

Annual Report

2012/2013



An Chomhairle Mhúinteoireachta
The Teaching Council

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Foreword



Micheál Ó Gríofa
*Chairperson of the
Teaching Council*

A Chairde,

This report sets out the work of the Teaching Council for the period 28 March 2012 to 27 March 2013, the first full year of the term of office of the third Council. It offers evidence of the Council's progress in achieving its strategic objectives, as set out in its Strategic Plan 2012-2014 (*A New Era of Professionalism: Fás, Forbairt agus Foghlaim 2012-2014*). I am pleased to be able to report that the period covered by this report has seen a number of very important steps forward in professionally-led regulation for teaching.

I want to thank the Minister for Education and Skills, Ruairi Quinn TD, for the support he has shown for the work of the Council by committing to commence Section 30 of the Teaching Council Act, 2001. Section 30, which makes registration with the Teaching Council compulsory for teachers paid a salary by the State, is the foundation of the Council's work to promote and regulate the profession of teaching.

All teachers must be registered, through Section 30, before the Council's statutory function to investigate complaints about teachers, Fitness to Teach, can legally commence. In that respect, the commencement of Section 30 will pave the way for the introduction of Fitness to Teach.

Fitness to Teach will mean that for the first time a statutory body will have the power to investigate complaints made about the conduct of a teacher. This is a critical step in the professionalisation of teaching, and will further enhance the standing and reputation of the profession.

During the reporting year, the Council decided that from January 2013, the registration renewal fee would be reduced from €90 to €65. This decision was made in the context of the surplus accumulated by the Council due to a delay in the commencement of some of our statutory functions.

Engagement and consultation with teachers is an important part of this Council's work. I am pleased that this reporting year has seen great effort by the Council to enhance its communications activity and to consult with the profession. Over the past year, I have had the opportunity to engage with many of the Council's partners in education, including the higher education institutions, teacher unions, managerial bodies, parents' councils, and teachers. I want to pay tribute to their tremendous effort in advancing improvement and excellence in Ireland's education system.

I want to say thank you to my fellow Council members for their commitment in fulfilling their responsibilities. Membership of the Teaching Council is an important responsibility. Members are charged with steering teachers through their journey of professional regulation, and the consequent workload is significant.

Significant progress has been made in the last year in advancing the Council's strategic plan. The coming year promises to be an exciting one, and it is important that the momentum towards commencing all of the Council's functions is maintained.

Since his appointment as Director of the Council in May 2012, Tomás Ó Ruairc has brought energy and dynamism to the work of the Council and I want to thank him for his dedication in supporting the Council to deliver a very challenging programme of work.

I am also very grateful to the management and staff of the Council for their commitment and effort. I look forward to continuing to work with them over the coming year to further the work of the Council in promoting and regulating the profession of teaching, for the benefit of learners.

Finally, the Council is very interested to hear feedback on its work from members of the profession, the public and other stakeholders. If you would like to offer any feedback on this report, you can email it to communications@teachingcouncil.ie.

Mo mhíle buíochas leo go léir.



Micheál Ó Gríofa
Chairperson

“I am pleased to be able to report that the period covered by this report has seen a number of very important steps forward in professionally-led regulation for teaching.”

Director's Report



Tomás Ó Ruairc
*Director of the
Teaching Council*

It gives me great pleasure to be able to report a number of important developments during the 2012/2013 reporting year, each of which greatly advances the Teaching Council's work to promote and regulate the profession of teaching.

Most significantly, the announcement made during the reporting year by the Minister for Education and Skills, Ruairi Quinn TD, that Section 30 of the Teaching Council Act, 2001, will commence during the next reporting year, marks a real milestone in the professionalisation and regulation of the teaching profession. From the date of commencement, every teacher in Ireland will be required to have registered with the Teaching Council in order to be eligible for payment of salary by the State.

I wish to acknowledge the partnership approach taken by the Department of Education and Skills, the Vocational Education Committees (VECs), now the Education Training Boards, and the Teaching Council. A matching exercise was undertaken between the records of the Department and the VECs and those of the Council to identify the number of teachers who have yet to potentially apply for registration and who may need to be notified directly.

The Council published the second edition of its *Code of Professional Conduct for Teachers* during the reporting year, replacing the first edition of the Code, which was published in 2007. The Code was developed following a process of consultation with teachers and other stakeholders in education. Reflecting the legal standing of the Code, a copy was posted to every registered teacher to ensure that all teachers have the opportunity to read the document.

The Council is responsible for promoting and ensuring high standards in teacher education, seeking to ensure that teacher education prepares teachers who are competent to meet the challenges that they face and are lifelong learners, continually adapting over the course of their careers to enable them to support their students' learning. During the reporting year, the first cycle of the Council's review of the extended, reconceptualised programmes of initial teacher education commenced.

Furthermore, a number of important changes in relation to initial teacher education were made during the reporting year, including the adoption of school placement guidelines and a policy on an enhanced Gaeltacht placement. A number of further education initial teacher education programmes were accredited, bringing to six the number of accredited programmes for this sector.

In September 2012, the Council's functions in respect of the induction and probation of newly qualified teachers commenced. Since then, the Council has consulted a range of stakeholders on its policy in this area, including proposals under the heading of *Droichead*, an opt-in pilot scheme.

Droichead is grounded in the values of professionally-led regulation, collective professional responsibility and shared professional confidence. Our goal in piloting this scheme is to maintain and enhance the post-qualification experience of newly qualified teachers in schools, in a way that will ultimately enhance the quality of teaching and learning for all of our students. It encompasses an innovative period of professional practice by the newly qualified teacher in school, where they are welcomed into the profession by their more experienced colleagues. Schools participating in the pilot will enable the profession to determine the shape of a new system of induction that leads to probation. As such, the pilot reflects an opportunity for the profession to have a greater voice in the development of professionally-led regulation in the interests of the students in their care and of the public.

Regulation of any profession is about the public interest. Teaching has always enjoyed the trust of the public in Ireland and regulation allows the profession to maintain and enhance that trust. Professionally-led regulation vests responsibility for the regulation of teachers in the hands of the profession, in partnership with other stakeholders. The successful implementation of *Droichead* and Fitness to Teach are two of the most critical steps in the realisation of professionally-led regulation.

Alongside the regulation of the profession, the Council has an equal responsibility to promote the profession of teaching. During the reporting year, the Council hosted a lecture marking World Teachers' Day and, at the time of writing, work was underway to prepare for FÉILTE, the Festival of Education in Learning and Teaching Excellence. The Council was also delighted to host a conference on teacher educators as part of Ireland's EU Presidency programme.

Throughout the year, the Council made considerable efforts to improve and streamline its communications activity, reflecting its responsibility to clearly define and explain its roles and responsibilities to all stakeholders, and its wish to generate support for its work to regulate and promote the profession of teaching, in the public interest.

“Droichead is grounded in the values of professionally-led regulation, collective professional responsibility and shared professional confidence.”

Addressing the challenge faced by the Council in having direct engagement with all registered teachers and student teachers, the Council launched two website videos during the reporting year. The first, launched in November 2012, looks at the Council's role and was based on feedback received by teachers in their engagement with the Council. The second, launched in January 2013, provides student teachers with all the information they need about registering with the Teaching Council. The Council also initiated a series of stakeholder engagement meetings, with a view to enhancing proactive engagement on a range of issues.

In September 2012, the Council published the first of a new-style e-zine (electronic newsletter disseminated by email). The e-zine is designed to be reader friendly and to allow the Council to bring updates on its work directly to registered teachers.

It is timely that this report coincides with the end of my first year as Director of the Council. In reviewing the Council's activity over that period, I have taken time to pause and reflect on the purpose and value of this work. The work of the Teaching Council, on behalf of the profession of teaching, in the interests of the public, is grounded in the values of professionally-led regulation, shared professional responsibility and collective professional confidence. These values recognise the long-standing trust that the public has historically placed in the profession. They also offer a historical opportunity for teachers of the present to work with teachers of the past to become teachers for the future, together. In this way, the Council's core values aspire to encourage and support teachers as they seek to ensure that the learning experiences of our children and young people are all that they possibly could be.

I would like to thank the many teachers I have met over the past year for their honesty, professionalism, and genuine interest and engagement in the work of the Council. Over the coming years, the Council is keen to engage with teachers in a genuine professional conversation, informing policy development so that it can meaningfully take consideration of the daily realities in which teaching and learning occur.

I would also like to express my gratitude to the Chairperson of the Council, Micheál Ó Gríofa, and the members of the Council for their support over the past year, and to commend the staff of the Council for their commitment and professionalism.



Tomás Ó Ruairc
Director



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Section 1

About the Teaching Council

1.1 Roles 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 and
- to promote the continuing professional development of teachers.

1.2 Vision

Our vision statement reflects the overall ambition of the Teaching Council:

Leading teaching into a new era of professionalism.

1.3 Mission statement

Our mission statement communicates our purpose and indicates who we are, what we do and who we serve.

The Teaching Council regulates teaching and promotes professionalism in the interests of the public good.

- We admit teachers to the profession through registration.
- We set standards for teacher education at all stages of the teaching career.
- We establish standards of professional competence and conduct.
- We investigate complaints made against registered teachers.

1.4 Membership of the Teaching Council

The Teaching Council has 37 members, comprised of:

- 11 primary teachers, nine of whom are elected and two of whom are teacher union nominees
- 11 post-primary teachers, seven of whom are elected and four of whom are teacher union nominees
- two nominated by colleges of education
- two nominated by specified third-level bodies
- four nominated by school management (two primary and two post-primary)

- two nominated by parents' associations (one primary and one post-primary) and
- five nominated by the Minister for Education and Skills, including one representing each of the Irish Business and Employers' Confederation (IBEC) and the Irish Congress of Trade Unions (ICTU).

The Minister for Education and Skills, Ruairi Quinn TD, appointed 37 members to the third Teaching Council at a ceremony in Dublin on 28 March 2012.

The members are as follows:

Member name	Nominating body/ constituency elected
Micheál Ó Gríofa (Chairperson)	Elected, Dublin, Primary
Dympna Mulkerrins	Elected, Dublin, Primary
Eimear Cole	Elected, Dublin, Primary
Bríd Ní Raghallaigh	Elected, Connacht/Ulster, Primary
John Conlon	Elected, Connacht/Ulster, Primary
Kathleen O'Connor	Elected, Leinster, Primary
Milo Walsh	Elected, Leinster, Primary
Derbhile de Paor	Elected, Munster, Primary
Diarmuid Ó Murchú	Elected, Munster, Primary
Kieran Christie	Elected, Ireland, Post-Primary, Community and Comprehensive
Marie Humphries	Elected, Leinster, Post-Primary, VEC
Fergal McCarthy	Elected, Connacht/Munster/Ulster, Post-Primary, VEC
Bernadine O'Sullivan	Elected, Leinster, Post-Primary, Voluntary
Christopher Maginn	Elected, Leinster, Post-Primary, Voluntary
Lily Cronin	Elected, Connacht/Munster/Ulster, Post-Primary, Voluntary
Noel Buckley	Elected, Connacht/Munster/Ulster, Post-Primary, Voluntary
Anne McElduff	INTO
Declan Kelleher	INTO
Michael Barry	ASTI

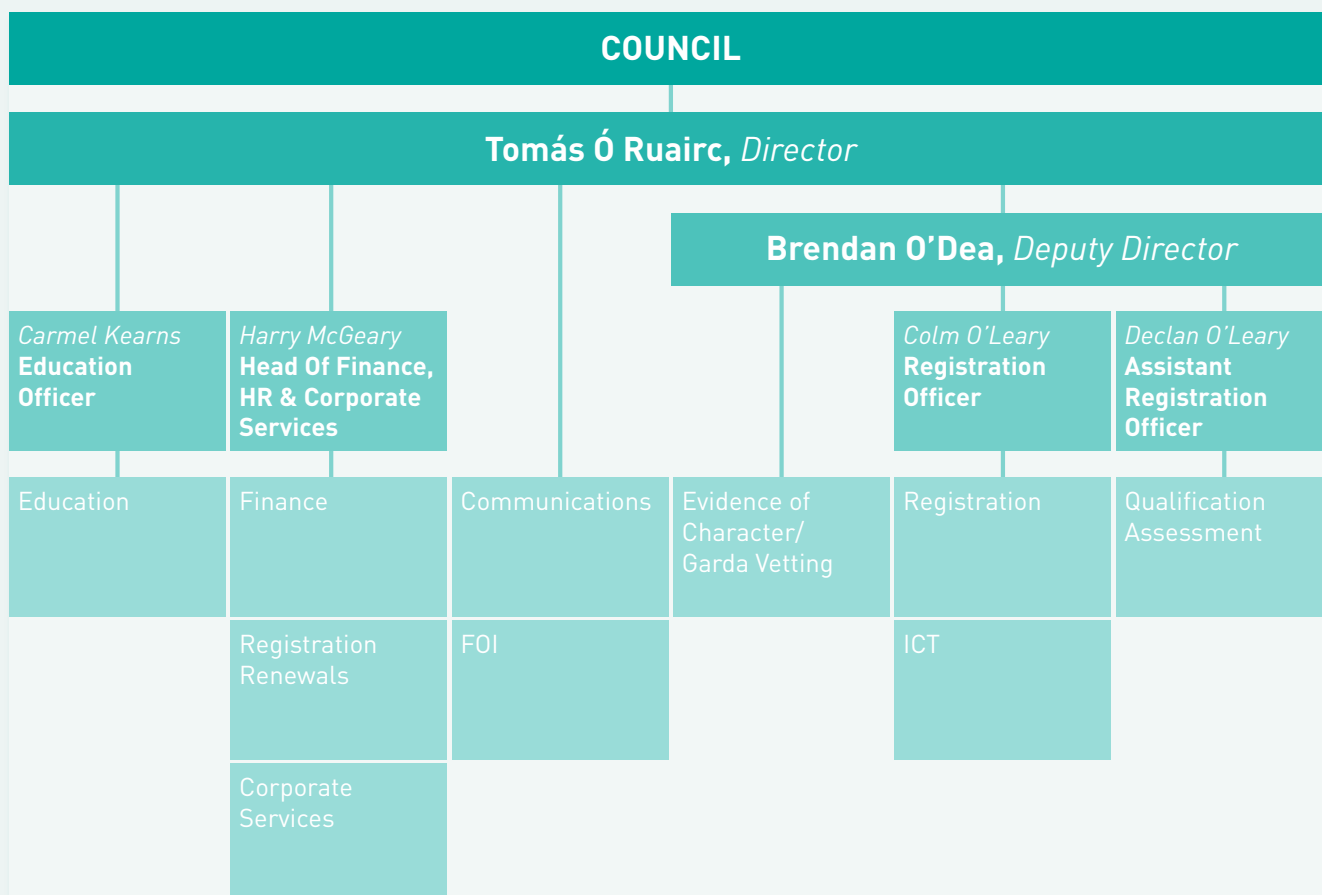
“The Teaching Council regulates teaching and promotes professionalism in the interests of the public good.”

Member name	Nominating body/ constituency elected
Elaine Devlin	ASTI
Bernie Ruane	TUI
Michael Gillespie	TUI
Prof. Michael Hayes	Colleges of Education
Marie McLoughlin	Colleges of Education
Dr Andrew McGrady	Universities and Named Third-Level Colleges
Dr Joe O’Hara	Universities and Named Third-Level Colleges
Eileen Flynn	School Management, Primary
Dr Ken Fennelly	School Management, Primary
Joan Russell	School Management, Post-Primary
Patrick McVicar	School Management, Post-Primary
Áine Lynch	National Parents Council (Primary)
Eleanor Petrie	National Parents Council (Post-Primary)
Dr Marie Clarke	Irish Congress of Trade Unions
Frank Turpin	Irish Business and Employers’ Confederation
Dr Seán Rowland	Ministerial Appointment
Brendan McCabe	Ministerial Appointment
Dr Deirdre Mathews	Ministerial Appointment

1.5 Management and organisational structure

The Teaching Council is supported in its work by an executive of 32 staff, led by a senior management team.

Council Management and Organisational Structure as of March 2013



The appointment of the third Teaching Council

Section 2

Achieving strategic objectives

The Teaching Council's Strategic Plan 2012-2014 sets out six strategic objectives aimed at ensuring that the Council fulfils its statutory responsibilities under the Teaching Council Act, 2001. Throughout the reporting year, the Council made significant advances towards achieving each of its six strategic objectives, as summarised in the following table:

Table 1: Progress towards achieving strategic objectives.

Objective	Progress during reporting year
1 Secure the immediate implementation of outstanding sections of the Teaching Council Act, 2001.	<p>Sections 7 (2) (f) and (g) of the Teaching Council Act, 2001 were commenced on 1 September 2012 (induction and probation).</p> <p>Commitment made by Minister for Education and Skills to commence Section 30 of the Act during next reporting year.</p> <p>Ongoing work underway to prepare for the commencement of Part 5 (Fitness to Teach).</p>
2 Establish and promote high professional standards for all stages of a teacher's career.	<p>Second edition of the <i>Code of Professional Conduct for Teachers</i> published and distributed to all registered teachers.</p> <p>Roll-out of extended and reconceptualised programmes of initial teacher education.</p> <p>Establishment of six review panels to review programmes of initial teacher education.</p> <p>Adoption of revised school placement guidelines.</p> <p>Adoption of policy on an enhanced Gaeltacht placement.</p> <p>Consultation commenced on new pilot model of induction and probation.</p> <p>Accreditation of further education initial teacher education programmes.</p> <p>Consultation on revised entry requirements.</p>

Objective	Progress during reporting year
3 Promote the role and identity of the Teaching Council as the regulatory and professional standards body for teaching.	<p>Inaugural World Teachers' Day lecture held.</p> <p>Presented papers to a number of stakeholders on issues ranging from quality assurance in education to the teaching professional of the future.</p> <p>Press releases issued and articles placed.</p> <p>Online communications activity expanded.</p> <p>Public representatives briefed on role of the Teaching Council.</p> <p>Held extensive stakeholder consultation meetings.</p>
4 Lead the development of the profession of teaching.	<p>New criteria and procedures for induction and probation drafted for consultation.</p> <p>Advanced preparation underway for commencement of Fitness to Teach.</p> <p>Second edition of <i>Code of Professional Conduct for Teachers</i> published.</p>
5 Initiate a national debate on the potential for reconceptualisation of the education system towards an improved teaching and learning experience in our schools that is appropriate to the 21st century.	<p>Hosted the EU Presidency Conference on the Professional Identity of Teacher Educators.</p> <p>Engaged with the Department of Education and Skills and national and international stakeholders on issues pertaining to improving the profession, and teaching and learning.</p> <p>Delivered presentations at stakeholder conferences.</p> <p>Contributed articles to stakeholder publications and national media.</p>
6 Build the organisational capacity to deliver on strategic objectives.	<p>Term of third Council began.</p> <p>Appointment of new Director.</p> <p>Introduction of performance management and development system (PMDS).</p>

“... the Council made significant advances towards achieving each of its six strategic objectives ...”

Section 3

Regulating the profession

The Teaching Council has statutory responsibility for regulating and promoting the profession of teaching. The Council promotes professional standards in teaching in the interests of the public good.

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:

- establishing and maintaining the Register of Teachers
- setting standards for entry to the Register
- assessing applications for entry to the Register
- promoting the *Code of Professional Conduct for Teachers* and
- conducting inquiries into the fitness to teach of a registered teacher.

3.1 Maintaining the Register

The Teaching Council is legally responsible for establishing and maintaining a register of teachers in Ireland. Once Section 30 of the Teaching Council Act, 2001, is commenced in the next reporting year, all teachers will be required to register in order to be eligible for payment from State monies.

Registration is the cornerstone of the Teaching Council's work to promote professional standards, ensuring that only those with suitable teaching qualifications are admitted to the profession.

Registration also has benefits for teachers. It provides them with statutory recognition of their professional status as a teacher, recognition and verification of their education and qualifications, and clear professional guidance through a Code of Professional Conduct. It will also protect the profession through the establishment of a formal complaints mechanism when Part 5 of the Teaching Council Act, 2001, is commenced (Fitness to Teach).

3.2 Registration statistics

The key registration statistics for the reporting year are:

- the total number of teachers registered at the beginning of the year was 73,147
- 10,693 teachers were admitted to the Register (an increase of 59.64% on last year); 3,267 of these were new graduates
- 2,214 did not renew their registration
- 828 teachers requested that they be removed from the Register (a majority of these were retiring from the profession) and

- the total number of teachers registered at the end of the year was 80,798, representing an increase of 10.5% on the previous year and the highest number of registered teachers to date.

Table 2: Registration statistics for the reporting years 2010-2013.

Description	2012/2013	2011/2012	2010/2011
Registered at beginning of year (28 March)	73,147	70,510	68,313
New graduates	3,267 ¹	3,269 ²	3,426 ³
Other new registrants	7,426	3,429	3,460
Non-renewal of registration	(2,214)	(2,678)	(3,376)
Voluntarily removed	(828)	(1,383)	(1,313)
Registered at end of year	80,798	73,147	70,510

- 1 In 2012/2013, the final year results for 3,680 student teachers were transferred from the HEIs to the Council. Of these, 3,267 completed the process of graduate registration within the reporting year.
- 2 In 2011/2012, 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 within the reporting year.
- 3 In 2010/2011, 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 within the reporting year.

“Registration is the cornerstone of the Teaching Council’s work to promote professional standards ... 10,693 teachers were admitted to the Register during the reporting year.”

Section 3

Table 3: New registrations by education sector for the reporting years 2010-2013.

Education sector	2012/13 No. of teachers	2011/12 No. of teachers	2010/11 No. of teachers
Primary (4-12 years)	4,434	3,442	3,545
Post-primary (12-18 years)	4,411	2,683	2,575
Post-primary (VEC sector)	871	382	365
Further education (VEC sector only)	1,166	507	416
Montessori and other categories	155	136	119
Total	11,037¹	7,150²	7,020³

- 1 In 2012/2013, the difference between the total number of newly registered teachers (10,693) and the total number of teachers registered by education sector (11,037) is accounted for by a number of teachers being registered in more than one sector.
- 2 In 2011/2012, 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 in more than one sector.
- 3 In 2010/2011, 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 in more than one sector.

3.3 Section 30

At the end of the reporting year, it was expected that the Minister for Education and Skills, Ruairi Quinn TD, would shortly announce a date for the commencement in 2013 of Section 30 of the Teaching Council Act, 2001.

Once Section 30 is commenced, teachers in State-funded teaching positions in recognised schools will have to be registered with the Teaching Council in order to be paid from State funds.

3.4 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, and at least one other regulation related to a particular sector of teaching, as outlined in the Council's Registration Regulations.

During the 2012/2013 reporting year, 3,267 newly qualified teachers applied for registration.

Each year the Teaching Council puts in place a dedicated registration process for the newly qualified graduates of Teaching Council-accredited programmes of initial teacher education.

During this reporting year, Council staff made 20 visits to accredited programmes to make a presentation to student teachers on the role of the Council and the registration application process.

In January 2013, the Council launched a website video providing student teachers with the information they need to have about registering with the Teaching Council.

3.5 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.

The Council's Evidence of Character Panel assesses the character evidence provided by applicants seeking to register as teachers with the Council. The Panel assesses an applicant's evidence against Council guidelines (updated in 2012).

“In the reporting year, 14,248 applicants completed the Evidence of Character process, which is the highest ever level of vetting applications processed by the Council.”

Section 3

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).

In the reporting year, 14,248 applicants completed the Evidence of Character process, which is the highest ever level of vetting applications processed by the Council. In the case of 421 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.

During the reporting year two applicants were refused admission to the Register by the Evidence of Character Panel. Both applicants appealed this decision using the Council's internal review of decision process to the Registration Committee Review Group. In the first case the Panel decision was overruled by the Review Group and the applicant was admitted to the Register. In the second case the decision to refuse admission to the Register was upheld by the Group.

At the end of the reporting year, 41,338 (48.8%) teachers on the Register had completed the vetting process.

3.6 National Vetting Bureau Act, 2012

The National Vetting Bureau Act, 2012, was enacted in late 2012. This Act, when commenced by the Minister for Justice, Equality and Defence, will have implications for how vetting of teachers will be undertaken in the future. The legislation will place Garda vetting on a statutory basis for the first time. At the end of the reporting year, discussions were ongoing as to how best to implement the new legislation.

3.7 Registration renewal

Registered teachers are required to renew their registration each year in order to remain on the Register of Teachers. In February 2013, 42,816 teachers were issued registration renewals, representing 58.5% of all teachers on the Register. The balance of registration renewal notices were issued throughout the year as the teachers' renewal dates arose.

Teachers are notified of their requirement to renew their registration by post. Teachers who have provided the Council with an email address also receive notification by email.

During the reporting year, the Council introduced text messaging as an additional method of reminding teachers when their renewal was due. Information about the importance of registration renewal was included on the Council's website and in stakeholder publications. The Council also operated a dedicated phone line to assist with queries about registration renewal.

More than 67% of teachers (up from 56% in the previous year) availed of the opportunity to renew their registration online on the Council's website. This is a cost-effective method, which significantly reduces the volume of documentation for both the teacher and the Teaching Council, with resulting administrative efficiencies.

3.8 Registration renewal fee

Teachers renewing their registration are required to pay an annual renewal fee. The Teaching Council is a self-funding body and, consistent with the revenue-raising models of other professional regulators, the fee is set to ensure that the Council has sufficient financial resources to ensure that it can fulfil its statutory functions.

From January 2013, the registration renewal fee is €65, reduced from €90. The Council decided to reduce the fee in the context of a surplus accumulated due to a delay in the commencement of some of the Council's statutory functions.

The fee can be claimed as an allowance against tax.

3.9 Accessing information on the Register

The Register of Teachers is a public document. Members of the public, teachers and the payroll authorities (the Department of Education and Skills and the Vocational Educational Committees) can access the Register. Access to the Register for the public is through an online 'Search the Register' facility. This facility was used on average 1,191 times each week during the reporting year (compared to an average of 907 times each week during the previous reporting year).

“Registered teachers are required to renew their registration each year in order to remain on the Register of Teachers. More than 67% of teachers availed of the opportunity to renew their registration online on the Council's website.”

Section 4

Maintaining standards of professional conduct and practice

The Teaching Council is responsible for maintaining and enhancing the quality of teaching in Ireland by promoting and ensuring high standards in the teaching profession. This is achieved in two ways. The first is through the publication of a *Code of Professional Conduct for Teachers* and the second is by investigating complaints.

4.1 Code of Professional Conduct for Teachers

During the reporting year the Council published the second edition of the *Code of Professional Conduct for Teachers*. The Code serves as a guiding compass for teachers throughout their careers so as to uphold the honour and dignity of the teaching profession, especially in the eyes of the public.

The Code sets out the standards of professional knowledge, skill, competence and conduct that are expected of registered teachers, covering areas such as communication and relationships, equality and inclusion, compliance with national and school policies, professional development, and student welfare. The standards are underpinned by four core values – respect, care, integrity and trust – and reflect the complexity and variety of teaching.

The Code is a statutory document and will act as a reference point during Fitness to Teach inquiries.

The second edition of the Code of Conduct replaces the first Code, which was published in 2007. It was developed following a process of consultation with teachers and other stakeholders in education, and takes account of a number of developments in the intervening years, such as the emergence of new technologies and social media.

Reflecting the legal standing of the Code, a copy was posted to every registered teacher to ensure that all teachers have the opportunity to read the document.

4.2 Investigating complaints

When Part 5 of the Teaching Council Act, 2001 (Fitness to Teach) is introduced, the Council will have the legal authority to investigate complaints made against registered teachers.

Once a complaint is made, the Council will instigate an investigation and decide if it should be dealt with through the Council's formal disciplinary procedures. The Council may, following a disciplinary hearing, decide to impose conditions on the teacher's registration, or suspend or remove the teacher from the Register of Teachers.

It is expected that Part 5 will be commenced following the commencement of Section 30 of the Teaching Council Act, 2001.

During the reporting year, the Council continued its work to prepare guidance material for registered teachers and members of the public. These materials will be published when Part 5 is commenced.

Members of the Investigating and Disciplinary Committees attended a range of Fitness to Practise hearings held by other regulatory bodies. The Committees have updated the draft Rules of Procedure for Disciplinary Panels and other procedural documentation has also been prepared.



*Code of Professional
Conduct for
Teachers, 2012*

Section 5

Educating teachers

Promoting high standards in teacher education is a central tenet of the Teaching Council's work.

The Council has many functions relating to teacher education. These functions span the entire teaching career: entry to initial teacher education programmes; accreditation of such programmes; induction of newly qualified teachers into the profession; and, the continuing professional development of teachers throughout their careers.

These functions are each aimed at ensuring that, throughout their career, teachers are equipped with the knowledge, skills and competences to help learners reach their full potential.

5.1 Initial teacher education

The Teaching Council's *Policy on the Continuum of Teacher Education* concluded that: "Initial teacher education must be reconceptualised so that it is fit for purpose in preparing 21st century teachers and interfaces appropriately with the induction stage".

Reflecting this policy, the roll-out of extended and reconceptualised programmes of initial teacher education commenced in September 2012. Concurrent programmes are now a minimum of four years in duration (or 240 ECTS credits), while postgraduate programmes of teacher education will be two years in duration (or 120 ECTS credits) from 2014.

The programmes are being extended to facilitate new ways of thinking and learning about teaching. The additional time available will also allow for extended school placement periods, an increased emphasis on portfolio work, reflective practice and research/enquiry-based learning, tutorials and small group work, and an increased emphasis on the key strategic priorities of literacy, numeracy and inclusion.

5.2 Standards of entry

During the reporting year, the Council undertook a consultation in relation to revised minimum standards for entry onto programmes of initial teacher education.

There were two main strands to the consultation. One strand related solely to the requirements for entry to programmes for post-primary teachers. As part of this strand the Council undertook a wide-ranging consultation on its proposals to update and revise the existing curricular subject requirements for post-primary teacher registration. Based on feedback from and further engagement with key stakeholders, final proposals were adopted by Council in December 2012.

“Promoting high standards in teacher education is a central tenet of the Teaching Council’s work.”

A second strand of the consultation process related to entry to primary programmes, entry to concurrent post-primary programmes, entry by persons who are deaf or hard of hearing and entry by mature applicants. A consultation document was published, setting out the proposed revised minimum entry requirements. The consultation involved meetings with stakeholders in November 2012 and an online survey. The consultation closed in February 2013 and at the end of the reporting year, the Council was analysing the feedback received.

Advice was subsequently submitted to the Minister for Education and Skills in July 2013, following the two strands of consultation outlined above.

5.3 Entry to the further education sector

During the reporting year, five further education teacher education programmes were reviewed and accredited by the Council. At the time of writing this report, in total, there are ten accredited programmes listed on the Council website, which have been reviewed on the basis of the Council’s March 2011 publication – *Further Education: General and Programme Requirements for the Accreditation of Teacher Education Qualifications*.

As of 1 April 2013, teachers registering under Regulation 5 (Further Education) will be required to hold an accredited teacher education qualification. Given the difficulty that registration applicants in the further education sector may have in completing an accredited teacher education programme prior to 1 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 registration.

5.4 Review and accreditation

The Teaching Council reviews and accredits programmes of initial teacher education to ensure that they are of a high standard, as would be appropriate for the preparation of students to enter the teaching profession.

As set out in 5.1, extended and reconceptualised programmes of initial teacher education are now being rolled out and a tailored process has been established for the review of the reconceptualised programmes. These reviews are based on the Council’s *Initial Teacher Education: Criteria and Guidelines for Programme Providers*, and take place in the context of the *Literacy and Numeracy Strategy* of the Department of Education and Skills.

The Council’s criteria cover areas such as programme design, areas of study, duration of programmes, numbers and qualifications of staff, and facilities and resources.

Section 5

The reviews began in summer 2012 with the establishment of three review panels to review concurrent primary and post-primary programmes. The panels were chaired by Dr Thomas Kellaghan, Professor Sheelagh Drudy and Professor Áine Hyland, respectively. At the end of the reporting year, two panels had concluded their reviews and their reports were ratified by Council.

Two meetings of Chairs and Rapporteurs were held in December 2012 and March 2013, respectively, to capture the learning from the first three review panels. A further three panels were appointed in January 2013 to review 15 post-primary programmes (or programme strands). At the end of the reporting year, the work by the panels was ongoing.

5.5 School placement

A working group established by the Council during the previous reporting year continued to meet during this reporting year to develop guidelines on school placement. The guidelines were adopted by Council in December 2012 as an addendum to the *Criteria and Guidelines for Programme Providers*.

The term “school placement” has replaced the term “teaching practice” as it more accurately reflects the range of teaching and non-teaching activities involved in the placement.

The guidelines are aimed at fostering enhanced collaboration between the higher education institutions and schools with a view to improving the school placement experience for student teachers and enhancing learning outcomes.

The guidelines set out activities, which, as well as direct teaching to a designated class, should be part of the placement. These activities include planning for teaching, learning and assessment, assessment of learning, assessment for learning, structured observation of classroom practice, and critical reflection on practice, both individually and with colleagues.

The placement may also include learning support and resource teaching, attendance at staff meetings, supported engagement with parents and engagement with school-based continuing professional development and/or school development planning.

At the end of the reporting year, the Council was making plans for the dissemination of the guidelines.

5.6 Gaeltacht placement

To enhance the experience and learning outcomes for student teachers, the Council approved a series of changes in relation to the Gaeltacht placement that is undertaken by student teachers (primary).

The Gaeltacht placement is critically important for student teachers in the development of their Irish language skills. Because Irish is a core subject in the Irish Primary Curriculum, the Council is concerned that efforts are made to enhance and maintain the standard of Irish among the teaching profession. Immersion is widely acknowledged as a central element in the acquisition of any language and offers a unique opportunity for student teachers to improve their competency in Irish.

The changes to the Gaeltacht placement include:

- a new name for the Gaeltacht Placement – the *Tréimhse Foghlama sa Ghaeltacht*
- the placement duration to be extended to four weeks, to take place in two blocks of two weeks
- greater collaboration between higher education institutions and Gaeltacht colleges in designing courses and in monitoring student teachers' attendance
- a common course content across all higher education institutions, to be adapted to cater for students of different levels of linguistic competency, with specific provision made for the needs of native and of other highly competent speakers
- assessment of student teachers' learning during the *Tréimhse* based on agreed learning outcomes
- courses being delivered by primary school teachers, insofar as possible and
- quality assurance of the Gaeltacht courses.

5.7 Induction and probation

The Council's statutory functions relating to induction and probation were commenced on 1 September 2012 by the Minister for Education and Skills. At the end of the reporting year, the Council was engaged in a consultation with stakeholders on a proposed new model of induction and probation.

This proposal reflects the feedback received by the Council during the consultation it held on induction and probation during the last reporting year.

Central to the proposal is a period of professional practice called *Droichead* (the Irish for 'bridge'), during which the newly qualified teacher would be supported and welcomed into the profession by his or her fellow teachers. Also significant is the proposal that the *Droichead* model would be introduced on a pilot basis initially, so that the Council might learn from the profession how the process can work best in schools. Participation in the pilot will be on an opt-in basis.

“... the Council is concerned that efforts are made to enhance and maintain the standard of Irish among the teaching profession.”

Section 5

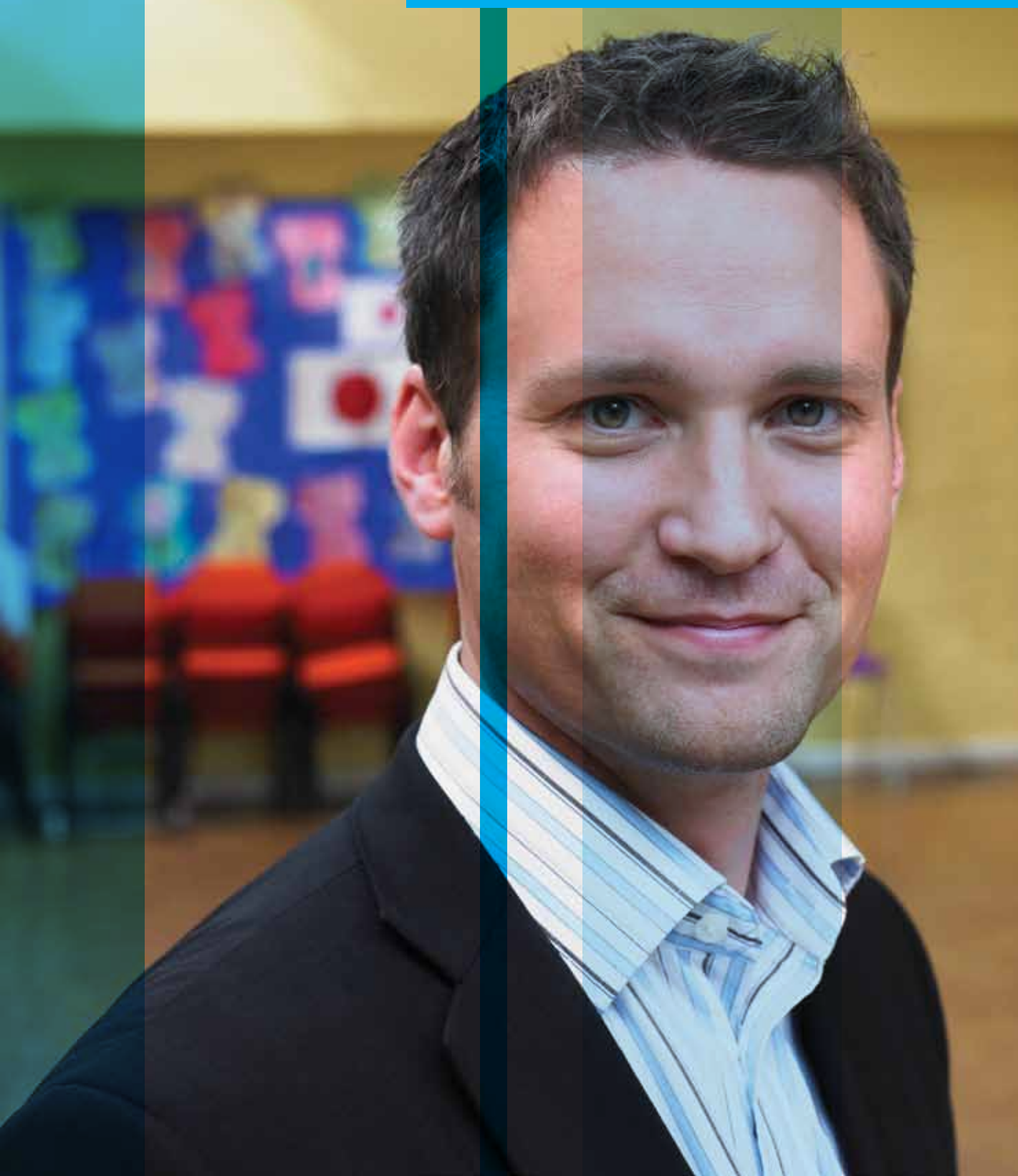
The Council's aim is to establish a system that meets the highest standards, addresses the needs of both pupils and teachers, and reflects the realities of the daily life of schools. This will facilitate professionally-led regulation on behalf of the profession and in the interests of the public. It will also be a major step in building the continuum of teacher education in Ireland.

5.8 Research

The Teaching Council facilitates research in the areas of teaching, learning and assessment. The Council launched its first scheme of bursaries in May 2007. A further three schemes followed and 106 research bursaries have been awarded to date.

This research has the potential to enhance the quality of teaching and learning in Ireland. Forty research summary reports are now available on www.teachingcouncil.ie.

“The work of the Teaching Council, on behalf of the profession of teaching, in the interests of the public, is grounded in the values of professionally-led regulation, shared professional responsibility and collective professional confidence.”



Section 6

Promoting teaching as a profession and communications

The Teaching Council engages in communications activity that is aimed at clearly defining and explaining its roles and responsibilities to all stakeholders, and generating support for its work to regulate and promote the profession of teaching, in the public interest.

The Council has faced challenges in communicating with members of the profession and, throughout the reporting year, has made considerable efforts to address these challenges.

Promoting teaching as a profession is an important part of the Teaching Council's communications work.

The Council promotes the profession by attending conferences, careers fairs and information sessions for career advisors. A number of papers were presented by the Director on themes such as teacher education and curriculum reform, and quality assurance in education. These papers can be accessed on www.teachingcouncil.ie. The Council also publishes articles marking certain occasions (e.g., World Teachers' Day) and addressing particular issues.

6.1 Media relations

The Teaching Council responds to media queries and proactively secures media opportunities as part of its effort to enhance the standing of teaching as a profession and to increase awareness and understanding of the Council's work.

During the reporting year, the Council issued media releases and placed articles on a range of topics, including the *Code of Professional Conduct for Teachers*, approval of programmes of initial teacher education and the reduction in CAO applications for initial teacher education programmes.

6.2 World Teachers' Day

World Teachers' Day is an annual UNESCO day celebrating the contribution made by teachers to the education of learners. World Teachers' Day is 5 October each year and in 2012 the Teaching Council held its inaugural World Teachers' Day lecture to mark the day.

The inaugural Teaching Council World Teachers' Day lecture was delivered by Dr Anne Looney, CEO of the National Council for Curriculum and Assessment. Dr Looney's lecture addressed 'The new professional and innovation in teaching'. The lecture was attended by registered teachers and representatives of the partners in education, and was broadcast live on the Council's website. A recording of that broadcast can be watched on www.teachingcouncil.ie.

Teachers attending World Teachers' Day lecture, 5 October 2012



The Council's Director wrote an article for the *Irish Independent* in advance of World Teachers' Day. The article expressed how important it is that teaching remains an attractive profession, in spite of the challenging economic environment.

At the end of the reporting year planning had commenced for World Teachers' Day 2013 when the Council will host FÉILTE – a Festival of Education in Learning and Teaching Excellence.

6.3 EU Presidency conference

On 18 and 19 February 2013, the Teaching Council hosted an EU Presidency conference entitled 'Integration, Innovation and Improvement – the Professional Identity of Teacher Educators'. This conference was funded by the EU Commission as part of Ireland's EU Presidency.

The issue of the quality of teacher educators has been identified by EU Member States and the EU Commission as being an important contributor to the overall quality within education systems. In addition, both academic research and peer learning work point to a need for greater clarity about the policies supporting the selection, induction and further professional development of teacher educators.

The Minister for Education and Skills, Ruairi Quinn TD, the Minister for Education in Northern Ireland, John O'Dowd MLA, and the European Commission's Deputy Director-General for Education & Culture, Xavier Prats-Monné, opened the conference, which was held in Dublin Castle. The conference was attended by those involved in teacher education across the EU.

6.4 Visits to higher education institutions and teacher conferences

During the reporting year, the Teaching Council visited final year teacher education students in each of the higher education institutions across the country. During these visits the Council explained how its role relates to a teacher's career and the process of registering.

In April 2012, the Teaching Council had an information stand at the conferences of the INTO, ASTI and TUI, with Council staff members providing information to delegates and answering their questions.

6.5 Teaching Council Contact Persons

The Council invites registered teachers to become a contact person between the Council and teachers in their school. The Contact Persons engage with the Council during policy consultations and distribute publications and other information materials among their colleagues. The Council's objective is that over time every school will have a nominated contact person.

Section 6

6.6 Publications

The Council published the following documents during the reporting year:

- in June 2012, the Council published the second edition of its *Code of Professional Conduct for Teachers*, setting out the standards of professional knowledge, skill, competence and conduct that are expected of registered teachers
- the Council's *Annual Report 2011/12* was published online in December 2012, detailing the considerable progress made by the Council during that period as it seeks to ensure the highest standards in the quality of teaching in Irish schools and
- in March 2013, the Council published *Droichead*, setting out proposals on a new pilot model of induction and probation for newly qualified teachers.

6.7 Online communications

Throughout the reporting year, the Council focused on enhancing its online communications.

The Council opened a Twitter account (@teachingcouncil) in September 2012. The account is monitored daily and is used to share information about the work of the Council, respond to queries and participate in conversations relating to the role of the Council. At the end of the reporting year, six months after the account was opened, the Council had over 1,000 followers on Twitter.

Recognising the great challenge faced by the Council in having direct engagement with all registered teachers and student teachers, the Council launched two website videos during the reporting year. The first, launched in November 2012, looks at the role of the Council and was based on feedback received by teachers in their engagement with the Council. The second, launched in January 2013, provides student teachers with all the information they need to know about registering with the Teaching Council.

The Council's website, www.teachingcouncil.ie, is an important and cost-effective tool of communication. During the reporting year, the website was visited over 440,000 times by more than 278,000 people.

During the reporting year, the Council began a project to audit the content of the website.

6.8 Teaching Council e-zine

In September 2013, the Council published the first of a new-style e-zine (electronic newsletter disseminated by email). The e-zine is designed to be reader friendly and to allow the Council to bring updates on its work directly to registered teachers. The second edition of the e-zine was published in December 2012.

6.9 Information emails

When appropriate, the Council issues information emails to registered teachers who have provided an email address to the Council. The Teaching Council has an email address for approximately 71,000 registered teachers (this figure fluctuates depending on, for example, the number of registrations, the number of valid email addresses provided, etc.). During the reporting year, the Council issued a number of emails to teachers including:

- in March 2012, the Council emailed the Teaching Council Contact Persons in relation to the planned reduction in the annual renewal fee, asking them to bring it to the attention of their colleagues
- in May 2012, all Contact Persons were emailed asking them to alert their colleagues about the importance of being registered before the introduction of Section 30 of the Teaching Council Act, 2001 and
- in September 2012, all registered teachers were emailed an invitation to attend the Council's inaugural World Teachers' Day lecture on 5 October.

6.10 Liaising with education partners

The Teaching Council recognises the importance of partnerships in education and is committed to building and maintaining good collaborative relationships with the education partners.

As part of this, Council members and staff attended a number of conferences, seminars and meetings throughout the reporting year.

6.11 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.

“The Teaching Council recognises the importance of partnerships in education and is committed to building and maintaining good collaborative relationships with its education partners.”

Section 6

Three freedom of information requests were received during the reporting year.

6.12 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.

6.13 Customer service

The Teaching Council is committed to maintaining a high standard of service. During the reporting year, the Council's Customer Service Working Group drafted a *Customer Service Charter and Feedback and Complaints Procedures*. The Charter and Procedures follow the principles of good customer service and complaints procedures as set out by the Office of the Ombudsman's Guide to Good Public Administration.





*The EU Presidency Conference
on Professional Identity of
Teacher Educators*



Section 7

Developing and maintaining an efficient and effective organisation

The Council has a responsibility to run an effective and cost-efficient organisation, and it continually monitors and develops its processes and systems, to ensure that they remain effective and in line with best practice in corporate governance.

As the Council takes on additional functions, the need for, and benefits of, an efficient and effective organisation becomes even more critical. In preparation for the additional demands on its resources, the Council has arranged for a review of how it operates to ensure that the interaction between Council and its committees is as streamlined as possible.

7.1 Term of third Council begins

The Minister for Education and Skills, Ruairi Quinn TD, appointed 37 members to the third Teaching Council at a ceremony in Dublin on 28 March 2012.

(See Section 1.4 of this report for more information about membership.)

7.2 Appointment of Director

In May 2012 the Council announced the appointment of Mr Tomás Ó Ruairc as Council Director. Mr Ó Ruairc moved to the Teaching Council from a senior position in the Department of Arts, Heritage and the Gaeltacht. Prior to that, he was Deputy CEO and Director of Education Services in Foras na Gaeilge. He has considerable experience in the field of education, having served as a member of the NCCA from 2006 to 2009, and as Head of Irish and Chair of the Academic Council in Froebel College of Education from 2000 to 2005. He was a teacher in Athlone Community College and has produced syllabus and teaching materials in the area of teaching of Irish to adults. He has a BA, an MA and a Higher Diploma in Education.

7.3 Committee structure

The Council is supported in its work by a number of committees, panels, working groups and advisory groups. The functions, membership and attendance record of each of these are set out in Appendix 3.

Table 4: Teaching Council committee structure

Description	No. of members	No. of meetings held
Executive Committee	11	6
Investigating Committee	11	6
Disciplinary Committee	13	6
Registration Committee	13	7
Finance Committee	7	5
Education Committee	13	7
Audit Committee	5	3
Evidence of Character Panel	7	9
Primary Applications Panel	7	8
Post-Primary Application Panel	7	10

7.4 Corporate governance

The Council adheres to best practice in corporate governance and implements the Department of Finance guidelines for the governance of State bodies.

The Audit Committee oversees the Council's internal financial controls, and publishes an annual report and audited financial accounts. The Committee has also developed a risk assessment and management process, Code of Conduct for both Council members and staff, and a Code of Practice for Council members, the Chairperson, the Director and the Secretary.

Procedures relating 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.

Reporting to the Executive Committee, a Procedures Sub-Committee was established during the reporting year, and had its first meeting in September 2012. This sub-committee operates on a project basis to conduct reviews of Council procedures in order to ensure that they are as efficient and effective as possible. Its work during the reporting year included:

- procedures for future elections to Council and
- Council policy in a number of areas including ethics and conflicts of interest.

Section 7

7.5 Human resources

The sanctioned staffing level on 27 March 2013 was 37 posts. This included the sanction received in February 2013 for five additional permanent posts. The additional staffing is necessary as the Council prepares to take on new functions. As a result of the public sector staffing moratorium, the Council continues to rely on the services of temporary agency staff during periods of high-volume activity. A decision has been taken by Council to outsource work currently undertaken by agency staff. This managed services solution will be located in the Council's offices in Maynooth.

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

During the reporting year, a staff performance management and development system (PMDS) was introduced. This will improve internal communications and ensure that individual performance is aligned to the organisation's objectives.

7.6 Finance

The Council's expenditure for the 2012 financial year was €4.57m. The main items of expenditure included staff costs, rent of premises, postage, publications and IT costs.

Income (net of tax) for the period was €7.53m, 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 decision of Council to reduce the annual registration renewal fee from €90 to €65 from 1 January 2013 will reduce the future income of the organisation by €2m per year.

The Council's Audited Financial Statements are included at Appendix 1.

7.7 Information and communications technology

Ensuring the security of its information and communications technology (ICT) systems is vital to the work of the Council.

The servers hosting the Council's Register have operated continuously from 2005 to 2012. During the reporting year, the Council purchased a number of new servers on which to house the Register. The Register now runs in a virtualised environment, with a connected storage array. This architecture provides a greater level of reliability and allows for the functions of a server to be transferred in the event of a server component failure. It is envisaged that this new infrastructure will remain in place for the next four to five years.

During the reporting year, the Council introduced an additional module to the registration system to improve the speed and reliability of the registration process. Prior to the new system, separate systems operated during the application process. The new module allows for an application to be processed on one system, and ensures that all communications and queries are available within that system. At a future date applicants will be able to track their application online and update contact details as appropriate.

7.8 Health and safety

The Health and Safety Staff Working Group met on three occasions in the reporting year and underwent fire warden training. 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

Financial Statements for the year ended 31 December 2012

Council Information

Chairperson

Micheál Ó Gríofa (appointed 28 March 2012)

Lily Cronin (term of office completed 27 March 2012)

Deputy-Chairperson

Bernadine O'Sullivan (appointed 28 March 2012)

Gerry Malone (term of office completed 27 March 2012)

Council Members from 28 March 2012:

Michael Barry	Diarmuid Ó Murchú
Noel Buckley	Kathleen O'Connor
Kieran Christie	Dr Joe O'Hara
Dr Marie Clarke	Eleanor Petrie
Eimear Cole	Dr Seán Rowland
John Conlon	Bernie Ruane
Lily Cronin	Joan Russell
Derbhile de Paor	Frank Turpin
Elaine Devlin	Milo Walsh
Dr Ken Fennelly	
Eileen Flynn	
Michael Gillespie	
Prof. Michael Hayes	
Marie Humphries	
Declan Kelleher	
Áine Lynch	
Christopher Maginn	
Dr Deirdre Mathews	
Brendan McCabe	
Fergal McCarthy	
Anne McElduff	
Dr Andrew McGrady	
Marie McLoughlin	
Patrick McVicar	
Dympna Mulkerrins	
Bríd Ní Raghallaigh	

Council Members up to 27 March 2012:

Michael Barry	Anita McCann
Mary Brennan	Fergal McCarthy
Noel Buckley	Anne McElduff
Antoinette Buggle	Pat McQuaile
Christy Carroll	Dympna Mulkerrins
Jerry Cronin	Alice O'Connell
Elaine Devlin	Maree O'Connell
Oliver Donohoe	Dr Anne O'Gara
Emer Egan	Micheál Ó Gríofa
Ciarán Flynn	Tim O'Meara
Eileen Flynn	Bernadine O'Sullivan
Dr Jim Gleeson	Eleanor Petrie
Prof. Kathy Hall	Dr Seán Rowland
Susie Hall	Seán Rowley
Dr Pádraig Hogan	Dr Pauric Travers
Micheál Kilcrann	Milo Walsh
Vivienne MacSweeney	
Christopher Maginn	
Dr Kevin Marshall	

Auditors

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

Appendix 1

Council Information

Business address Block A
Maynooth Business Campus
Maynooth
Co. Kildare

Bankers Bank of Ireland
Main Street
Maynooth
Co. Kildare

AIB Bank plc
Main Street
Maynooth
Co. Kildare

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

Arthur Cox
Solicitors
Earlsfort Centre
Earlsfort Terrace, Dublin 2

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Appendix 1

Council's Report

The Council presents its report and the financial statements for the year ended 31 December 2012. 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 2012.

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 5 (Fitness to Teach) and Section 39 (CPD) have not yet been enacted. The Minister for Education and Skills has indicated that he will commence Section 30 in 2013.

Results

The surplus for the year after providing for depreciation and taxation amounted to €3,308,655 (2011: €3,038,804). 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. The reduction of €25 in the annual registration renewal fee from 1 January 2013 will have a considerable impact on income in future years.

Future developments

The Council plans to continue its present activities. The Minister for Education and Skills has indicated that he will commence Section 30 of the Teaching Council Act, 2001 (mandatory registration) in 2013.

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



Micheál Ó Gríofa
Chairperson



Tomás Ó Ruairc
Director

Date: 27 May 2013

Appendix 1

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 that 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



Micheál Ó Gríofa
Chairperson




Tomás Ó Ruairc
Director

Date: 27 May 2013

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, which has 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 2012.

On behalf of the Council



Micheál Ó Gríofa

Chairperson

Date: 27 May 2013

Appendix 1

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 2012, 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 2012 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

Date: 27 May 2013

**Income and Expenditure Account for the year ended
31 December 2012**

	Notes	2012 €	2011 €
Income			
Registration and Assessment Fees		7,517,566	6,783,163
Accreditation Fees		17,500	15,200
Other Income		478	477
		<hr/>	<hr/>
Total Income	2	7,535,544	6,798,840
Expenditure			
Accommodation Costs		(288,967)	(263,992)
Staff Costs		(2,162,318)	(1,953,259)
Other Administration Costs		(1,088,331)	(856,165)
Courses, Conferences and Meeting Costs		(205,213)	(171,459)
Registration and Verification Costs		(195,079)	(182,883)
Information Technology Costs		(119,821)	(132,184)
Communications and Education Costs		(372,203)	(332,008)
Profit on disposal of tangibles		175	3,700
Depreciation	7	(141,932)	(124,249)
		<hr/>	<hr/>
Total Expenditure		(4,573,689)	(4,012,499)
Interest receivable and similar income		495,563	336,743
		<hr/>	<hr/>
Surplus on ordinary activities before taxation	3	3,457,418	3,123,084
Taxation	6	(148,763)	(84,280)
		<hr/>	<hr/>
Surplus on ordinary activities after taxation		3,308,655	3,038,804
		<hr/> <hr/>	<hr/> <hr/>

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 54–60 form part of these financial statements.

The financial statements were approved by the Council on 27 May 2013 and signed on its behalf by



Micheál Ó Gríofa
Chairperson



Tomás Ó Ruairc
Director

Date: 27 May 2013

Balance Sheet as at 31 December 2012

		2012		2011	
	Notes	€	€	€	€
Fixed Assets					
Tangible assets	7		426,557		380,969
Investments	8		10,594		10,594
			<u>437,151</u>		<u>391,563</u>
Current Assets					
Debtors	9	69,198		207,469	
Cash at bank and in hand		14,451,964		10,948,968	
		<u>14,521,162</u>		<u>11,156,437</u>	
Creditors: Amounts falling due within one year	10	(189,450)		(87,792)	
		<u></u>		<u></u>	
Net Current Assets			14,331,712		11,068,645
			<u></u>		<u></u>
Total Assets Less Current Liabilities			14,768,863		11,460,208
			<u><u></u></u>		<u><u></u></u>
Reserves					
Designated Reserve	11		4,000,000		4,000,000
General Reserves	11		10,768,863		7,460,208
			<u></u>		<u></u>
Total Funds			<u><u>14,768,863</u></u>		<u><u>11,460,208</u></u>

The notes on pages 54–60 form part of these financial statements.

The financial statements were approved by the Council on 27 May 2013 and signed on its behalf by



Micheál Ó Gríofa
Chairperson



Tomás Ó Ruairc
Director

Cash Flow Statement for the year ended 31 December 2012

	Notes	2012 €	2011 €
Reconciliation of operating surplus to net cash inflow from operating activities			
Operating surplus (before interest received)		2,961,855	2,786,341
Depreciation		141,932	124,249
Profit on disposal of tangible assets		(175)	(3,700)
Decrease / (Increase) in debtors		138,271	(183,769)
Increase / (Decrease) in creditors		101,658	(34,089)
Net cash flow from operating activities		3,343,541	2,689,032
Cash Flow Statement			
Net cash flow from operating activities		3,343,541	2,689,032
Returns on investments and servicing of finance	13	495,563	336,743
Taxation	13	(148,763)	(84,124)
Capital expenditure and financial investment	13	(187,346)	(79,084)
Increase in cash in the year		3,502,996	2,862,567
Reconciliation of net cash flow to movement in net funds (Note 14)			
Increase in cash in the year		3,502,996	2,862,567
Net funds at 1 January 2012		10,948,968	8,086,401
Net funds at 31 December 2012		14,451,964	10,948,968

The financial statements were approved by the Council on 27 May 2013 and signed on its behalf by



Micheál Ó Gríofa
Chairperson



Tomás Ó Ruairc
Director

Appendix 1

Notes to the Financial Statements for the year ended 31 December 2012

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.

3. Operating Surplus

	2012	2011
	€	€
Operating surplus is stated after charging:		
Depreciation	141,932	124,249
Profit on disposal of tangible fixed assets	(175)	(3,700)
Auditors' remuneration	5,821	6,259

Appendix 1

4. Employees

	2012	2011
Number of employees	Number	Number
The average monthly numbers of employees during the year were:		
Employees	30	27
Temporary employees	0	5
Agency staff	11	5
	<u>41</u>	<u>37</u>

Employment costs	2012	2011
	€	€
Wages and salaries	1,347,130	1,369,286
Social welfare costs	89,674	97,826
Agency costs	403,266	163,516
Sundry staff costs	18,242	4,362
Pension costs	270,375	288,469
Staff training costs	33,631	29,800
	<u>2,162,318</u>	<u>1,953,259</u>

5. Pension Costs

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

6. Taxation

	2012	2011
Current year taxation	€	€
Income tax	<u>148,763</u>	<u>84,280</u>

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 & Fittings	Computer Software	Computer Equipment	Total
	€	€	€	€
Cost				
At 1 January 2012	228,169	371,101	243,117	842,387
Additions	6,708	50,257	130,932	187,897
Disposals	-	-	(2,814)	(2,812)
At 31 December 2012	234,877	421,358	371,235	1,027,472
Depreciation				
At 1 January 2012	73,984	191,351	196,083	461,418
On disposals	-	-	(2,437)	(2,437)
Charge for the year	23,303	75,135	43,494	141,932
At 31 December 2012	97,287	266,487	237,140	600,912
Net book values				
At 31 December 2012	137,590	154,871	134,095	426,557
At 31 December 2011	154,185	179,750	47,034	380,969

Appendix 1

8. Investments

	Listed Investments	Total
Cost	€	€
At 1 January 2012	10,594	10,594
Redemption during the year	-	-
At 31 December 2012	10,594	10,594

Net book values

At 31 December 2012	10,594	10,594
At 31 December 2011	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

Debtors	2012	2011
	€	€
Other debtors	69,198	207,469

10. Creditors: Amounts falling due within one year

	2012	2011
	€	€
Other taxes and social security costs	35,083	18,139
Accruals	154,367	69,653
	<u>189,450</u>	<u>87,792</u>

	2012	2011
	€	€
Included in other taxes and social security costs:		
Income Tax	96	-
PAYE/PRSI	24,976	18,139
PSWT	10,011	-
	<u>35,083</u>	<u>18,139</u>

11. Reserves

	General reserve	Designated reserve	Total
	€	€	€
Opening Reserves	7,460,208	4,000,000	11,460,208
Surplus for the year	3,308,655	-	3,308,655
Closing Reserves	<u>10,768,863</u>	<u>4,000,000</u>	<u>14,768,863</u>

In accordance with the Council's financial strategy the designated reserves have been established as a contingency reserve to cover any significant costs arising from legal challenge 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.

Appendix 1

12. 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.

13. Cross Cash Flows

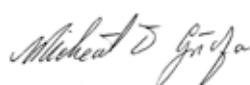
	2012	2011
Returns on Investments and Servicing of Finance	€	€
Interest received	495,563	336,743
Taxation		
Income tax paid	(148,763)	(84,124)
Capital Expenditure and financial investment		
Payments to acquire tangible assets	(187,896)	(82,784)
Receipts from sales of tangible assets	550	3,700
	(187,346)	(79,084)

14. Analysis of Changes in Net Funds

	Opening balance	Cash flows	Closing balance
	€	€	€
Cash at bank and in hand	10,948,968	3,502,996	14,451,964
Net funds	10,948,968	3,502,996	14,451,964

15. Approval of Financial Statements

The financial statements were approved by the Council on 27 May 2013 and signed on its behalf by



Micheál Ó Gríofa
Chairperson



Tomás Ó Ruairc
Director



Appendix 2

Teaching Council members as of 28 March 2013

The Teaching Council is made up of 37 voluntary members. 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)
- two nominated by colleges of education
- two nominated by specified third-level bodies
- four nominated by school management
(two primary and two post-primary)
- two nominated by parents' associations
(one primary and one post-primary)
- five nominated by the Minister for Education and Skills
(including one representing each of IBEC and ICTU).

The Council's term of office commenced on 28 March 2012. The Council met on eight occasions during the reporting year and the attendance of each member is shown below.

Member	Sector	Meetings attended
Michael Barry	ASTI	7
Noel Buckley	Post-Primary	8
Kieran Christie	Post-Primary	8
Dr Marie Clarke	Minister (ICTU)	5
Eimear Cole	Primary	7
John Conlon	Primary	7
Lily Cronin	Post-Primary	8
Derbhile de Paor	Primary	7
Elaine Devlin	ASTI	7
Dr Ken Fennelly	School Management (Primary)	5
Eileen Flynn	School Management (Primary)	6
Michael Gillespie	TUI	8
Prof. Michael Hayes	Colleges of Education	6
Marie Humphries	Post-Primary	6
Declan Kelleher	INTO	8
Áine Lynch	National Parents' Council (Primary)	6

Member	Sector	Meetings attended
Christopher Maginn	Post-Primary	6
Dr Deirdre Mathews	Minister	7
Brendan McCabe	Minister	8
Fergal McCarthy	Post-Primary	7
Anne McElduff	INTO	7
Dr Andrew McGrady	Universities and Named Third-Level Colleges	8
Marie McLoughlin	Colleges of Education	7
Patrick McVicar	School Management (Post-Primary)	8
Dympna Mulkerrins	Primary	8
Brid Ní Raghallaigh	Primary	7
Micheál Ó Gríofa (Chairperson)	Primary	8
Diarmuid Ó Murchú	Primary	8
Kathleen O'Connor	Primary	8
Dr Joe O'Hara	Universities and Named Third-Level Colleges	3
Bernadine O'Sullivan (Deputy Chairperson)	Post-Primary	8
Eleanor Petrie	National Parents Council (Post-Primary)	7
Dr Seán Rowland	Minister	6
Bernie Ruane	TUI	8
Joan Russell	School Management	6
Frank Turpin	Minister (IBEC)	7
Milo Walsh	Primary	8

Appendix 3

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 and
- reporting regularly to the Council.

As of 27 March 2013, the Executive Committee was composed of the following 11 members. The Committee met on six occasions in the reporting year and attendance of each member is shown below:

Member	Attendance
Michael Barry	5
Prof. Michael Hayes	4
Dr Deirdre Mathews	6
Brendan McCabe	5
Fergal McCarthy	6
Anne McElduff	5
Micheál Ó Gríofa (Chairperson)	6
Bernadine O'Sullivan (Deputy Chairperson)	6
Bernie Ruane	6
Joan Russell	6
Milo Walsh	6

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 it is alleged that:

- 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 that 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 2013, the Investigating Committee was composed of the following 11 members. The Committee met on six occasions in the reporting year (jointly with the Disciplinary Committee) and attendance of each member is shown below:

Member	Attendance
Eimear Cole	6
Elaine Devlin	4
Brendan McCabe	5
Fergal McCarthy	5
Marie McLoughlin	6
Dympna Mulkerrins	5
Brid Ní Raghallaigh	5
Bernadine O'Sullivan (Chairperson)	4
Eleanor Petrie	5
Bernie Ruane	5
Joan Russell	5

Appendix 3

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 that 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 2013, the Disciplinary Committee was composed of the following 13 members. The Committee met on six occasions during the reporting year (jointly with the Investigating Committee) and attendance of each member is also shown below.

Member	Attendance
Marie Clarke	4
Lily Cronin	5
Derbhile de Paor	5
Eileen Flynn	6
Michael Gillespie	6
Marie Humphries	5
Declan Kelleher	6
Áine Lynch	3
Christopher Maginn	5
Patrick McVicar	4
Micheál Ó Gríofa (Chairperson)	6
Frank Turpin	4
Milo Walsh	6

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 and
- 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 2013, the Registration Committee was composed of the following 13 members. The Committee met on seven occasions during the reporting year and attendance of each member is shown below:

Member	Attendance
Michael Barry (Chairperson)	4
Eimear Cole	6
Lily Cronin	6
Dr Ken Fennelly	2
Marie Humphries	6
Dr Deirdre Mathews	5
Fergal McCarthy	5
Dr Andrew McGrady	5
Patrick McVicar	5
Dympna Mulkerrins	6
Diarmuid Ó Murchú	5
Dr Joe O'Hara	4
Dr Seán Rowland	4

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.

Appendix 3

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 that a revised budget is prepared where necessary
- supervising the disbursement of funds
- reviewing and making recommendations with respect to the Council's fees and
- liaising with, and preparing accounts for, the auditors, and reporting to the Council on its financial affairs.

As of 27 March 2013, the Finance Committee was composed of the following seven members. The Committee met on five occasions during the reporting year and attendance of each member is shown below:

Member	Attendance
John Conlon (co-opted December 2012)	1
Michael Gillespie	5
Prof. Michael Hayes (co-opted September 2012)	1
Christopher Maginn	5
Joan Russell	4
Frank Turpin	3
Milo Walsh (Chairperson)	5

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 and
- the Council's research policy.

As of 27 March 2013, the Education Committee was composed of the following 13 members. The Committee met on seven occasions during the reporting year and attendance of each member is shown below:

Member	Attendance
Noel Buckley	7
Kieran Christie	6
Dr Marie Clarke	5
Derbhile de Paor	7
Michael Gillespie	6
Declan Kelleher	7
Fergal McCarthy (Chairperson)	7
Dr Andrew McGrady	6
Marie McLoughlin	6
Patrick McVicar	5
Kathleen O'Connor	7
Dr Joe O'Hara	5
Dr Seán Rowland	6

The Audit Committee

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

As of 27 March 2013, the Audit Committee was composed of the following five members. The Committee met on three occasions during the reporting year and attendance of each member is shown below:

Member	Attendance
John Conlon	3
Elaine Devlin	3
Marie Humphries	3
Dr Deirdre Mathews	1
Joan Russell (Chairperson)	3

Appendix 3

The Procedures Sub-Committee

The Procedures Sub-Committee reports to the Executive Committee. It operates on a project basis to conduct reviews of Council procedures. Its work during the reporting year included:

- procedures for future elections to Council and
- Council policy in a number of areas including ethics and conflicts of interest.

As of 27 March 2013, the Procedures Sub-Committee was composed of the following six members. The Committee met on five occasions during the reporting year and attendance of each member is shown below:

Member	Attendance
Declan Kelliher (Chairperson)	3
Micheál Ó Gríofa	4
Frank Turpin	3
Bernie Ruane	4
Christy Maginn	4
Eleanor Petrie	3

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 that 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 2013, the Evidence of Character Panel was composed of the following seven members. The Panel met on nine occasions during the reporting year and attendance of each member is shown opposite:

Member	Attendance
Elaine Devlin	8
Eileen Flynn	6
Michael Gillespie	9
Dympna Mulkerrins	9
Kathleen O'Connor	8
Eleanor Petrie (Chairperson)	8
Joan Russell	6

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 2013, the Primary Applications Panel was composed of the following seven members. The Panel met on eight occasions during the reporting year and attendance of each member is shown below:

Member	Attendance
Dr Ken Fennelly (Chairperson)	7
John Conlon	7
Bríd Ní Raghallaigh	7
Diarmuid Ó Murchú	7
Christy Maginn	6
Brendan McCabe	8
Marie McLoughlin	6

Appendix 3

Post-Primary Applications Panel (including Further Education)

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 2013, the Post-Primary Applications Panel was composed of the following seven members. The Panel met on ten occasions during the reporting year and attendance of each member is shown below:

Member	Attendance
Noel Buckley (Chairperson)	10
Kieran Christie	9
Bernadine O Sullivan	7
Bernie Ruane	7
Declan Kelleher	10
Patrick McVicar	8
Dr Marie Clarke*	5

* Dr Clarke vacated her position on the Panel during the reporting year and was only eligible to attend five meetings.



Appendix 4

Council members' expenses 2012

Expenses are paid to Council members in respect of travel to Council-related meetings from a member's place of residence or place of work. The majority of meetings in 2012 took place in Maynooth, Co. Kildare. Other than travel and subsistence expenses, there are no fees paid to members of the Council.

The tables below set out details of the travel and subsistence expenses that were paid to Council members during the calendar 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 and accreditation panels or represented the Council at external meetings and conferences.

From 1 January 2012 to 27 March 2012

The following members served only on the second Council, where the term of office ended in March 2012.

Council member	County of residence	€	Total meetings
Mary Brennan	Wexford	1,054.07	9
Antoinette Buggle	Kildare	88.40	1
Christy Carroll	Tipperary	3,660.34	20
Jerry Cronin	Tipperary	1,926.68	11
Oliver Donohue	Dublin	603.70	20
Emer Egan	Dublin	0	11
Ciaran Flynn	Dublin	392.22	10
Dr Jim Gleeson	Limerick	16,665.00*	12
Susie Hall	Dublin	1,315.52	22
Prof. Kathy Hall	Waterford	1,521.05	7
Dr Pádraig Hogan	Kildare	0	6
Micheál Kilcrann	Dublin	176.03	7
Vivienne MacSweeney	Cork	3,418.89	10
Gerry Malone	Louth	2,747.24	18
Dr Kevin Marshall	Dublin	0	1
Anita McCann	Louth	0	1
Pat McQuaile	Louth	121.18	2
Maree O'Connell	Galway	1,531.31	8
Alice O'Connell	Cork	1,170.48	3
Dr Anne O'Gara	Dublin	241.01	6

Tim O'Meara	Tipperary	5,101.77	17
Sean Rowley	Mayo	5,861.30	20
Dr Pauric Travers	Dublin	231.55	7

* Expenses paid in 2012 covers all meetings from January 2010 to March 2012

From 28 March 2012 to 31 December 2012

The following members commenced their term of office on the third Council in March 2012.

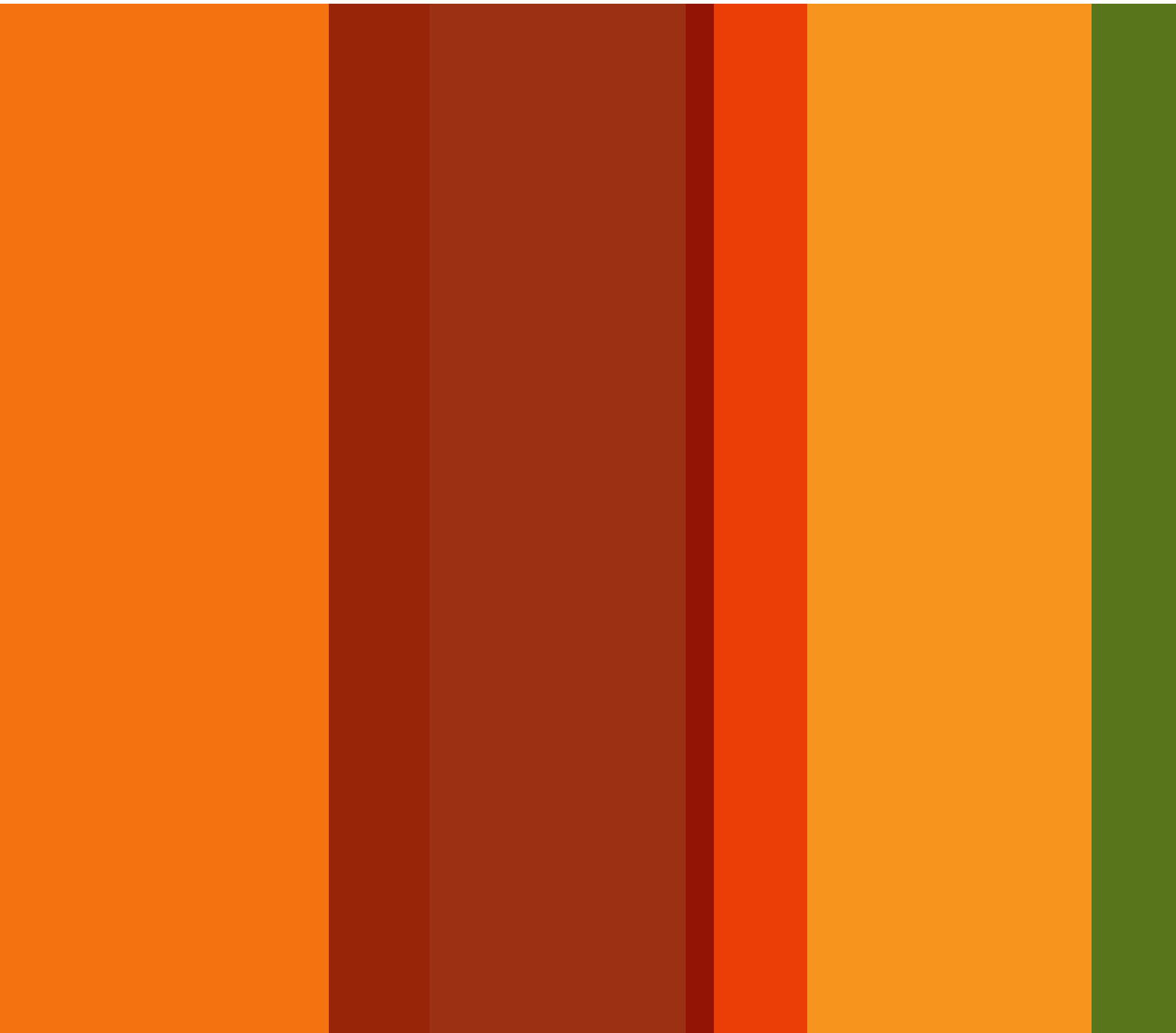
Council member	County of residence	€	Total meetings
Kieran Christie	Sligo	4,603.20	17
Dr Marie Clarke	Dublin	654.23	13
Eimear Cole	Dublin	1,207.64	16
John Conlon	Leitrim	2,778.54	12
Derbhile de Paor	Limerick	2,384.80	15
Dr Ken Fennelly	Dublin	0	12
Michael Gillespie	Offaly	2,893.04	24
Prof. Michael Hayes	Limerick	1,345.97	9
Marie Humphries	Dublin	247.33	10
Declan Kelleher	Clare	5,340.39	28
Áine Lynch	Dublin	0	8
Dr Deirdre Mathews	Dublin	228.01	7
Brendan McCabe	Meath	1,690.53	21
Dr Andrew McGrady	Dublin	669.41	14
Marie McLoughlin	Dublin	758.45	20
Patsy McVicar	Donegal	8,011.53	28
Brid Ní Raghallaigh	Galway	0	16
Diarmuid Ó Murchú	Limerick	3,287.85	17
Kathleen O'Connor	Laois	2,352.95	24
Dr Joe O'Hara	Dublin	465.35	10
Bernie Ruane	Clare	4,725.65	20
Joan Russell	Cork	4,969.01	19
Frank Turpin	Dublin	546.50	14

Appendix 4

From 1 January 2012 to 31 December 2012

The following members served on the second Council to March 2012 and continued on the third Council from March 2012.

Council Member	County of Residence	€	Total Meetings
Michael Barry	Cork	6,891.06	24
Noel Buckley	Tipperary	7,061.28	32
Lily Cronin	Kerry	11,767.51	32
Elaine Devlin	Louth	2,288.15	26
Eileen Flynn	Kildare	300.35	3
Christopher Maginn	Dublin	1614.94	22
Fergal McCarthy	Cork	10,885.32	39
Anne McElduff	Dublin	897.38	17
Dympna Mulkerrins	Dublin	2,734.88	42
Micheál Ó Gríofa	Dublin	2,001.55	62
Bernadine O'Sullivan	Dublin	729.98	29
Eleanor Petrie	Dublin	2,362.73	41
Dr Seán Rowland	Dublin	36.46	1
Milo Walsh	Waterford	8,158.47	26



An Chomhairle Mhúinteoireachta
The Teaching Council