergal McCarthy Micheál Ó Gríofa Seán Rowley	10 meetings held
Advisory Group on the establishment of Criteria and Guidelines for the Reconceptualisation of Initial Teacher Education	
Members Lily Cronin Emer Egan Dr Jim Gleeson Dr Anne O’Gara Dr Pauric Travers Dr Alan Wall (Department of Education and Skills)	4 meetings held

APPENDIX 4

Council Members' Expenses 2011

Expenses to Council members are paid in respect of travel to Council-related meetings from a member's place of residence or place of work. The majority of meetings in 2011 took place in Maynooth, Co. Kildare. Other than travel and subsistence expenses, there are no fees paid to members of the Council.

The table below sets out details of the travel and subsistence expenses which were paid to Council members during the reporting year. It should be emphasised that the number of meetings in the last column relates only to Council and Committee meetings, and that Council members may also have attended other meetings on behalf of Council during the reporting year. For example, some Council members participated on review panels or represented the Council at external meetings and conferences.

Council Member	County of residence	€	Total Meetings
Michael Barry	Cork	7,274.04	27
Mary Brennan	Wexford	3,524.52	25
Noel Buckley	Tipperary	8,724.55	38
Antoinette Buggle	Kildare	856.51	10
Christy Carroll	Tipperary	6,940.07	23
Jerry Cronin	Tipperary	7,533.27	27
Lily Cronin	Kerry	12,958.07	24
Elaine Devlin	Louth	3,271.59	21
Oliver Donohoe	Dublin	0	13
Emer Egan	Dublin	0	43
Ciarán Flynn	Dublin	1,488.56	23
Eileen Flynn	Kildare	301.26	9
Dr Jim Gleeson	Limerick	0	38
Susie Hall	Dublin	1,168.93	31
Prof. Kathy Hall	Waterford	4,955.59	14
Dr Pádraig Hogan	Kildare	0	24
Micheál Kilcrann	Dublin	1,037.20	17
Vivienne MacSweeney	Cork	6,604.32	26
Christopher Maginn	Dublin	2,406.89	17
Gerry Malone	Louth	4,180.57	19
Dr Kevin Marshall	Dublin	166.03	1

Anita McCann	Louth	0	9
Fergal McCarthy	Cork	10,113.49	36
Anne McElduff	Dublin	941.89	13
Pat McQuaile	Louth	1,156.68	10
Dympna Mulkerrins	Dublin	2,335.37	17
Alice O'Connell	Cork	3,927.76	10
Maree O'Connell	Galway	2,381.56	16
Dr Anne O'Gara	Dublin	1,129.81	11
Micheál Ó Gríofa	Dublin	1,865.19	40
Tim O'Meara	Tipperary	8,976.22	35
Bernadine O'Sullivan	Dublin	1,294.18	28
Eleanor Petrie	Dublin	870.76	14
Dr Seán Rowland	Dublin	0	10
Seán Rowley	Mayo	8,712.79	26
Dr Pauric Travers	Dublin	1,032.42	19
Milo Walsh	Waterford	6,477.66	24
Total		124,607.75	

APPENDIX 5

Audited Financial Statements 2011

Financial Statements

Chairperson	Lily Cronin	Business Address	Block A Maynooth Business Campus Maynooth Co. Kildare
Deputy-Chairperson	Gerry Malone		
Council Members	Michael Barry Mary Brennan Noel Buckley Antoinette Buggle Christy Carroll Jerry Cronin Elaine Devlin Oliver Donohoe Emer Egan Ciarán Flynn Eileen Flynn Dr Jim Gleeson Prof. Kathy Hall Susie Hall Dr Pádraig Hogan Micheál Kilcrann Vivienne MacSweeney Christopher Maginn Dr Kevin Marshall Anita McCann Fergal McCarthy Anne McElduff Pat McQuaile Dympna Mulkerrins Alice O'Connell Maree O'Connell Dr Anne O'Gara Micheál Ó Gríofa Tim O'Meara Bernadine O'Sullivan Eleanor Petrie Dr Seán Rowland Seán Rowley Dr Pauric Travers Milo Walsh	Auditors	Anne Brady McQuillans DFK Chartered Accountants & Registered Auditors Iveagh Court Harcourt Road Dublin 2
		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

Contents

Council's Report	53
Statement of Council's Responsibilities	55
Statement on Internal Financial Control	56
Independent Auditors' Report	57
Income and Expenditure Account	59
Balance Sheet	60
Cash Flow Statement	61
Notes to the Financial Statements	62

Council's Report for year ended 31 December 2011

The Council presents its report and the financial statements for the year ended 31 December 2011. 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 and Review of the Business

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.

There has been no significant change in these activities during the year ended 31 December 2011.

Principal Risks and Uncertainties

The Council has assessed the following risks and has taken measures to manage these risks in the Teaching Council as follows:

Fraud Risk

The risk is mitigated by maintaining segregation of duties for receipt of funds, and the payment of creditors. The Council has put processes and controls in place to provide assurance that detailed checking is carried out at all stages to ensure the accuracy and validity of all transactions.

Non-commencement of elements of the Teaching Council Act, 2001

Certain sections of the Teaching Council Act, 2001 have not been commenced yet, restricting the scope of the Council. In particular, Section 30 (Mandatory Registration), Part V (Fitness to Teach), Section 39 (CPD) and Section 7.2 (f) and (g) (Induction and Probation) have not yet been enacted. The Minister for Education and Skills has indicated that the functions in relation to Induction and Probation will commence in September 2012. The Council is aware that legislation is proceeding through the Oireachtas which will facilitate the commencement of Section 30.

Results

The surplus for the year, after providing for depreciation and taxation, amounted to €3,038,804 (2010: €3,244,564). The surplus arises due to the delay in the commencement of certain functions of the Council and the subsequent deferral of associated expenditure. Once these additional functions are commenced, the annual expenditure of the Council will increase significantly. The current surplus will be used to meet these additional operating costs while maintaining the fee at its current level.

Future Developments

The Council plans to continue its present activities. The Minister for Education and Skills has indicated that the Teaching Council's function in relation to Induction and Probation will commence in September 2012. The legislative process leading to the commencement of Section 30 of the Teaching Council Act, 2001 (Mandatory Registration) is underway.

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

The auditors, Anne Brady McQuillans DFK, have indicated 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



Lily Cronin
Chairperson



Brendan O'Dea
Acting Director

Date: 27 March 2012

Statement of Council's Responsibilities for the Financial Statements

The Council is responsible for preparing the Annual 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 that 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 the Republic of Ireland concerning the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

On behalf of the Council



Lily Cronin
Chairperson



Brendan O'Dea
Acting Director

Date: 27 March 2012

Statement on Internal Financial Control

1. On behalf of the Teaching Council, I acknowledge our responsibility for ensuring that an effective system of internal financial control is maintained and operated.
2. The system can only provide reasonable, and not absolute assurance, that assets are safeguarded, transactions authorised and properly recorded, and that material errors or irregularities are either prevented or would be detected in a timely period.
3. The following procedures have been put in place by the Council and are designed to provide effective internal financial control:
 - a) an appropriate control environment is ensured by clearly defined management responsibilities and procedures to identify and react to control failures
 - b) a formal process to identify and evaluate organisational business risks is in place
 - c) a comprehensive planning and budgetary system is in operation and expenditure trends are reviewed on a monthly basis
 - d) procedures for addressing the financial implications of major business risks include financial instructions and notes of procedures, delegation practices such as authorisation limits approved by Council, and segregation of duties between processing and approval of payments
 - e) the procedures for monitoring the effectiveness of internal financial control, include an internal audit function, which operates in accordance with the Code of Practice for the Governance of State Bodies and reports to the Audit Committee.
4. The Council's monitoring and review of the system of internal financial control is informed by the work of the management team within the Teaching Council, who have responsibility for the development and maintenance of the financial management system, the work of our internal auditors and Audit Committee, and comments made by the external auditors in their management letter and reports.
5. A formal review of the internal financial controls was undertaken in 2011.

On behalf of the Council



Lily Cronin
Chairperson

Date: 27 March 2012

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

We have audited the financial statements of the Teaching Council for the year ended 31 December 2011, 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 review whether the Statement on Internal Financial Control reflects the Council's compliance with the Code of Practice for the Governance of State Bodies and report any material instance where it does not do so, or if the statement is misleading or inconsistent with the other information of which we are aware from the audit of the financial statements. We are not required to consider whether the Statement on Internal Control covers all financial risks and controls, or to form an opinion on the effectiveness of the risk and control procedures.

We read the Council's report and consider the implications for our report if we become aware of any apparent misstatements within it.

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 Council's affairs as at 31 December 2011 and of its results for the year 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.

Natalie Kelly (Statutory Auditor)

for and on behalf of

Anne Brady McQuillans DFK

Chartered Accountants and Registered Auditors

Iveagh Court

Harcourt Road

Dublin 2

27 March 2012

Income and Expenditure Account for the year ended 31 December 2011

	Notes	2011 €	2010 €
Income			
Registration and Assessment Fees		6,783,163	6,985,948
Accreditation Fees		15,200	4,000
Other Income		477	469
Total Income	2	6,798,840	6,990,417
Expenditure			
Accommodation Costs		(263,992)	(273,673)
Staff Costs		(1,953,259)	(1,990,648)
Other Administration Costs		(856,165)	(750,138)
Courses, Conferences and Meeting Costs		(171,459)	(135,248)
Registration and Verification Costs		(182,883)	(214,988)
Information Technology Costs		(132,184)	(135,404)
Communications and Education Costs		(332,008)	(274,651)
Profit on disposal of tangibles		3,700	–
Depreciation	7	(124,249)	(117,681)
Total Expenditure		(4,012,499)	(3,892,431)
Interest receivable and similar income		336,743	195,563
Surplus on ordinary activities before taxation	3	3,123,084	3,293,549
Taxation	6	(84,280)	(48,985)
Surplus on ordinary activities after taxation		3,038,804	3,244,564

There are no recognised surpluses or deficits other than the result for the above financial periods. The result of the year has been generated exclusively from continuing operations.

The notes on pages 62–67 form part of these financial statements.

The financial statements were approved by the Council on 27 March 2012 and signed on its behalf by:



Lily Cronin
Chairperson



Brendan O'Dea
Acting Director

Balance Sheet as at 31 December 2011

		2011		2010	
	Notes	€	€	€	€
Fixed Assets					
Tangible assets	7		380,969		422,434
Investments	8		10,594		10,594
			<u>391,563</u>		<u>433,028</u>
Current Assets					
Debtors	9	207,469		23,856	
Cash at bank and in hand		<u>10,948,968</u>		<u>8,086,401</u>	
		11,156,437		8,110,257	
Creditors: Amounts falling due within one year	10	(87,792)		(121,881)	
Net Current Assets			<u>11,068,645</u>		<u>7,988,376</u>
Total Assets Less Current Liabilities			<u>11,460,208</u>		<u>8,421,404</u>
Reserves					
Designated Reserve	11		4,000,000		1,500,000
General Reserves	11		<u>7,460,208</u>		<u>6,921,404</u>
Total Funds			<u>11,460,208</u>		<u>8,421,404</u>

The notes on pages 62–67 form part of these financial statements.

The financial statements were approved by the Council on 27 March 2012 and signed on its behalf by:



Lily Cronin
Chairperson



Brendan O'Dea
Acting Director

Cash Flow Statement for the year ended 31 December 2011

	Notes	2011 €	2010 €
Reconciliation of operating surplus to net cash inflow from operating activities			
Operating surplus (before interest received)		2,786,341	3,097,986
Depreciation		124,249	117,681
Profit on disposal of tangible assets		(3,700)	–
(Increase) in debtors		(183,769)	(19,183)
(Decrease)/Increase in creditors		(34,089)	55,133
Net cash flow from operating activities		2,689,032	3,251,617

Cash Flow Statement

Net cash flow from operating activities		2,689,032	3,251,617
Returns on investments and servicing of finance	14	252,557	146,672
Taxation	14	62	(97)
Capital expenditure and financial investment	14	(79,084)	(183,653)
Increase in cash in the year		2,862,567	3,214,539

Reconciliation of net cash flow to movement in net funds 15

Increase in cash in the year		2,862,567	3,214,539
Net funds at 1 January 2011		8,086,401	4,871,862
Net funds at 31 December 2011		10,948,968	8,086,401

The financial statements were approved by the Council on 27 March 2012 and signed on its behalf by:



Lily Cronin
Chairperson



Brendan O'Dea
Acting Director

Notes to the Financial Statements for the year ended 31 December 2011

1. Accounting Policies

1.1. Accounting Convention

The financial statements have been prepared on the going concern basis and in accordance with accounting standards generally accepted in Ireland and Irish statute. Accounting Standards generally accepted in Ireland, in preparing financial statements giving a true and fair view, are those published by the Institute of Chartered Accountants in Ireland and issued by the Accounting Standards Board.

1.2. Income

Income comprises registration and assessment fees received during the year. All income/fees receivable are accounted for on a receipts basis.

1.3. Tangible Fixed Assets and Depreciation

Tangible fixed assets are stated at historic cost less accumulated depreciation.

Depreciation is provided on all tangible fixed assets, at rates calculated to write off the cost or valuation, less estimated residual value, of each asset systematically over its expected useful life, as follows:

Fixtures and Fittings	-10% straight line
Computer Software	-20% straight line
Computer Equipment	-33.33% straight line

The carrying values of tangible fixed assets are reviewed annually for impairment in periods, if events or changes in circumstances indicate the carrying value may not be recoverable.

1.4. Investments

Fixed asset investments are stated at cost less provision for impairments in value. Income from financial fixed asset investments, together with any related withholding tax, is recognised in the income and expenditure account in the year in which it is received.

1.5. Pensions

The Council operates a defined benefit pension scheme for its employees. The scheme is based on the Public Service Model and is approved by the Minister for Education and Skills and the Minister for Finance. Pension benefits payable under the scheme are funded by the Exchequer.

In addition, the Council's arrangements have a number of specific characteristics:

- the Council makes an agreed contribution to the Department of Education and Skills
- the contribution comprises an employee element along with an employer element. In accordance with government policy on public sector pensions, the employer's contribution amounts to 25% of gross pay for employees paying PRSI at the A rate and 30% of gross pay for employees paying PRSI at the D rate.
- there is an explicit commitment from the Department of Education and Skills with the agreement of the Department of Finance that the Exchequer will meet the cost of benefits as they fall due.

The Council considers that its pension arrangements, as described above, have the same financial effect from the Council's point of view as a defined contribution scheme. It is of the view that the provisions of FRS 17, Accounting for Retirement Benefits, which arise under defined benefit schemes are not appropriate to its circumstances. Accordingly, it accounts for its contribution as if the scheme was a defined contribution scheme.

1.6. Taxation

The yearly charge for taxation is based on passive income for the year and is calculated with reference to the tax rate applying on the balance sheet date.

1.7. Designated Reserves

The Council has determined that it may, at its discretion, set aside unrestricted funds for designated future purposes. Where such funds are no longer required for the intended purpose, they will be released to the General Reserve.

2. Income

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

	2011 €	2010 €
3. Operating Surplus		
Operating surplus is stated after charging:		
Depreciation	124,249	117,681
Profit on disposal of tangible fixed assets	(3,700)	–
Auditors' remuneration	6,259	6,389
	<u>126,808</u>	<u>124,070</u>
4. Employees	Number	Number
Number of employees		
The average monthly numbers of employees during the year were:		
Employees	27	27
Temporary employees	5	12
Agency staff	5	0
	<u>37</u>	<u>39</u>
Employment costs	€	€
Wages and salaries	1,369,286	1,541,465
Social welfare costs	97,826	115,888
Agency costs	163,516	–
Sundry staff costs	4,362	18,625
Pension costs	288,469	290,918
Staff training costs	29,800	23,752
	<u>1,953,259</u>	<u>1,990,648</u>

5. Pension Costs

The pension cost represents contributions payable by the Council to the pension fund.

6. Taxation	2011 €	2010 €
Current year taxation		
Income Tax	84,280	48,985

The Teaching Council is not liable to Taxation in respect of its activities. Passive income, if any, (such as deposit interest) remains taxable.

7. Fixed Assets	Fixtures and Fittings €	Computer Software €	Computer Equipment €	Total €
Cost				
At 1 January 2011	208,121	319,869	250,390	778,380
Additions	20,048	51,232	11,504	82,784
Disposals	–	–	(18,777)	(18,777)
At 31 December 2011	228,169	371,101	243,117	842,387
Depreciation				
At 1 January 2011	51,927	121,027	182,992	355,946
On disposals	–	–	(18,777)	(18,777)
Charge for the year	22,057	70,324	31,868	124,249
At 31 December 2011	73,984	191,351	196,083	461,418
Net book values				
At 31 December 2011	154,185	179,750	47,034	380,969
At 31 December 2010	156,194	198,842	67,398	422,434

8. Investments	Listed Investments	Total
	€	€
Cost		
At 1 January 2011	10,594	10,594
Redemption during the year	–	–
At 31 December 2011	10,594	10,594
Net book values		
At 31 December 2011	10,594	10,594
At 31 December 2010	10,594	10,594

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

9. Debtors	2011	2010
	€	€
Other debtors	207,469	23,856
	2011	2010
	€	€
Included in other debtors:		
Income tax repayable	–	156

10. Creditors: Amounts falling due within one year	2011	2010
	€	€
Other taxes and social security costs	18,139	64,006
Accruals	69,653	57,875
	<u>87,792</u>	<u>121,881</u>
Included in other taxes and social security costs:		
VAT	–	4,014
PAYE/PRSI	18,139	57,675
PSWT	–	2,317
	<u>18,139</u>	<u>64,006</u>

11. Reserves	General reserve	Designated reserve	Total
	€	€	€
Opening Reserves	6,921,404	1,500,000	8,421,404
Surplus for the year	3,038,804	–	3,038,804
Other movements	(2,500,000)	2,500,000	
Closing Reserves	<u>7,460,208</u>	<u>4,000,000</u>	<u>11,460,208</u>

In accordance with the Council's financial strategy, the designated reserves have been established as a contingency reserve to cover any significant costs arriving from legal challenges to any part of the Teaching Council Act, 2001, and from any of the Council's rulings. In accordance with the Council's accounting policy, where such funds are no longer required, they will be released back to the General Reserve.

12. Contingent Liabilities

A legal action was pending against the Teaching Council in relation to a member's registration status as at 1st January 2011. During the year this case was settled and there are no further legal actions against the Teaching Council.

13. Related Party Transactions

In accordance with the Teaching Council Act, 2001, Council members are entitled to reimbursement of expenses necessarily incurred whilst engaging in the business of the Council and Committees of the Council. Council members who are teachers are also required to renew their registration annually. All transactions are conducted on an arms length basis and have been incorporated into these financial statements.

14. Gross Cash Flows	2011 €	2010 €
Returns on Investments and Servicing of Finance		
Interest received	252,557	146,672
Taxation		
Income tax refund/(paid)	62	(97)
Capital Expenditure and financial investment		
Payments to acquire tangible assets	(82,784)	(183,653)
Receipts from sales of tangible assets	3,700	-
	(79,084)	(183,653)

15. Analysis of Changes in Net Funds	Opening balance €	Cash flows €	Closing balance €
Cash at bank and in hand	8,086,401	2,862,567	10,948,968
Net funds	8,086,401	2,862,567	10,948,968

16. Approval of Financial Statements

The financial statements were approved by the Council on 27 March 2012 and signed on its behalf by:



Lily Cronin
Chairperson



Brendan O'Dea
Acting Director

