

ROLE AND FUNCTIONS

The Teaching Council was established on a statutory basis in March 2006 as the regulatory body for the teaching profession.

The vision of The Teaching Council is that it will be at the heart of teaching and learning, promoting, supporting and regulating the teaching profession.

It will serve the best interests of education, in partnership with other interested parties, by being an authoritative, respected voice for the profession and a guardian of teaching standards, establishing best practice at all stages on the continuum of teacher education.

In broad terms its functions are as follows:

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

am pleased that its commencement is imminent. It has been indicated that Part 5 of The Teaching Council Act, which gives the Council powers to investigate complaints into the fitness to teach of registered teachers, will be commenced following the commencement of Section 30 and this is also to be welcomed, since it is vital to the Council's work in maintaining public trust in the profession.

In 2010, the number of registered teachers in Ireland exceeded the 70,000 mark, and this represents a milestone in the development of teaching as a profession. It also means that communicating effectively with all registered teachers is becoming increasingly challenging and I am confident that The Teaching Council Contact Persons in schools will help to address that challenge. At the time of going to print, more than 1,300 schools have nominated a contact person. I would like to put on record my appreciation of all those teachers who have agreed to act as contact persons in their schools.

I cannot conclude this foreword without paying tribute to a dear friend and colleague who, sadly, passed away in 2010. Kieran O'Driscoll, a retired post-primary teacher, was a member of The Teaching Council. He was appointed to the first Council as a Ministerial nominee in 2005 and was delighted to have been reappointed to the Council in March 2009. He took great satisfaction in his work as a member and his vision for the Council was that it would enable the teaching profession to gain the respect it deserves. I sat with Kieran on a number of committees and his wisdom and sense of integrity were always highly valued. Apart from that, he was wonderful company and he contributed greatly to the spirit of friendship and camaraderie that developed and sustained the Council in its early days and continues to this day.

I wish to pay tribute also to my fellow Council members for their steadfast commitment throughout the year to serving the best interests of education by promoting, supporting and regulating the teaching profession. I would also like to express my gratitude to the staff of the Council who, under the leadership of Áine Lawlor, continue to support the work of Council with a commendable degree of diligence and professionalism.

On behalf of my fellow Council members, I commend this report to you.

Lily Cronin,
Chairperson

Teachers were invited to participate in focus groups in Dublin and Cork in September 2009 for the purpose of informing the design and content of the website. During the year, the Council invited teachers to be Teaching Council Contact Persons, acting as a link between the Council and schools. These teachers will assist the Council in ensuring publications and other information are distributed amongst teachers in the school.

I would like to thank Pat McQuaile, Chairperson during the reporting period, Lily Cronin, the current Chairperson, and all members of the Council for their engagement and commitment to the work of the Council. I wish also to acknowledge and thank the staff of the Council for their commitment, professionalism and hard work. I would like to thank the many teachers I met at meetings, conferences and in schools, for their engagement with the Council and I hope that in the months and years ahead teachers will increasingly develop a sense of ownership of the Council as their professional body.

Gach rath oraibh.

Áine Lawlor,
CEO/Director

1. Regulating the Profession

Under The Teaching Council Act, 2001, the Council's key areas of responsibility in relation to the registration and regulation of the teaching profession are:

- Maintaining the Register of Teachers
- Promoting the *Codes of Professional Conduct for Teachers*
- Conducting inquiries into the fitness to teach of a registered teacher.

1.1. Maintaining the Register of Teachers

1.1.1. Registration Statistics

Registration is a mark of professional recognition as a teacher and ensures that standards of entry to the profession are maintained. The total number of teachers registered at the end of the reporting year (27 March 2010) was 68,313 (Table 1).

During the reporting year, 6,118 teachers joined the Register (Table 2). Of the total number of new teachers registered during the year, 3,133 of these were graduate teachers (Table 1). The total number of non-newly qualified teacher registrants was 2,985 (Table 1).

As seen in Table 1, during the year 2,942 teachers were removed from the Register of Teachers. In addition, 1,372 teachers requested that their names be removed from the register, the majority of whom were retiring from teaching. Of the 2,942 registrants removed from the Register, 711 (or 11%) re-entered the Register in the reporting year.

Compared to the previous reporting year (2008/2009), the total number of new registrants this year was down by 2,913 (Table 1). A contributing factor for the decrease in the number of new registrations was that employment procedures which were set in place in 2008 by the Department of Education and Skills included the requirement to be registered. This requirement led to a higher number of registrations in the previous reporting year (2008/2009) that levelled out in the current reporting year (2009/2010). However, the total number of teachers registered has continued to increase (see Figure 1).

Table 1: Registration Statistics for the reporting year, 28 March 2009 to 27 March 2010

	2009/2010	2008/2009
Registered at beginning of year (28 March)	66,509	59,487
New graduates	3,133 ¹	2,907 ²
Other new registrants	2,985	6,124
Non-renewal of registration	(2,942)	(1,719)
Voluntarily removed ³	(1,372)	(290)
Registered at end of year (27 March)	68,313	66,509

Table 2: New Registrations by Education Sector, 28 March 2009 to 27 March 2010

Education Sector	Number of Teachers
Primary (4-12 years)	3,190
Post-primary (12-18 years)	2,180
Post-primary (VEC sector only)	312
Further Education (VEC sector)	378
Montessori and other categories	122
Total	6,182⁴

1 The final year results for 3,457 student teachers were transferred from the HEIs to the Council. Of these, 3,133 completed the process of graduate registration.

2 The final year results for 3,351 student teachers were transferred from the HEIs to the Council. Of these, 2,907 completed the process of graduate registration.

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

4 During the reporting year, 6,118 teachers joined the Register. 32 teachers were registered on the basis of qualifications in more than one education sector. This results in there being an additional 64 records in Table 2.

Figure 1: Total number of teachers registered by reporting year (27 March – 28 March)

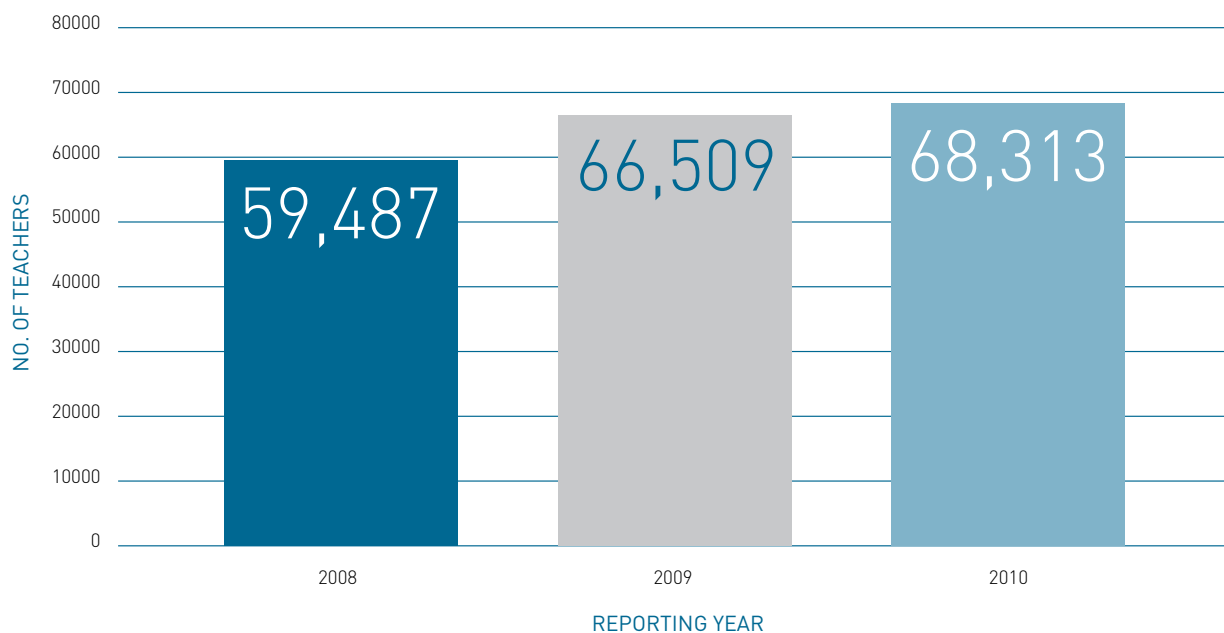


Figure 2: Age profile of teachers registered as of 27 March 2010

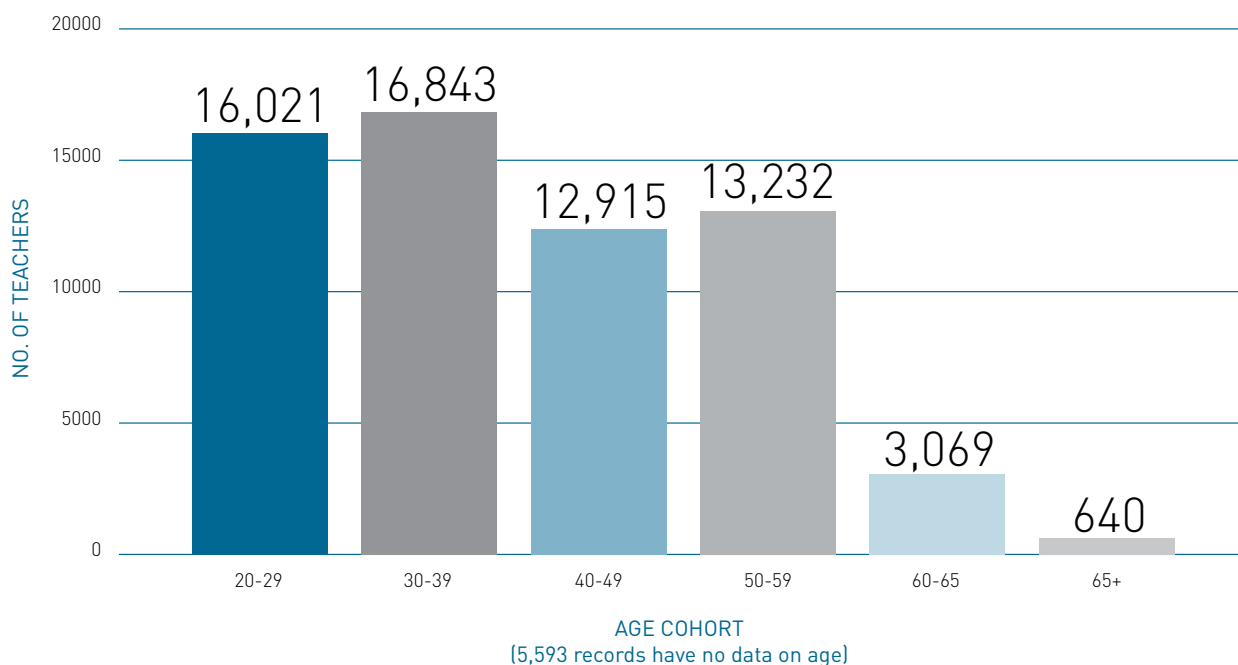
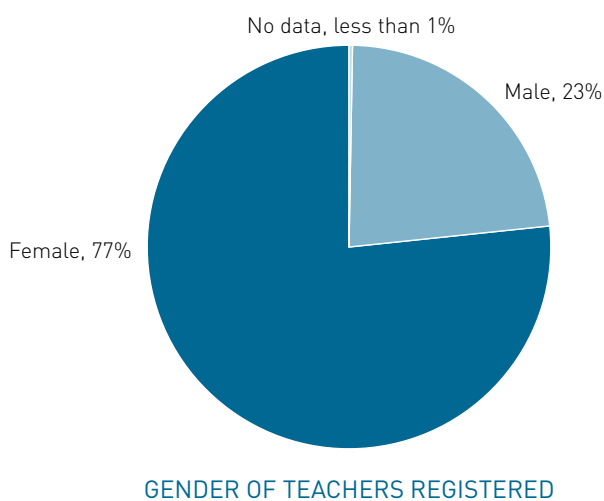


Figure 3: Gender of teachers registered as of 27 March 2010

Teachers by Gender (all sectors)	
Male	15,556
Female	52,744
No data	13
	68353



1.1.2. Access to the Register

The Search the Register facility on www.teachingcouncil.ie allows a member of the public to ascertain if a teacher is registered. This feature is used on average 400 times each week.

Employers are advised to refer to the online Search the Register facility to ascertain the current registration status of a teacher. The employer can enter the name or registration number of the teacher into this facility. If the query returns a registration record, then the teacher with that registration number is currently registered. If a query returns too many records, the query can be further refined by selecting a school sector.

The Registered Teacher Access facility allows teachers the option of renewing their registration and paying their registration renewal fee online. Almost 18,000 teachers availed of this option which significantly increased administrative efficiencies by reducing documentation received at the Council offices. The Registered Teacher Access facility also allows teachers to view all of the information that is stored on the Register in relation to them and allows teachers to request an update to their

personal or employment details. During the reporting period 6,500 teachers requested an update to their details via this interface.

1.1.3. Registration Regulations

On 18 November 2009, *The Teaching Council [Registration] Regulations, 2009* were published. The Regulations bring greater uniformity to the requirements for entry to the teaching profession at primary, post-primary and further education levels. They replace the Department of Education and Science Circular letters and instructions used previously by the Council for registration purposes.

Among the provisions in the Regulations is a requirement that, from April 2013, all new teachers in the VEC and further education sectors will be required to have an approved teacher education qualification.

The set of Registration Regulations is comprised of five separate regulations. The first of these sets out the categories of information which will be held by the Council in respect of each registered teacher and the provisions for making the Register available for public inspection. It also prescribes the evidence of good character requirements for admission to the Register of Teachers. As well as undergoing Garda vetting, applicants wishing to be registered as teachers in Ireland are required to declare any criminal convictions recorded against them or any disciplinary findings issued by an employer, regulatory body or professional body in Ireland or abroad.

Regulations Two, Four and Five prescribe the standards of entry to the primary, post-primary and further education sectors respectively, while Regulation Three sets out the entry requirements for recognised Montessori teachers and teachers with appropriate specialist qualifications such as those required for teaching learners who have special educational needs.

An information seminar about the Registration Regulations was held on 3 February 2010. The seminar was attended by more than 150 representatives of the partners of education including teacher unions, Higher Education Institutions (HEIs), the Department of Education and Science, the VECs, Education Centres, and management bodies.

The Registration Regulations are available to download from www.teachingcouncil.ie.

1.1.4. Entry to the Register

All applicants for registration must ensure they meet the registration requirements of Regulation One of *The Teaching Council [Registration] Regulations, 2009* together with those set out in the regulation relevant to their education sector, e.g., Regulation Two for primary teaching; Regulation Four for post-primary teaching. Each application for registration is assessed on an individual basis.

New registrants come from the following four categories and each application is considered on an individual basis.

- **Newly qualified graduates from an Irish Higher Education Institution**

The qualifications of graduates from recognised programmes of initial teacher education provided by Higher Education Institutions (HEIs) in Ireland are automatically recognised for registration purposes.

The Council has further developed its registration process for Newly Qualified Teachers (NQTs) and during the year it continued to visit final year students on teacher education programmes, with 23 such visits made. The visits are designed to brief students on the role of the Council and on the importance of registration in their professional lives as teachers. At these visits, students are requested to begin the Evidence of Character process of Garda vetting and character references. They are also requested to give permission to their HEI to transfer their results directly to The Teaching Council. This facilitates the registration of teachers in time for the beginning of the first school term in the autumn.

The number of NQTs who applied for registration in the reporting year increased to 3,133, representing a 7.3% increase over the previous reporting year (see Table 1, p9).

- **Teachers qualified from an Irish Higher Education Institution prior to the current year**

Applicants who are awarded qualifications in Ireland, who are not new graduates, and who wish to begin, or return to, teaching after a prolonged period of absence (e.g. career breaks) may apply to The Teaching Council for registration.

- **Teachers qualified outside of Ireland but within the EU/EEA**

In accordance with EU Directive 2005/36/EC on the mutual recognition of qualifications, The Teaching Council is the competent authority in Ireland for assessing/ applications for registration from persons recognised as teachers in other EU/EEA countries. Applicants must meet the criteria as set out in *The Teaching Council [Registration] Regulations, 2009*.

- **Teachers qualified outside of the EU/EEA**

All applications for registration from teachers who qualified outside of the EU/EEA are assessed on an individual basis. Registration may be granted subject to registration conditions. Conditions must be addressed within a specific timeframe. The Teaching Council is the designated authority in Ireland for assessing teaching qualifications and ensures that qualifications meet the criteria as set out in *The Teaching Council [Registration] Regulations, 2009*.

Table 3 provides the number of applications received for qualification assessment (including qualifications received for the purposes of assessing a degree for a teaching subject).

Table 3: Applications for qualification assessment

Type of application	Number of applications received 28 March 2009 to 27 March 2010	Number of applications received 28 March 2008 to 27 March 2009
Primary		
Individual applications	413	654
Applications from third-level providers for programme recognition	1	0
Post-primary		
Individual applications – mainstream post-primary	492	699
Individual applications – further education	395	791
Applications from third-level providers for programme recognition	19	12
Total number of applications received for qualification assessment	1,320	2,156

1.1.5. Certificates of Registration

Certificates of registration are issued to fully registered teachers in accordance with Section 21 of The Teaching Council Act, 2001. The certificate is a valuable document and is issued on a once-off basis. Teachers who are conditionally registered with The Teaching Council receive a certificate after the registration conditions have been satisfied. In parallel with this, on renewal, registered teachers receive an annual membership card which forms proof of registration with The Teaching Council. A list of Frequently Asked Questions about the certificates of registration is available on www.teachingcouncil.ie

In February 2010, the Council commenced the process of issuing certificates of registration to teachers who are registered without conditions. At that time, 55,295 certificates of registration were issued. In addition, 2,496 teachers whose details were transferred from the Department of Education and Science on 28 March 2006 (the date of the Council's establishment) were contacted to explain that their certificate of registration would be deferred until full details of their qualifications were received. Of these, 1,417 teachers provided details of their qualifications to the Council and have since been issued with a certificate of registration. Approximately 9,000 teachers conditionally registered with the Council

did not receive a certificate of registration. These teachers will receive a certificate of registration when all registration conditions are removed.

1.1.6. New Adaptation Period to address the Irish Language Requirement

In line with EU Directive 2005/36/EC, applicants required to fulfil the Irish Language Requirement, as a condition to their teacher registration, must be afforded the choice of addressing same by means of an Aptitude Test or Adaptation Period. To coincide with the publication of *The Teaching Council [Registration] Regulations, 2009* (see 1.1.3.), the Adaptation Period was made available by the Council.

It was developed in conjunction with the Department of Education and Science and Coláiste Mhuire, Marino, and is known as Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge (or OCG).

Both the existing Aptitude Test (Scrúdú Cáilíochta sa Ghaeilge or SCG) option and the new Adaptation Period (OCG) are facilitated by Coláiste Mhuire, Marino (www.ilrweb.ie).

For new registration applications, where the Irish Language Requirement is applied as a condition, the SCG or OCG must be successfully completed within a

of Section 30 of The Teaching Council Act, 2001.

In advance of that, the Council has been active in preparing for its role in this area.

During the year, members of the Investigating and Disciplinary Committees attended a range of Fitness to Practise hearings held by other professional bodies. The Committees drafted Rules of Procedure for Disciplinary Panels and forwarded them to the Minister for Education and Skills for consideration. They also began drafting a range of guidance material for members of the public and for registered teachers, to be published once the relevant provisions have been enacted.

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

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

2.1. Teacher Education

The Teaching Council Act, 2001 confers on the Council significant powers to shape and develop teacher education at all stages of the teacher's career, from initial teacher education to induction and continuing professional development.

The Council believes that the time is right for a thorough and fresh look at teacher education to ensure that tomorrow's teachers are competent to meet the challenges of the 21st century classroom and are life-long learners, continually adapting over the course of their careers to enable them to support their students' learning. To that end, the Council is developing a policy paper setting out its vision for the continuum of teacher education. That paper is being developed in consultation with all the partners in education and during the year much progress was made in that regard. The policy is due to be published in 2011.

2.1.1. Initial Teacher Education

2.1.1.1. Standards of Entry

The Teaching Council has a statutory role in relation to the review of the standards required for entry to the teaching profession, including the standards of knowledge, skill and competence required for the practice of teaching. During the reporting year, it published *The Teaching Council [Registration] Regulations, 2009* which set out the entry requirements for teachers wishing to be registered. The Regulations bring greater uniformity to the requirements for entry to the teaching profession at primary, post-primary and further education levels. Among the provisions in the Regulations is a requirement that, from April 2013, all

new teachers in the VEC and further education sectors will be required to have an approved teacher education qualification.

2.1.1.2. Entry to the Further Education Sector

In anticipation of the publication of *The Teaching Council [Registration] Regulations, 2009*, The Teaching Council established a working group to discuss the development of a teacher education qualification for those wishing to teach in the further education sector. In December 2009, the working group's Recommended Framework/Criteria for a Further Education Teacher Education Qualification was published for consultation.

2.1.1.3. Review and Accreditation

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

In May 2009, as part of a third phase of consultation, The Teaching Council submitted to the Department of Education and Skills and all teacher education providers, its *Draft Strategy for the Review and Professional Accreditation of Programmes of Initial Teacher Education*. That strategy sets out, inter alia, the process for review and accreditation and the criteria which the Council expects programmes to meet before accreditation can be granted. Providers of all programmes of teacher education were required to submit documentary evidence in relation to those programmes and four reviews took place in the 2009/10 academic year as follows:

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- Postgraduate Diploma in Education, University College Dublin
- Graduate Diploma in Education, St. Patrick's College
- Bachelor of Science (Education) in Physics and Chemistry, University of Limerick
- Bachelor of Education, Mary Immaculate College.

Reports relating to all four reviews have since been published on the Council's website and a further four reviews are underway. Over the next five to seven years, all 44 teacher education programmes in this country will be reviewed by the Council and accredited as appropriate.



Members of the Review and Accreditation Panel for the Postgraduate Diploma in Education, UCD along with members of the Education Department in UCD.

Back row, L-R: Dr Jim Gleeson, Senior Lecturer in Education, University of Limerick; Áine Lawlor, CEO/Director, The Teaching Council; Professor Ian Smith, Professor of Education, University of West Scotland; Professor Emeritus John Coolahan, NUI Maynooth; Ms Lynda O'Toole, Senior Inspector, Department of Education and Skills; Mr Pat McQuaile, Assistant Principal, St. Oliver's Community College, Drogheda; Dr Anne Keane, Head of Education and Training, Medical Council of Ireland.

Front row, L-R: Dr Judith Harford, Lecturer, UCD; Professor Sheelagh Drudy, Professor of Education, UCD; Dr Marie Clarke, Head of Education, UCD

2.1.1.4. Accreditation of new programmes

During the reporting year, the Council received one application from a college for the accreditation of a programme of initial teacher education.

A further 19 applications for recognition were received from degree programmes seeking approval for teaching subjects at post-primary level.

2.1.2. Induction, Probation and Continuing Professional Development

The Council's statutory powers in these areas have yet to be commenced. The former Minister for Education and Skills, Mary Coughlan, TD has confirmed that the Council's functions in relation to the induction and probation of all new teachers will come into operation in September 2012. No date has yet been set for the commencement of the Council's role in accrediting programmes of continuing professional development (CPD). The Council continued to support the CPD of teachers during the reporting year through its research bursary schemes (see 2.2.2.). This support assists the profession in developing its competence and as a result increases the quality of teaching and learning in schools.

2.2. Research

The Teaching Council Act, 2001 states that the Council will conduct or commission research on matters relevant to the objects of the Council. The Council's Research Policy provides the framework within which it implements its research function.

2.2.1. Research Bursaries

Since 2007, there have been four research bursary schemes resulting in 108 research bursaries being awarded. At the time of going to print, 44 completed research reports have been submitted to the Council and the research findings are being disseminated through the Council's website.

In 2009, the Council awarded 28 bursaries in accordance with its third scheme of research bursaries totalling €99,250. The bursaries were awarded to 21 teachers and seven others who are carrying out research in the area of teaching, learning and assessment.

On 5 October 2009 The Teaching Council announced its fourth scheme of research bursaries to coincide with World Teachers' Day⁶. Under this scheme, €75,000 of the bursary fund was reserved for applications from registered teachers and an additional €25,000 was available to persons other than registered teachers, where the focus of the research was on teaching, learning and assessment.

The promotion of research into teaching, learning and assessment is a key function of the Council. The bursary awards highlight The Teaching Council's commitment to the continuing professional development of teachers and that lifelong learning is at the heart of teaching as a profession. Insights from the research are brought back to the classroom so that there are very real benefits for the teaching profession and ultimately for pupils.

Further details on the Council's research bursaries, including the research areas being funded, are available on the Research page of the Council's website, www.teachingcouncil.ie.

⁶ World Teachers' Day, held annually on 5 October since 1994, commemorates the anniversary of the signing in 1966 of the UNESCO/ILO Recommendation Concerning the Status of Teachers. It is an occasion to celebrate the essential role of teachers in providing quality education at all levels. Further information in relation to World Teachers' Day can be found at www.unesco.org/en/teacher-education/advocacy/world-teachers-day

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“This bursary scheme is one of the ways in which teachers can be encouraged and supported in becoming involved in their own professional development which ultimately benefits both the teachers themselves and the schools in which they work.”

Primary teacher and 2009 bursary recipient,
Co. Galway

“This award has provided me with an opportunity to enhance my reflective practitioner skills in many ways. I believe that it is only through research, investigation and reflection on a topic that you can improve the practices and procedures for all within the professional education community.”

Post-primary teacher and 2009 bursary recipient,
Co. Monaghan.

“We hope this research topic will encourage debate on policy concerns [relating to] external examination and follow-up recommendations to teachers and FE centres. It enables us to continue to be involved in research after completing Masters programmes. We hope to contribute to policy discussions in the area we are working in and that the report will be read and discussed by peers with a view to arriving at best practice in terms of teaching and assessment.”

Further Education tutors, and 2009 bursary recipients

“It is great to see that The Teaching Council is funding research which looks at the technologies of tomorrow and their ability to enhance the education of our youth.”

Individual Researcher and 2009 bursary recipient,
Rochestown, Co. Cork



Recipients of a Teaching Council Research Bursary Award 2009 presented at an awards ceremony in Maynooth.



Recipients of a Teaching Council Research Bursary Award 2009 presented at an awards ceremony in Mary Immaculate College, Limerick.

3. Promoting Teaching as a Profession

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

3.1. Attitudinal Survey

In order to inform its work in promoting teaching as a profession, the Council commissioned a survey on attitudes to the teaching profession. The survey of 1,000 adults which was carried out in November 2009 by independent market research company, iReach Market Research, showed that, overall, there are positive attitudes to the teaching profession with the majority of respondents satisfied with the way teachers do their jobs and having a high level of trust in teachers. Of the 12 professions and occupations referenced in the survey, satisfaction levels for teachers ranked second (after nurses).

There was also a strong endorsement of the valuable role teachers play in our society and a good level of understanding of the complexity of the role and the skill level required. The results of the survey affirm the valuable work that teachers do in preparing young people for life.

The results of the survey were circulated to teachers, the education partners and the media.

Key findings of the survey are as follows:

- Of the 12 professions and occupations referenced in the survey, satisfaction levels for teachers ranked second (after nurses)
- Almost three in every four parents (73%) who responded said that teachers do their jobs either very well or well, while only 6% said that teachers do their jobs badly or very badly
- Seven in ten respondents (69%) rated teachers as either very trusted or trusted
- Of the 12 professions and occupations referenced in the survey, levels of trust in teachers were ranked third (after doctors and nurses)

- Teaching was perceived as a profession with either a medium or high level of complexity by almost nine in every ten respondents (87%)
- That was echoed in the response to a separate question in the survey when three in every four respondents (75%) disagreed that "teaching is an easy job"
- An overwhelming majority (96%) of respondents considered that there is a medium to high level of skill required for the role
- Almost eight in every ten (77%) respondents agreed that "in general teachers do a good job"
- A similar proportion (80%) agreed that "teachers play an important role in our society"
- Work-life balance and the opportunity to work with children and to make a difference are the most commonly perceived attractions that respondents associated with the teaching profession
- The challenges of discipline, together with class size and insufficient resources, are perceived today as the most pressing issues associated with teaching
- Four in every five respondents considered teaching to be a difficult job and almost the same number (78%) agreed that teachers should be given regular opportunities for upskilling.

3.2. Media Relations

As part of its role in promoting teaching as a profession, The Teaching Council seeks appropriate opportunities in the media to uphold the profile of teaching as a profession and to raise awareness about the work of the Council.

During the reporting year, 39 press releases were issued, four of which were general press releases. The remainder were localised to meet the needs of the regional media. Articles were written for a variety of publications including the national press and the magazines of the representative bodies in education. In total, there were 89 articles in the press about the work of the Council in promoting the profession. In addition, the CEO was interviewed on a number [5] of radio stations in relation to the results of an attitudinal survey where the results showed that overall there are positive attitudes to the teaching profession (see section 3.1.).



Members of the second Council (2009-2012) (date of photo: 31 March 2009)

Back row (left to right) – Christy Maginn, Eleanor Petrie, Dr Anne O’Gara, Jerry Cronin, Dr Pauric Travers, Tim O’Meara, Pat McQuaile, Gerry Malone, Emer Egan, Fergal McCarthy, Noel Buckley, Christy Carroll, Ciarán Flynn, Milo Walsh, Kieran O’Driscoll, Micheál Kilcrann.

Front row (left to right) – Elaine Devlin, Antoinette Buggle, Susie Hall, Eileen Flynn, Bernadine O’Sullivan, Micheál Ó Griofa, Prof. Kathy Hall, Maree O’Connell, Anita McCann, Alice O’Connell, Áine Lawlor (CEO/Director), Vivienne MacSweeney, Batt O’Keeffe, TD (Minister for Education and Science), Seán Rowley, Jack Keane, Carmel Bradwell, Anne McElduff, Dr Jim Gleeson, Dr Kevin Marshall, Dympna Mulherrins, Lily Cronin. [Missing from picture – Oliver Donohoe, Dr Pádraig Hogan]

4.5. Corporate Governance

The Council is cognisant of the importance of good corporate governance and has been actively implementing the Department of Finance guidelines on corporate governance for State bodies. Through its Audit Committee and its Procedures Working Group, the Council has established a regime of internal financial controls and published its annual report and audited financial accounts. It has also developed a risk assessment and management process, codes of business conduct for both Council members and staff, and a Council code of practice. The latter includes terms of reference for all statutory and standing committees and panels and is available on the Council’s website.

Procedures with regard to the disclosure of interest and compliance with the requirements of the Ethics in Public Office Acts also form part of the Council’s corporate governance arrangements.

4.6. Resource Management

4.6.1. Human Resources

The sanctioned staff level on 27 March 2010 remained at 28.5 posts. During the reporting year, temporary staff were engaged during periods of high volume activity such as registration renewals and the summer period of graduate registration. Progress was made on the development of further human resource policies and procedures including the implementation of a flexi-time system.

A case submitted by the Council to the Department of Education and Skills for the appointment of a dedicated Education Officer to oversee the Council’s significant teacher education roles and functions was refused by the Department of Finance.

The Partnership Committee for staff and management discussed and consulted on several issues including the development of the Council’s Health and Safety Statement. This statement was made available in May 2010.

The Council’s management structure is included in Appendix 1.

4.6.2. Finance

Much of the work of the Finance section relates to the management of the registration renewal process. The period from January to March each year is a peak period for registration renewal. During this period in 2010, 52,119 registered teachers (approximately 76% of teachers on the register) were invited to renew their registration for a further year, as required by The Teaching Council Act, 2001. In order to manage the registration monies being received and to increase efficiencies, refinements were made to the Council's financial processes and procedures including the online renewal system. As a result, the online renewals system has proven to be successful whereby from 1 January 2010 to 31 October 2010, 45% of teachers renewed their registration using the online facility.

The Council's expenditure for the 2009 financial year was €3.78m. The main items of expenditure included staff costs, rent of premises, postage, publications and IT costs. Income for the period was €6.83m, consisting mainly of registration and qualification assessment fees. The surplus has arisen due to the delay in the commencement by the Minister for Education and Skills of certain sections of The Teaching Council Act, 2001. In addition, part of the surplus income has been retained to defray potential future legal liabilities. The Council's Audited Financial Accounts for 2009 are included in Appendix 5.

4.6.3. ICT

The Council's ICT systems are being continually improved and renewed in order to create and maintain efficient access to the Register of Teachers and to maintain secure organisational systems. The internet interfaces to the Register were improved and this allowed for a simpler process for renewing registration online.

In 2009, the use of Business Intelligence software was further extended to provide more detailed statistics from the Register of Teachers.

Towards the end of 2008, an ISO 27001 (International Organization for Standardization) audit was undertaken in the Council. The purpose of the audit was to evaluate the procedures and policies of the Council with regard to information security. The Council implemented the majority of the recommendations from the audit and continues to work towards greater compliance with the ISO standard. Some of the initial work involved an enhancement to the physical security of the building, the introduction of CCTV and more regular testing of its data restoration procedures.

4.7. Communications

Much of the Council's communications activity is aimed at promoting teaching as a profession and further details of a number of initiatives in that area are available in Section 3 of this report. In addition to those activities, the Council also implements a comprehensive programme of communications aimed at building and maintaining effective relationships with stakeholders. That programme is monitored on an ongoing basis to ensure that the most appropriate, efficient and cost-effective communication methods are utilised. During the reporting year, the most noteworthy initiatives and activities were as follows:

4.7.1. Teaching Council Contact Persons

In April 2009, registered teachers were invited to act as the contact person between the Council and the teaching staff in their schools. The ultimate aim is that one registered teacher from each school will be The Teaching Council Contact Person and will ensure that publications and other information are distributed to their colleagues. During the year, the Council continued to promote the scheme and at the time of going to print, more than 1,300 schools have nominated a contact person. Once the number of contact persons reached an appropriate level, the Council began planning regional meetings with contact persons to take place in the 2010/2011 school year.

4.7.2. *Newsletter*

The Teaching Council’s newsletter, *Oide*, continued to be an important channel of communication and two editions were published during the year. As a result of feedback received from readers, the newsletter was redesigned as a shorter publication.

4.7.3. *Corporate website*

During the year, the Council’s website, www.teachingcouncil.ie, was maintained and regularly updated. It remains a useful source of information about registering as a teacher, the Evidence of Character process including Garda vetting, professional standards, and teacher education. On average there were 27,780 visitors to the website each month between April 2009 and March 2010 inclusive. This is an increase of almost 20% on the previous year when the average was 23,162 visitors per month. The figures peaked in March which coincides with the registration renewal period for the majority of teachers (34,883 visits).

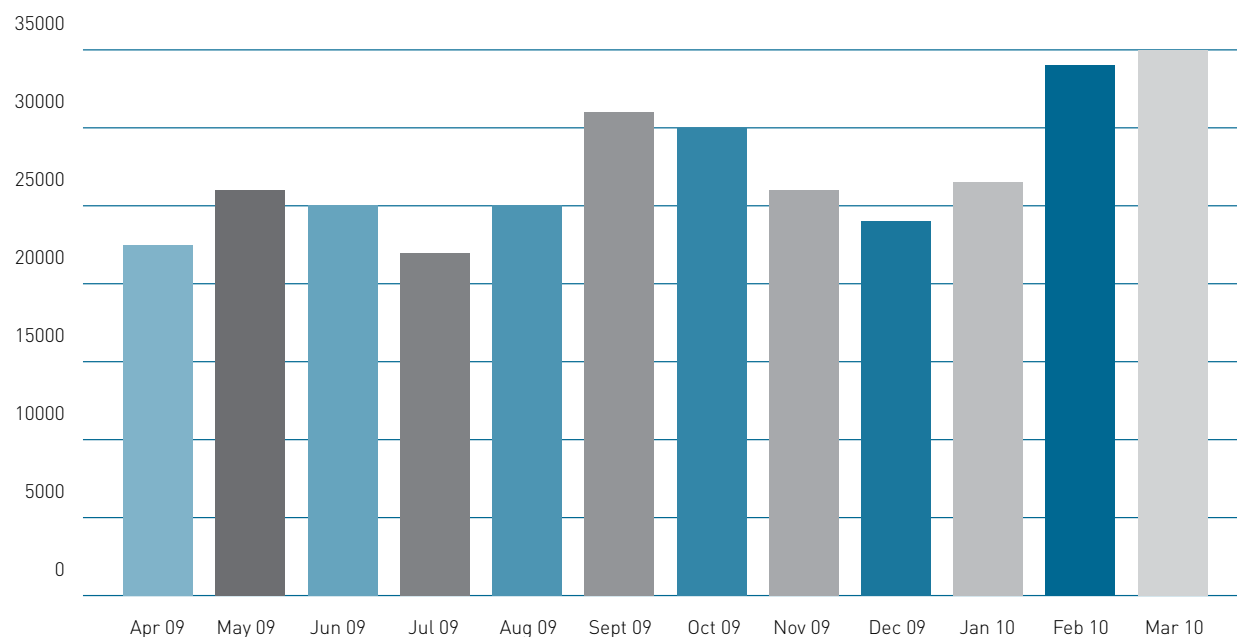
4.7.4. *Email Updates*

Regular updates on the work of The Teaching Council are emailed to all registered teachers who have provided the Council with an email address for correspondence. This is a very cost-efficient means of communicating with teachers.

4.7.5. *Liaison with Representative Bodies*

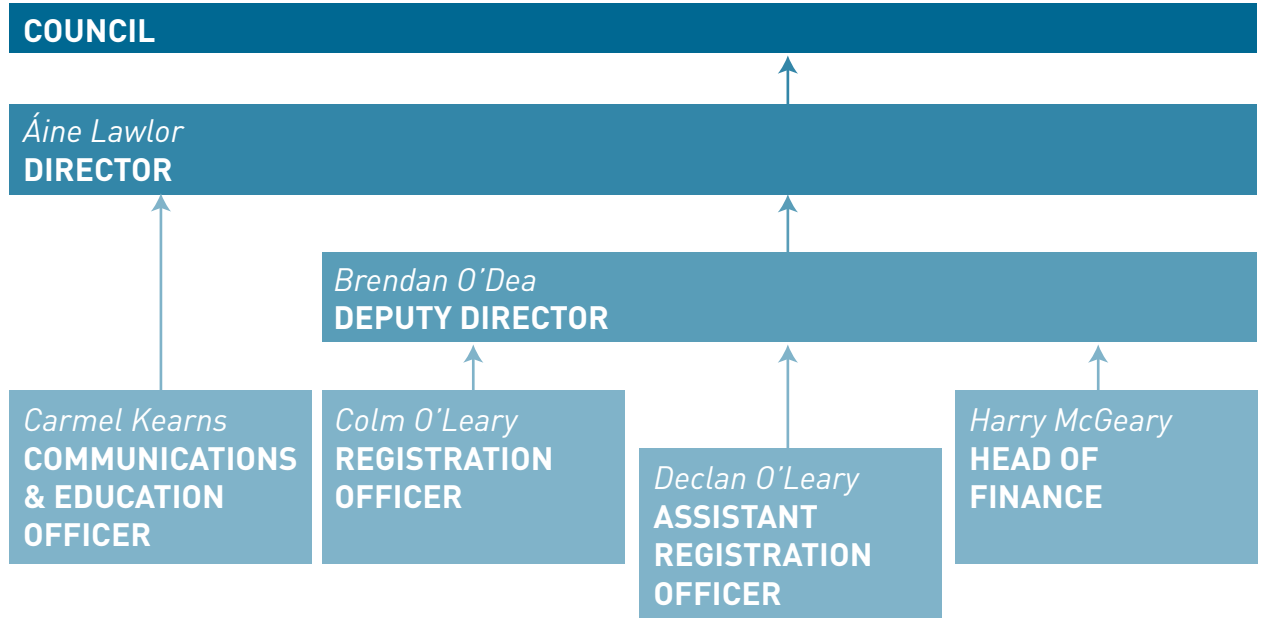
Throughout the year, the Council worked closely with the partners in education and communicated with them through their representative bodies. The Council’s CEO and senior officials presented at a number of conferences and seminars and in a variety of smaller group settings. They also engaged with stakeholder groups regarding regulatory developments in key areas such as Garda vetting, teacher education for the further education sector and the requirements for admission to the Register.

Figure 5: Visits to The Teaching Council website



APPENDIX 1

Council Management Structure as of 27 March 2010



APPENDIX 2

Council Members

The Council is made up of 37 members as follows:

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

Members of The Teaching Council from 28 March 2009 to 27 March 2010 were as follows:

Member	Category	Sector
Carmel Bradwell (resigned September 2009)	Elected	Primary Schools
Mary Brennan (appointed December 2009)	Elected	Primary Schools
Noel Buckley	Elected	Voluntary Secondary Schools
Antoinette Buggle	Nominee	School Management (Primary)
Christy Carroll	Elected	Primary Schools
Jerry Cronin	Nominee	School Management (Post-primary)
Lily Cronin	Elected	Voluntary Secondary Schools
Elaine Devlin	Nominee	ASTI
Oliver Donohoe	Nominee	Minister (ICTU)
Emer Egan	Nominee	Minister
Ciarán Flynn	Nominee	School Management (Post-primary)
Eileen Flynn	Nominee	School Management (Primary)
Dr Jim Gleeson	Nominee	Universities & Named Third Level Colleges
Professor Kathy Hall	Nominee	Universities & Named Third Level Colleges
Susie Hall	Elected	Community & Comprehensive Schools
Dr Pádraig Hogan	Nominee	Minister
Jack Keane	Nominee	ASTI
Micheál Kilcrann	Elected	Primary
Vivienne MacSweeney	Nominee	TUI

Christopher Maginn	Elected	Voluntary Secondary Schools
Gerry Malone	Nominee	INTO
Dr Kevin Marshall	Nominee	Minister (IBEC)
Anita McCann	Nominee	National Parents Council (Primary)
Fergal McCarthy	Elected	Vocational Schools
Anne McElduff	Nominee	INTO
Pat McQuaile (Chairperson)	Elected	Vocational Schools
Dympna Mulkerrins	Elected	Primary Schools
Micheál O Gríofa	Elected	Primary Schools
Alice O'Connell	Elected	Primary Schools
Maree O'Connell	Elected	Primary Schools
Kieran O'Driscoll	Nominee	Minister
Dr Anne O'Gara	Nominee	Colleges of Education
Tim O'Meara	Nominee	TUI
Bernadine O'Sullivan	Elected	Voluntary Secondary Schools
Eleanor Petrie	Nominee	National Parents Council (Post-primary)
Seán Rowley	Elected	Primary Schools
Dr Pauric Travers	Nominee	Colleges of Education
Milo Walsh	Elected	Primary Schools

For the year to 27 March 2010, the Investigating Committee was composed of the following 11 members:

Gerry Malone (Chair)

Antoinette Buggle

Elaine Devlin

Oliver Donohoe

Ciarán Flynn

Vivienne MacSweeney

Anita McCann

Dympna Mulkerrins

Tim O'Meara

Bernadine O'Sullivan

Milo Walsh

The Disciplinary Committee

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

Where a finding of "unfit to teach" is reached, the Committee applies an appropriate sanction which may involve withdrawal of registration on a temporary or permanent basis or continuing registration subject to a number of conditions.

For the year to 27 March 2010, the Disciplinary Committee was composed of the following 13 members:

Pat McQuaile (Chair)

Christy Carroll

Lily Cronin

Eileen Flynn

Dr Jim Gleeson

Dr Pádraig Hogan

Christy Maginn

Fergal McCarthy

Alice O'Connell

Maree O'Connell

Kieran O'Driscoll

Micheál Ó Gríofa

Eleanor Petrie

The Registration Committee

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

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

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

For the year to 27 March 2010, the Registration Committee was composed of the following 13 members:

Seán Rowley (Chair)

Jerry Cronin

Oliver Donohoe

Ciarán Flynn

Professor Kathy Hall

Jack Keane

Micheál Kilcrann

Dr Kevin Marshall

Fergal McCarthy

Dympna Mulkerrins

Tim O'Meara

Bernadine O'Sullivan

Dr Anne O'Gara

The Finance Committee

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

Its functions include:

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

For the year to 27 March 2010, the Finance Committee was composed of the following 6 members:

Fergal McCarthy (Chair)

Carmel Bradwell (resigned September 2009)

Mary Brennan (appointed December 2009)

Antoinette Buggle

Lily Cronin

Dr Kevin Marshall

Anita McCann

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; and, the review and accreditation of programmes of continuing professional development
- The drafting and review of codes of professional conduct for teachers
- The promotion of teaching as a profession to potential new entrants
- The Council's communications strategy
- The Council's research policy.

During the reporting year a sub-group was formed to work on the Council's Policy on the Continuum of Teacher Education. This group met five times.

For the year to 27 March 2010, the Education Committee was composed of the following 13 members:

Susie Hall (Chair)

Noel Buckley

Christy Carroll

Jerry Cronin

Emer Egan

Dr Jim Gleeson

Professor Kathy Hall

Dr Pádraig Hogan

Micheál Kilcrann

Vivienne MacSweeney

Micheál Ó Gríofa

Tim O'Meara

Dr Pauric Travers

The Audit Committee

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

For the year to 27 March 2010, the Audit Committee was composed of the following 5 members:

Ciarán Flynn (Chair)

Carmel Bradwell (resigned September 2009)

Mary Brennan (appointed December 2009)

Lily Cronin

Emer Egan

Vivienne MacSweeney

Evidence of Character Panel

The Council's Evidence of Character Panel assesses the Evidence of Character of applicants seeking to register as teachers with the Council. It does so in line with guidelines which have been approved by the Council, and which are available to download from www.teachingcouncil.ie.

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. The Panel then prepares a report for the attention of the Registration Committee.

For the year to 27 March 2010, the Evidence of Character Panel was composed of the following 7 members:

Eleanor Petrie (Chair)

Antoinette Buggle

Elaine Devlin

Oliver Donohoe

Maree O'Connell

Tim O'Meara

Milo Walsh

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.

For the year to 27 March 2010, the Primary Applications Panel was composed of the following 7 members:

Micheál Ó Gríofa (Chair)

Christy Carroll

Emer Egan

Christy Maginn

Anita McCann

Seán Rowley

Dr Pauric Travers

Post-Primary Applications Panel

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

For the year to 27 March 2010, the Post-primary Applications Panel was composed of the following 7 members:

Bernadine O'Sullivan (Chair)

Carmel Bradwell (resigned September 2009)

Mary Brennan (appointed December 2009)

Lily Cronin

Dr Pádraig Hogan

Jack Keane

Vivienne MacSweeney

Kieran O'Driscoll

APPENDIX 4

Council Members' Expenses 2009

Expenses to Council Members are paid in respect of travel to Council related meetings from a member's place of residence or place of work. The majority of meetings in 2009 took place in Maynooth, Co. Kildare. Other than travel expenses, there are no fees paid to members of the Council.

	€	Number of meetings attended in 2009
From 1 January 2009 to 27 March 2009		
The following members served only on the first Council where the term of office ended in March 2009.		
Prof. Peadar Cremin	1,607.15	6
Prof. Sheelagh Drudy	131.43	4
Tommy Glynn	1,604.95	9
Justin McCarthy	4,606.22	9
Máire Ní Laoire	3,557.52	7
George O'Callaghan	1,659.66	5
Msgr Dan O'Connor	-	-
Tomás Ó Cruadhlaoidh	2,427.21	4
Deirdre O'Donoghue	-	-
Dermot Quish	729.43	4
Jacqueline Sheil	2,246.43	11
Jacinta Stewart	-	-
Eileen Ward	498.84	4
Joan Ward	914.52	12

From 28 March 2009 to 31 December 2009

The following members commenced their term of office on the second Council in March 2009.

Carmel Bradwell ⁷	207.83	5
Mary Brennan ⁸	645.05	4
Noel Buckley	4,498.39	19
Antoinette Buggle	1,251.45	25
Jerry Cronin	3,704.95	22
Elaine Devlin	1,282.22	14
Eileen Flynn	133.62	1
Ciaran Flynn	881.33	21

⁷ Resigned September 2009.

⁸ Appointed December 2009.

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Council's Report for the year ended 31 December 2009

The Council presents its report and the financial statements for the year ended 31 December 2009. 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 2009.

Results

The surplus for the year after providing for depreciation and taxation amounted to €3,054,195 (2008 : €1,855,349).

Future Developments

The Council plans to continue its present activities.

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 The Teaching Council are maintained at its offices in Maynooth Business Campus, Maynooth, Co. Kildare.

Auditors

The auditors, Anne Brady McQuillans DFK, have indicated their willingness to continue in office.

Events After the Balance Sheet Date

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

On behalf of the Council



Lily Cronin
Chairperson



Áine Lawlor
CEO/Director

Date: 31 May 2010

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 enables it to ensure the financial statements are prepared in accordance with accounting standards generally accepted in Ireland and with Irish Law including Section 18, of the Teaching Council Act, 2001.

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

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

On behalf of the Council



Lily Cronin
Chairperson



Áine Lawlor
CEO/Director

Date: 31 May 2010

Independent Auditors' Report to the Members of The Teaching Council

Basis of Audit Opinion

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

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

Opinion

In our opinion the financial statements:

- give a true and fair view, in accordance with Generally Accepted Accounting Practice in Ireland, of the state of the Council's affairs as at 31 December 2009 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.

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

Date: 31 May 2010

Income and Expenditure Account for the year ended 31 December 2009

		2009 €	2008 €
Income	Notes		
Department of Education and Science		-	762,332
Registration and Assessment Fees		6,711,842	5,274,879
Accreditation Fees		30,000	10,000
Other Income		1,250	2,016
Total Income	2	6,743,092	6,049,227
Expenditure			
Accommodation Costs		(279,051)	(256,603)
Staff Costs		(1,874,768)	(2,105,651)
Other Administration Costs		(734,618)	(619,696)
Courses, Conferences and Meeting Costs		(197,865)	(170,808)
Registration and Verification Costs		(251,034)	(349,096)
Information Technology Costs		(116,368)	(165,402)
Communications and Education Costs		(204,603)	(494,410)
Loss on disposal of tangibles		(757)	-
Depreciation	7	(120,448)	(70,946)
Total Expenditure		(3,779,512)	(4,232,612)
Interest receivable and similar income		90,865	39,229
Surplus on ordinary activities before taxation	3	3,054,445	1,855,844
Taxation	6	(250)	(495)
Surplus on ordinary activities after taxation		3,054,195	1,855,349

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 48 to 56 form part of these financial statements.

The financial statements were approved by the Council on 31 May 2010 and signed on its behalf by:



Lily Cronin
Chairperson



Áine Lawlor
CEO/Director

Date: 31 May 2010

Balance Sheet as at 31 December 2009

	Notes	2009		2008	
		€	€	€	€
Fixed Assets					
Tangible assets	7		356,462		352,138
Investments	8		10,594		34,395
			<u>367,056</u>		<u>386,533</u>
Current Assets					
	9	4,670		92	
Debtors		<u>4,871,862</u>		<u>2,432,415</u>	
Cash at bank and in hand		4,876,532		2,432,507	
Creditors: Amounts falling due within one year	10	(66,748)		(696,395)	
Net Current Assets/(Liabilities)			<u>4,809,784</u>		<u>1,736,112</u>
Total Assets Less Current Liabilities			<u>5,176,840</u>		<u>2,122,645</u>
Reserves					
Designated Reserve	11		1,000,000		300,000
General Reserves	11		<u>4,176,840</u>		<u>1,822,645</u>
Total Funds			<u>5,176,840</u>		<u>2,122,645</u>

The notes on pages 48 to 56 form part of these financial statements.

The financial statements were approved by the Council on 31 May 2010 and signed on its behalf by:



Lily Cronin
Chairperson



Áine Lawlor
CEO/Director

Notes to the Financial Statements for the year ended 31 December 2009

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 fee income 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, Fittings and Equipment	- 10% straight line
Computer Equipment	- 33.33% straight line
Computer Software	- 20% 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.

Notes to the Financial Statements for the year ended 31 December 2009

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 Science 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 Science
- 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 Science 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.

Notes to the Financial Statements for the year ended 31 December 2009

<i>6. Taxation</i>	2009	2008
	€	€
Current year taxation		
Income Tax	250	403
Prior years		
Income Tax	-	92
	<u>250</u>	<u>495</u>

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

Notes to the Financial Statements for the year ended 31 December 2009

<i>10. Creditors: Amounts falling due within one year</i>	2009	2008
	€	€
Income tax	-	311
Other taxes and social security costs	6,345	2,948
Other creditors	-	592,200
Accruals	60,403	100,936
	66,748	696,395
	2009	2008
	€	€
Included in other taxes and social security costs:		
VAT	2,833	2,948
PAYE / PRSI	851	-
PSWT	2,661	-
	6,345	2,948

<i>11. Reserves</i>	General reserve	Designated Reserve	Total
	€	€	€
Opening Reserves	1,822,645	300,000	2,122,645
Surplus for the year	3,054,195	-	3,054,195
Other movements	(700,000)	700,000	-
Closing Reserves	4,176,840	1,000,000	5,176,840

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

Notes to the Financial Statements for the year ended 31 December 2009

<i>15. Gross Cash Flows</i>	2009	2008
	€	€
Returns on Investments and Servicing of Finance		
Interest received	90,865	39,229
Taxation		
Income tax paid	(714)	(184)
Capital Expenditure and financial investment		
Payments to acquire tangible assets	(127,859)	(108,132)
Receipts from sales of tangible assets	2,330	-
	23,801	-
Receipts from sales of investments	(101,728)	(108,132)

<i>16. Analysis of Changes in Net Funds</i>	Opening balance	Cash flows	Closing balance
	€	€	€
Cash at bank and in hand	2,432,415	2,439,447	4,871,862
Net funds	2,432,415	2,439,447	4,871,862

17. Approval of Financial Statements

The financial statements were approved by the Council on 31 May 2010 and signed on its behalf by:



Lily Cronin
Chairperson



Áine Lawlor
CEO/Director