

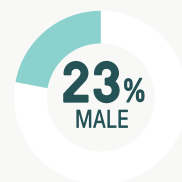
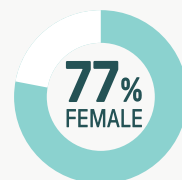


Annual Report 2014/2015

RESEARCH
REFLECTIVE PRACTICE
RELATIONSHIPS

2014-2015: A Snapshot

90,036
TEACHERS ON
THE REGISTER



97%
OF
TEACHERS RENEWED
THEIR REGISTRATION ON TIME



THE COUNCIL'S E-ZINES
WERE VIEWED MORE THAN
120,000
TIMES



24

PROGRAMMES OF INITIAL
TEACHER EDUCATION
WERE REVIEWED



76 % OF TEACHERS RENEWED
THEIR REGISTRATION ONLINE



OVER **1,000**

ENGAGED WITH FÉILTE IN OCTOBER THROUGH
ATTENDANCE AT THE EVENT AND WATCHING IT ONLINE



THE COUNCIL'S WEBSITE HAD
**MORE THAN
1.4 MILLION
VISITORS**



SEARCH THE REGISTER USED
153,000 TIMES

Foreword



Micheál Ó Gríofa

Chairperson of the Teaching Council

This annual report details the activity of the Teaching Council between 28 March 2014 and 27 March 2015.

Fitness to Teach

Work continued during the year to prepare for the introduction of Fitness to Teach, which will give the Teaching Council the power to investigate complaints made about a teacher's professional conduct and competence. We understand that the Minister for Education and Skills will commence that part of the Teaching Council Acts 2001-2015 in the latter half of 2015. In early 2014, we held the first plenary meeting of stakeholders with an interest in Fitness to Teach and the Council will continue to engage with stakeholders and teachers to ensure that they understand the process.

Teachers' learning

The concept of lifelong learning for teachers has been endorsed by educationalists and teachers for many years. As the professional standards body for teaching in Ireland, the Teaching Council is seeking to provide reassurance to the public and the profession that teachers are engaging in lifelong learning through the development of a national framework for teachers' learning.

In late 2014, the Council began a consultation on the development of such a framework. Over 3,300 teachers participated in the first phase. This was a unique process in that it did not involve the Council consulting on a prepared draft of the framework. Rather, it invited teachers' initial views before the drafting process commenced. In that way, it enabled the profession to shape the initial drafting of the framework.

The issues are far from simple. The development of a national framework for teachers' learning must take account of many deeply embedded factors in Ireland's education system. I look forward to further engagement with teachers and all stakeholders with an interest in teachers' learning as we work together to develop the framework.

By the end of the reporting year, almost 150 schools were participating in the Droichead pilot. Induction into the profession is an important step for newly qualified teachers. Droichead aims to enhance the support already received by new teachers. I want to thank the teachers who engaged with Droichead during the year. These teachers are leaders in their profession, and are playing a critical role in developing Droichead for the benefit of the profession, and their pupils.

Commitment

The Council recognises that partnership is critical in education. Over the course of the year, I have witnessed the fruits of collaboration between the Council and the various education partners. The commitment of all of the partners to the promotion of excellence in education is to be commended.

Thank you to my fellow Council members for their continued commitment and hard work in seeking to deliver the Council's mission of promoting professional standards in teaching in the interest of the public good.

Thank you also to the Director, management and staff of the Council for their hard work in supporting the Council to deliver its statutory mandate. 2014/2015 was a very busy year, and I thank everyone for their efforts. Mo mhíle buíochas go léir.

Finally, I am always interested to hear feedback from teachers and other stakeholders on the work of the Teaching Council. You are always welcome to get in touch by emailing communications@teachingcouncil.ie

Micheál Ó Gríofa, *Chairperson*

Director's report



Tomás Ó Ruairc
Director of the Teaching Council

I am pleased to introduce the annual report of the Teaching Council for the reporting year 2014/2015. This was a productive year, which saw the Council make significant progress in supporting professional leadership for enhanced teaching and learning.

Strategic plan

During the reporting year, the Council developed and published its strategic plan for 2015 to 2017. The plan sets out the Council's strategic goals for the next three years. These goals deal with stakeholder engagement in pursuit of a culture of shared learning; developing and promoting standards for teacher education, and ensuring the achievement of standards through effective registration; leading the enhancement of a culture of professional learning through a national framework for teachers' learning; and, ensuring that the development of Fitness to Teach processes further enhances public confidence in the profession.

FÉILTE

In October, I had the pleasure of meeting many innovative teachers at FÉILTE. The event was a fantastic success and I am very grateful for all the feedback we have received about the festival. FÉILTE has grown from a lecture in the National Gallery with an audience of 150 in 2012, to the RDS in 2014 with a total audience of 1,050, including those watching the live stream online. The Council will continue to work with the profession to improve FÉILTE further, with more teachers and members of the public attending.

Teachers' learning

This reporting year has seen considerable effort by the Council to engage with teachers about their lifelong learning. The Council recognises that teachers, as individuals and members of professional learning communities, are already engaging in formal and informal learning, and have demonstrated enormous goodwill and flexibility. The Council also recognises the value of school-based professional learning and the impact it has on teacher and pupil learning, and the value of other forms of teacher learning, including continuing professional development (CPD) provided by support services, education centres, colleges and universities. The development of a national framework for teachers' learning will provide a long-awaited opportunity to recognise and acknowledge that formal and informal engagement.

Professional engagement

I have been inspired by the energy and vibrancy of the many teachers I met during the year, who are devoted and dedicated to their profession. At the end of 2014, more than 3,300 teachers participated in a consultation about CPD. Early in 2015, almost 500 teachers attended a shared learning day on Droichead. In October, over 1,000 people attended FÉILTE or viewed it online. More and more teachers are engaging with the Council on Twitter, and reading the Council's e-zine. The Council welcomes this ever deepening engagement with, and among, the teaching profession. I am confident that, in partnership, the Teaching Council, the profession, and all the partners in education can enhance the quality of learning experiences for our children, young people and adult learners.

Finally, I would like to thank the Chairperson of the Council, Micheál Ó Gríofa, and the members of the Council, for their ongoing support, and the staff of the Council for their commitment and dedication.

Tomás Ó Ruairc, *Director*



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1 About the Teaching Council

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

The Council's statutory functions are to:

- > promote and regulate the teaching profession
- > maintain and improve standards of teaching, knowledge, skill and competence
- > establish and maintain a register of teachers
- > establish, publish, review and maintain a code of professional conduct for teachers, which will include standards of teaching, knowledge, skill and competence and
- > promote teachers' ongoing learning.

Everything the Council does is ultimately focussed on teaching and learning. The three pillars that support this work are Research, Reflective Practice and Relationships.

Research



Research by and for teachers is essential to support their learning and practice as professionals. The Council's work also depends on research in order to make the best decisions possible in the interests of teaching and learning.



Relationships

"All learning is understanding relationships."

(George Washington Carver)

Teaching and learning come alive through positive, constructive relationships. The quality of the Council's work rests on the quality of its relationships with others.



Reflective practice

Reflective practice is essential for each teacher, and for teachers as a professional learning community, in enabling professionals to make the best decisions in the interests of their students. It is the key to sustaining teachers as people as well as professionals. As a learning organisation, the Council also engages in reflective practice, in order to help us make the best decisions in the interests of the profession, parents, pupils and the wider community.

Membership of the Teaching Council

The Teaching Council has 37 members, comprised of:

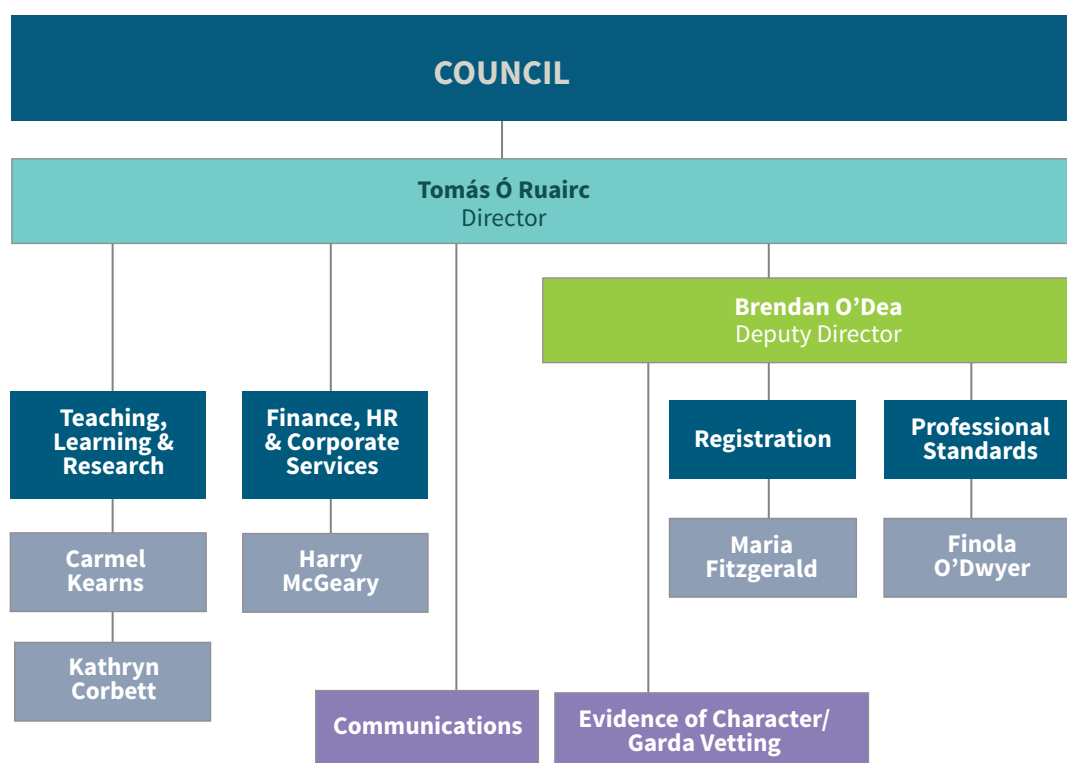
- 11 primary teachers, nine of whom are elected and two of whom are teacher union nominees
- 11 post-primary teachers, seven of whom are elected and four of whom are teacher union nominees
- two nominated by colleges of education
- two nominated by specified third-level bodies
- four nominated by school 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 from IBEC and the ICTU.

Further details on the membership of the Teaching Council can be found in Appendix 2.

Teaching Council Executive

The Teaching Council is supported in its work by an executive of 37 staff, led by a senior management team.

Teaching Council organisational chart



2 Achieving strategic objectives

Throughout the year, the Council made significant advances towards achieving each of its six strategic objectives.

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.	<ul style="list-style-type: none"> > The Teaching Council (Amendment) Bill, 2015, was published.
2	Establish and promote high standards for all stages of a teacher's career.	<ul style="list-style-type: none"> > 24 programmes of initial teacher education were reviewed. > Droichead, the Council's pilot of a new model of induction and probation for newly qualified teachers, continued, with 149 primary and post-primary schools participating by the end of the reporting year. > The first phase of a consultation process on the development of a national framework for teachers' learning was undertaken.
3	Promote the role and identity of the Teaching Council as the regulatory and professional standards body for teaching.	<ul style="list-style-type: none"> > The second annual FÉILTE was held in the RDS, Dublin. > Three news e-zines were issued. > Papers were presented to stakeholders on a range of issues. > Press releases were issued and articles placed. > Stakeholder consultation meetings were held.
4	Lead the development of the profession of teaching.	<ul style="list-style-type: none"> > Preparation continued for the introduction of Fitness to Teach. > The EBSCO licence was renewed for a further year, and enhanced to include the Leadership and Management source collection.
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.	<ul style="list-style-type: none"> > Council engaged with the Department of Education and Skills, and national and international stakeholders, on issues related to improving the profession, and teaching and learning. > Presentations were delivered at stakeholder conferences. > Articles were contributed to stakeholder publications and national media.
6	Build the organisational capacity to deliver on strategic objectives.	<ul style="list-style-type: none"> > Staffing of the Professional Standards section commenced during the reporting year with the appointment of a Professional Standards Officer. A Professional Learning Officer and a Registration Officer were also appointed. > Sanction was received for seven additional posts, which are necessary due to the increase in the Council's functions. > A comprehensive review of the IT systems supporting the Council was undertaken and an IT strategy 2015-2020 developed. > The 2015-2017 Strategic Plan for the Council was developed and published.

3 The Register of Teachers



The Teaching Council is responsible for the registration of members of the teaching profession. This involves establishing and maintaining the Register of Teachers, setting standards for entry to the Register, and assessing applications for entry to the Register.

There were 90,036 teachers on the Register on 27 March 2015. This is a net increase of 3,098* over the previous year.

Approximately 77% of registered teachers are female and 23% are male.

During the year:

- 3,408 new graduates entered the Register
- 2,143 other new registrants entered the Register
- 2,149 teachers lapsed from the Register for non-payment of renewal fees and
- 304 teachers voluntarily removed themselves from the Register.

Of the new entrants to the Register:

- 2,188 are in the primary sector
- 2,115 are in the post-primary sector
- 1,321 are in the further education sector and
- 80 are in the Montessori and other categories sector.

* The 2013/2014 Annual Report states that there were 87,243 registered teachers on 27 March 2014. The difference of 43 registered teachers is due to a timing anomaly.

Note that some teachers register in more than one sector. This accounts for the difference between the number of individual new entrants to the profession and the number of new entrants by sector.

Section 30

Section 30 of the Teaching Council Acts 2001 - 2012 was commenced by the then Minister for Education and Skills, Ruairi Quinn TD, on 28 January 2014. This section is the foundation of the Council's work to promote and regulate the profession of teaching. It ensures that there is a register of all teachers in the country, maintained by a professional standards body whose statutory responsibility is to promote the highest standards in teaching. The Register of Teachers is a clear statement to the public as to the standards that people have to meet in order to become teachers, including qualifications, evidence of character, and Garda vetting.

The impact of Section 30 is that a teacher employed in a recognised school and in receipt of a State-funded salary must be registered with the Council in order to be paid salary. During the reporting year the Council has enhanced its system of registration renewal reminders to teachers. This has proved successful, with 97% of teachers renewing their registration on time.

Registration renewals

Registered teachers must renew their registration each year, in order to remain on the Register of Teachers.

During the year, 76% of teachers renewed their registration online.

The registration renewal fee is €65 and income tax relief can be claimed.

Conditions of registration

Conditional registration is granted when a teacher has not met all of the Teaching Council's registration requirements. The conditions applied to a teacher's registration, how they can be addressed by the teacher, and when that needs to be done, are explained to the teacher when they register.

During the reporting year, the Council commenced a review of the conditions attached to teachers' registrations. The Council embarked on a communication process with more than 7,200 teachers regarding the conditions attached to their registrations.

Garda vetting

The Council administers the vetting of teachers for both registration and employment purposes.

A total of 9,240 teachers completed the vetting process during the year.

The Council's Evidence of Character Panel met on eight occasions and considered 165 vetting disclosures in respect of applicants for registration as a teacher during the year.

The National Vetting Bureau (Children and Vulnerable Persons) Act, 2012 will, when commenced, introduce a number of major changes in the way Garda vetting is undertaken for persons working with children and vulnerable persons. The Teaching Council is the relevant organisation for administering vetting for teachers in Ireland. The Minister for Education and Skills, Jan O'Sullivan TD, has brought forward a number of amendments to the Teaching Council Act in order that the new arrangements required by the National Vetting Bureau (Children and Vulnerable Persons) Act, 2012, can be implemented by the Teaching Council. At the end of the reporting year, the Teaching Council (Amendment) Bill, 2015, was before the Oireachtas.

Accessing information on the Register

The Register of Teachers is available to the public for inspection through an online 'Search the Register' facility on www.teachingcouncil.ie. This facility was used approximately 153,000 times during the year.

Teacher supply

The Teaching Council advises the Minister for Education and Skills on teacher supply.

The previous Minister, Ruairi Quinn TD, sought the Council's advice in relation to the supply of teachers in the Irish school system in the coming years. A Technical Working Group under the chairmanship of Mr Ciarán Flynn (former General Secretary of the ACCS) and involving representatives of the Department of Education and Skills and the Teaching Council, has been set up. Professor (Emeritus) Áine Hyland is the education adviser to the group and Professor Anthony Finn (former Chief Executive of the General Teaching Council for Scotland) is the rapporteur.

During the reporting year, the group drew together the wide range of existing data in relation to the supply, demand and deployment of teachers in the Irish school system. A substantial analysis of the data held on the Council's Register of Teachers was also undertaken. This has contributed to an enhanced understanding of the cohort of teachers on the Register currently, the inflow of new teachers and the outflow of teachers retiring or leaving teaching.

The first of a number of consultative meetings with the education partners was held in December 2014. An interim report was submitted by the group to the Minister for Education and Skills in December 2014. The group is scheduled to present its report to the Teaching Council and the Minister by the end of 2015.

Post-primary subject requirements

During the reporting year, the higher education institutions incorporated the Teaching Council's revised post-primary curricular subject requirements into their 2015 Professional Master of Education (PME) application processes. These requirements had already been incorporated into the reconfigured concurrent initial teacher education programmes, with student teachers due to graduate from such programmes in 2017.

In parallel with this, the Council agreed to review degree qualifications for registration purposes. In the small number of cases where minor shortfalls are identified, this will allow the student teachers time to address these prior to applying for registration.

4

Enhancing standards of professional conduct and practice



The Code of Professional Conduct sets out the standards of professional knowledge, skill, competence and conduct that are expected of registered teachers.

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

The Code of Professional Conduct sets out the standards of professional knowledge, skill, competence and conduct that are expected of registered teachers. The Code is a statement of what good teaching should look and feel like. It is a statutory document that will also act as a reference point during Fitness to Teach inquiries.

When the Council's Fitness to Teach powers (Part 5 of the Teaching Council Acts 2001-2015) are 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 Teaching Council (Amendment) Bill 2015 introduces additional grounds under which a complaint may be made, including poor professional performance and, in certain circumstances, convictions. The Council, following a disciplinary hearing, decide to advise, admonish or censure the teacher in writing, impose conditions on the teacher's registration, or suspend or remove the teacher from the Register of Teachers.

A number of other modifications are expected to be introduced in the enacted legislation, which will bring the Council's Fitness to Teach legislation into line with that of other professional regulatory bodies.

The amended legislation is expected to be commenced in the latter half of 2015 and planning for its commencement is proceeding on this basis. Preparatory work during the reporting year included the recruitment of staff to the Professional Standards section of the Teaching Council, which is the section responsible for dealing with complaints and inquiries.

5 Teaching, Learning and Research



Promoting high standards across the continuum of teacher education is central to the work of the Teaching Council. The Council's functions in this area begin when a teacher enters initial teacher education, and continue throughout the teacher's career.

Review and accreditation

The Council reviews and accredits programmes of initial teacher education to ensure that they are suitable for preparing student teachers for entry to the profession.

Twenty-four programmes were reviewed between March 2014 and March 2015, thereby completing the review and accreditation process for the 59 reconceptualised programmes (primary and post-primary) of initial teacher education. The panels that reviewed those programmes were chaired by Professor Sheelagh Drudy, Professor (Emeritus) John Coolahan, Professor (Emeritus) Áine Hyland and Professor Anthony Finn. Through this process, the Council has overseen a radical transformation of initial teacher education that has created more space and time for the development of reflective practice. The first graduates of these new programmes are due to qualify in 2016.

The evaluation of the review and accreditation process commenced during the year, and feedback from the first phase of the evaluation was being collated at the end of the reporting year.

Induction

Newly qualified teachers are required to complete the induction workshop programme in order to achieve full registration with the Teaching Council. In July 2014, increased flexibility was introduced into the programme to enable recognition for school-based professional learning with mentors and induction activities. In addition to this, some workshops were made available on non-teaching days in order to increase accessibility to the programme.

Droichead, the Council's proposed model of induction for newly qualified teachers, aims to further enhance the support that newly qualified teachers receive in their first year in the profession. At the end of the year, 149 primary and post-primary schools were involved in Droichead.

In April 2014, a shared learning day was held for Droichead schools to share experiences and capture learning. Representatives from 104 schools with trained mentors, who wished to find out more about Droichead, also attended.

The Droichead Induction Planning Group was established in February 2015 to ensure a coherent approach to the implementation and policy development of Droichead and induction, between the Teaching Council, the National Induction Programme for Teachers, the Department of Education and Skills and the Association of Teachers' Education Centres in Ireland.

A working group of newly qualified teachers who had engaged in the Droichead process was established in January 2015. The primary purpose of the working group is to support the development of policy in relation to professional learning portfolios. A working group of Droichead principals, including teaching principals, was also established for the purposes of providing feedback and supporting the Council in promoting the Droichead process among other schools.

At the end of the reporting year, a Droichead eBook was in development. The eBook includes video clips describing what Droichead is from the perspective of primary and post-primary schools involved, including advice on getting started, and teacher perspectives on the benefits of engaging in the Droichead process. The Droichead Guide to schools was updated for the 2015/2016 school year to take account of feedback received.

The Economic and Social Research Institute is gathering evidence from schools participating in Droichead to inform the Council's thinking and, during the year, questionnaires were issued to 324 schools: 123 Droichead schools and 201 non-Droichead schools. Twelve case study schools have also been identified to explore emerging themes in further detail.

Development of a national framework for teachers' learning

The first phase of consultation on a framework for teachers' learning began in autumn 2014. This was a unique consultation process in that it did not involve the Council consulting on a prepared draft of the framework. Rather, it invited teachers' initial views before the drafting process commenced. In that way, it enabled the profession to shape the initial drafting of the framework.

The process comprised three avenues of consultation: an online survey; consultation workshops in education centres; and, whole-school feedback following school-based workshops.

In addition, in early March 2015, the Council convened a meeting of registered teachers who had carried out research in relation to teachers' learning, or related areas, in order to discuss the key findings of their research and, in particular, the learnings from their review of the literature in this area. In total, there were 3,349 participants in this first phase of consultation.

Research

From time to time, the Council undertakes and commissions research on matters relevant to its role. During the year, research was ongoing in relation to requirements for entry to programmes of initial teacher education, school placement, and the Droichead model for induction and probation.

Since September 2013, registered teachers have had free access to the EBSCO Education Source package, a collection of over 1,700 journals, a selection of eBooks, and additional research resources. In response to positive feedback from teachers, the Council renewed its licence for the EBSCO Education Source collection and enhanced it to include the Leadership and Management Source collection. The Leadership and Management collection offers thousands of full-text records, including complete coverage for more than 320 titles. A total of 85,420 searches were carried out by registered teachers on EBSCO between September 2013 and March 2015.



Registered teachers have free access to the EBSCO Education Source package, a collection of over 1,700 journals, a selection of eBooks, and additional research resources.

6 Promoting teaching as a profession



The Teaching Council communicates with stakeholders to explain its role and responsibilities, to build understanding of what its work means, and to generate support for its efforts to regulate and promote the profession of teaching, in the public interest.

During the year the Council:

- hosted the second annual **FÉILTE** on 4 October
- issued three e-zines, which were viewed more than **120,000** times
- had over 1.4m visits to its website, **62%** of which were from new visitors
- increased its Twitter followers by more than **4,000**
- attended a number of education conferences, seminars and meetings and
- met with final-year teacher education students in 16 higher education institutions.

Media relations

As part of its strategy to promote the profession and increase understanding of the Council's work, the Council engages in proactive media engagement, as well as responding to queries from the media. During the year, media releases were issued and articles placed on a range of topics, including FÉILTE and Section 30.

FÉILTE

FÉILTE 2014 took place on 4 October in the RDS, Dublin. Over 1,000 people engaged with the event, between on-site attendance and online viewing. Over 50 projects were chosen to attend FÉILTE and showcase their work.



Examples of projects that were highlighted on the day include: learning through physical activity for senior cycle female students; movement programmes for primary school children experiencing difficulties with literacy; good practice guidelines for autistic spectrum disorder education in special classes in mainstream primary schools; nanoscience for primary school children; and, how community radio and schools can connect.

The day commenced with a keynote address by broadcaster Ryan Tubridy, and featured three panel discussions chaired by Matt Cooper, journalist and broadcaster, and a performance by the National Children's Choir. Panel discussions focused on the themes of well-being, the needs of newly qualified teachers and those of experienced teachers. The panel discussion on well-being featured contributions from well-known musician Bressie, former Cork hurler Conor Cusack and Voice of Ireland presenter Eoghan McDermott, each of whom has spoken publicly about their own personal journeys. The Minister for Education and Skills, Jan O'Sullivan TD, also addressed the audience.

Media coverage included: a full page feature in The Irish Times on five big ideas that would be presented at FÉILTE; a feature in the Irish Independent on the Aistear Programme in a preschool in Dublin's inner city, which was also showcased at FÉILTE; and, a radio interview on the Ryan Tubridy Show with Conor Cusack, one of the well-being panel speakers.

Papers and publications

In a further effort to promote the profession of teaching, the Director of the Council regularly presents papers on issues related to the Council's work. During the year, papers were presented on subjects including innovation in learning, professional opportunities and challenges, the role of the professional in sustaining change, and integrating research, teaching and learning.

These, and other papers, can be found on the Council's website and are disseminated via Twitter and e-zines.

The Council produced a number of documents during the year, including: the 2013/14 Annual Report; a registration handbook for newly qualified teachers; the Droichead Guide for Pilot Schools 2014/15; a leaflet on registration conditions; and, Procedures for Induction and Procedures and Criteria for Probation 2014/2015.

Introducing student teachers to the Teaching Council

The Council visited teachers in the final year of their studies in 16 higher education institutions throughout the reporting year. At each visit the Council explained how its work relates to a teacher's career and the process of registering.

Website

The Council's website had over 1.4m visits during the reporting year, 62% of which were from new visitors.

A comprehensive review of the website began during the year.

Gaeilge

The Council makes specific provision for the delivery of its services in the Irish language, guided by the provision of the Official Languages Act, 2003. During the year, the Council ensured that all communication received in the Irish language, by email, post or telephone, was responded to by an Irish speaker. Council publications and e-zines were made available in English and Irish.

Freedom of Information

The Council is subject to the provisions of the Freedom of Information Act, 1997, and the Freedom of Information (Amendment) Act 2014. The Council received five Freedom of Information (FOI) requests during the year.

féilte

2014



7

Developing and maintaining an efficient and effective organisation



The Teaching Council aims to run an effective and efficient organisation.

Finance

The Council's expenditure in the 2014 financial year was €5.14m. The Council's income (net of tax and including interest) was €6.36m.

Accommodation

The purchase of the building from which the Council operates was completed during the reporting year. Arrangements are being made to fit out part of the building to accommodate Fitness to Teach hearings, as well as Council and committee meetings.

Human resources

Sanction was received for seven additional posts, which are necessary due to the increase in the Council's functions. Recruitment of staff for the Professional Standards section commenced during the reporting year with the appointment of a Professional Standards Officer. A Professional Learning Officer and Registration Officer were also appointed.

A managed services function put in place during the previous reporting year provided improved telephone service and implemented process improvements in the administrative area.

Information and communications technology

A comprehensive review of the IT systems supporting the Council was undertaken and an IT strategy, covering the period 2015 to 2020, was developed.

Strategic plan

A strategic plan for the Council, covering 2015 to 2017, was developed. Following consultation with stakeholders, it was published in early 2015. The plan sets out the Council's strategic goals for the next three years, looking at the wider context for those goals. It provides strategic guidance for the areas of registration, teaching, learning and research, and Fitness to Teach.



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Appendix 1

Financial statements

for the year ended 31 December 2014

Council Information

Chairperson:

Micheál Ó Gríofa

Deputy-Chairperson:

Bernie Ruane

Council members:

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

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 & Registered Auditors
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 Dublin 2

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 Co. Kildare

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 Main Street
 Maynooth
 Co. Kildare

AIB Bank plc

Main Street
 Maynooth
 Co. Kildare

Solicitors

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

Arthur Cox

Solicitors
 Earlsfort Centre
 Earlsfort Terrace
 Dublin 2

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Council's report

for the year ended 31 December 2014

The Council presents its report and the financial statements for the year ended 31 December 2014. 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, 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 2014.

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:

Staff resources

The Council has limited staffing resources as it takes on additional functions. Sanction has been received for seven additional posts. In addition, the Council has transferred some of its routine administrative work to an in-sourced managed services arrangement.

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

Certain sections of the Teaching Council Act 2001 had not been commenced in 2014, restricting the scope of the Council. In particular, Part 5 (Fitness to Teach) and Section 39 (CPD) had not been commenced. The Minister for Education and Skills has indicated that she will commence Part 5 in 2015.

Results

The surplus for the year after providing for depreciation and taxation amounted to €1,218,911 (2013: €1,477,743). When the additional functions of the Teaching Council (referred to in the previous paragraph) are commenced the annual expenditure of the Council will increase significantly.

Future developments

The Council plans to continue its present activities. The Minister for Education and Skills has indicated that she intends to commence Part 5 of the Teaching Council Act (Fitness to Teach) in 2015.

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.

Payment of Creditors

The Council Members acknowledge their responsibility for ensuring compliance with the provisions of the EC (Late Payment) Regulation, 2002. It is the Teaching Council's policy to agree payment terms with all suppliers and to adhere to those payment terms.

On behalf of the Council,



Micheál Ó Gríofa
Chairperson

25 May 2015



Tomás Ó Ruairc
Director

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 (accounting standards issued by the Financial Reporting Council).

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 year.

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

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

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

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

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

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

On behalf of the Council,



Micheál Ó Gríofa
Chairperson

25 May 2015



Tomás Ó Ruairc
Director

Statement on internal financial control

1. On behalf of the Teaching Council, I acknowledge our responsibility for ensuring that an effective system of internal financial control is maintained and operated.
2. The system can only provide reasonable and not absolute assurance that assets are safeguarded, transactions authorised and properly recorded, and that material errors or irregularities are either prevented or would be detected in a timely period.
3. The following procedures have been put in place by the Council and are designed to provide effective internal financial control:
 - a) an appropriate control environment is ensured by clearly defined management responsibilities and procedures to identify and react to control failures
 - b) a formal process to identify and evaluate organisational business risks is in place
 - c) a comprehensive planning and budgetary system is in operation and expenditure trends are reviewed on a monthly basis
 - d) procedures for addressing the financial implications of major business risks include financial instructions and notes of procedures, delegation practices such as authorisation limits approved by Council and segregation of duties between processing and approval of payments
 - e) the procedures for monitoring the effectiveness of internal financial control include an internal audit function which operates in accordance with the Code of Practice for the Governance of State Bodies and reports to the Audit Committee.
4. The Council's monitoring and review of the system of internal financial control is informed by the work of the management team within the Teaching Council who have responsibility for the development and maintenance of the financial management system, the work of our internal auditors and Audit Committee and comments made by the external auditors in their management letter and reports.
5. A formal review of the internal financial controls was undertaken in 2014.

On behalf of the Council,



Micheál Ó Gríofa
Chairperson

25 May 2015

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 2014 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 Financial Reporting Council (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). Those standards require us to comply with the Auditing Practice Board's Ethical Standards for Auditors.

Scope of the audit of the financial statements

An audit involves obtaining evidence about amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the Council's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the Council members; and the overall presentation of the financial statements and to identify any information that is apparently materially incorrect based on, or materially inconsistent with, the knowledge acquired by us in the course of performing the audit. In addition, we read all the financial and non-financial information in the Council Member's report to identify material inconsistencies with the audited financial statements and to identify any information that is apparently materially incorrect based on, or materially inconsistent with, the knowledge acquired by us in the course of performing the audit. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

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 2014 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

for and on behalf of

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

25 May 2015

Income and expenditure account

for the year ended 31 December 2014

	Notes	2014 €	2013 €
Income			
Registration and assessment fees		6,117,103	5,930,856
Accreditation fees		32,500	24,000
Other income		50,256	477
Total Income	2	6,199,859	5,955,333
Expenditure			
Accommodation Costs		(185,644)	(282,262)
Staff costs		(2,669,671)	(2,510,785)
Other administration costs		(1,001,571)	(872,940)
Courses, conferences and meeting costs		(186,797)	(180,765)
Registration and verification costs		(81,628)	(137,175)
Information technology costs		(169,976)	(126,074)
Communications and education costs		(663,814)	(446,426)
Depreciation	7	(180,754)	(157,898)
Total expenditure		(5,139,855)	(4,714,325)
Interest receivable and similar income		269,333	390,217
Surplus on ordinary activities before taxation	3	1,329,337	1,631,225
Taxation	6	(110,426)	(153,482)
Surplus on ordinary activities after taxation		1,218,911	1,477,743

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 31 to 36 form part of these financial statements.

The financial statements were approved by the Council on 25 May 2015 and signed on its behalf by:



Micheál Ó Gríofa

Chairperson

25 May 2015



Tomás Ó Ruairc

Director

Balance sheet

as at 31 December 2014

		2014		2013	
	Notes	€	€	€	€
Fixed assets					
Tangible assets	7		4,192,206		403,146
Investments	8		10,594		10,594
			4,202,800		413,740
Current assets					
Debtors	9	77,836		29,217	
Cash at bank and in hand		13,368,460		15,934,926	
		13,446,296		15,964,143	
Creditors: Amounts falling due within one year	10	(183,579)		(131,277)	
Net current assets			13,262,717		15,832,866
Total assets less current Liabilities			17,465,517		16,246,606
Reserves					
Designated reserve	11		4,000,000		4,000,000
General reserves	11		13,465,517		12,246,606
Total funds			17,465,517		16,246,606

The notes on pages 31 to 36 form part of these financial statements.

The financial statements were approved by the Council on 25 May 2015 and signed on its behalf by:



Micheál Ó Gríofa
Chairperson



Tomás Ó Ruairc
Director

25 May 2015

Cash flow statement

for the year ended 31 December 2014

	Notes	2014 €	2013 €
Reconciliation of Operating Surplus to Net Cash Inflow from Operating Activities			
Operating surplus (before interest received)		1,060,004	1,241,007
Depreciation		180,754	157,898
(Increase) / Decrease in Debtors		(48,619)	39,981
Increase / (Decrease) in Creditors		52,302	(58,173)
Net cash flow from operating activities		1,244,441	1,380,713
Cash flow statement			
Net cash flow from operating activities		1,244,441	1,380,713
Returns on investments and servicing of finance	13	269,333	390,217
Taxation	13	(110,426)	(153,482)
Capital expenditure and financial investment	13	(3,969,814)	(134,486)
Increase in cash in the year		(2,566,466)	1,482,962
Reconciliation of net cash flow to movement in net funds			
	14		
(Decrease)/Increase in cash in the year		(2,566,466)	1,482,962
Net funds at 1 January 2014		15,934,926	14,451,964
Net funds at 31 December 2014		13,368,460	15,934,926

The financial statements were approved by the Council on 25 May 2015 and signed on its behalf by:



Micheál Ó Gríofa
Chairperson

25 May 2015



Tomás Ó Ruairc
Director

Notes to the financial statements

for the year ended 31 December 2014

1. Accounting policies

1.1. Accounting convention

The financial statements have been prepared 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 Financial Reporting Council.

1.2. Income

Income comprises registration and assessment fees received during the year. All income/fees receivable are accounted for on a receipts basis. In 2014, the Council purchased Block A, Maynooth Business Campus and is in receipt of rental income from tenants of the building. This is included under "Other Income" in the Income and Expenditure Account.

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:

Premises	-	2.5% straight line
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.

During the year the Teaching Council purchased a premises, registration was not completed until October, as such depreciation was not charged during the period. Depreciation will commence in 2015 at a rate of 2.5% straight line per annum.

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.

Notes to the financial statements

for the year ended 31 December 2014

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

	2014	2013
	€	€
Operating surplus is stated after charging:		
Depreciation	180,754	157,898
Auditor remuneration	6,261	6,561

4. Employees

	2014	2013
	Number	Number
Number of employees		
The average monthly numbers of employees during the year were:		
Employees	33	30
Agency staff	1	12
	34	42

	2014	2013
	€	€
Employment costs		
Wages and salaries	1,519,324	1,519,236
Social welfare costs	98,956	93,051
Agency costs	32,903	451,284
Managed services costs	622,692	122,846
Sundry staff costs	11,347	2,025
Pension costs	300,800	282,934
Staff training costs	83,649	39,409
	2,669,671	2,510,785

5. Pension costs

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

Notes to the financial statements

for the year ended 31 December 2014

6. Taxation

	2014	2013
	€	€
Current year taxation		
Income tax	110,426	153,482

The Finance (No.2) Act, 2013, Section 37, amends Schedule 4 to the Taxes Consolidation Act, 1997 to include the Teaching Council in the list of specified non-commercial State-sponsored bodies that qualify for exemption from certain tax provisions under Section 227 of the Taxes Consolidation Act, 1997. This section exempts from income tax and corporation tax certain income arising which would otherwise be chargeable to tax under Case III, IV and V of Schedule D. Deposit interest remains subject to DIRT.

7. Fixed assets

	Premises	Fixtures and fittings	Computer software	Computer equipment	Total
	€	€	€	€	€
Cost					
At 1 January 2014	-	244,495	479,148	438,315	1,161,958
Additions	3,691,937	25,779	139,961	112,137	3,969,814
Disposals	-	-	-	-	-
At 31 December 2014	3,691,937	270,274	619,109	550,452	5,131,772
Depreciation					
At 1 January 2014	-	121,417	332,965	304,430	758,812
On disposals	-	-	-	-	-
Charge for the year	-	25,149	69,153	86,452	180,754
At 31 December 2014	-	146,566	402,118	390,882	939,566
Net book values					
At 31 December 2014	3,691,937	123,708	216,991	159,570	4,192,206
At 31 December 2013	-	123,078	146,183	133,885	403,146

Notes to the financial statements

for the year ended 31 December 2014

8. Investments

	Listed investments €	Total €
Cost		
At 1 January 2014	10,594	10,594
Redemption during the year	-	
	-	
At 31 December 2014	10,594	10,594
Net book values		
At 31 December 2014	10,594	10,594
At 31 December 2013	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

	2014 €	2013 €
Other debtors	77,836	29,217

10. Creditors: Amounts falling due within one year

	2014 €	2013 €
Other taxes and social security costs	15,030	50,076
Accruals	168,549	81,201
	183,579	131,277

Included in other taxes and social security costs:

	2014 €	2013 €
PAYE / PRSI	(588)	33,825
PSWT	15,618	16,251
	15,030	50,076

Notes to the financial statements

for the year ended 31 December 2014

11. Reserves

	General reserve €	Designated reserve €	Total €
Opening reserves	12,246,606	4,000,000	16,246,606
Surplus for the year	1,218,911	-	1,218,911
Closing reserves	13,465,517	4,000,000	17,465,517

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.

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. Gross cash flows

	2014 €	2013 €
Returns on investments and servicing of finance		
Interest received	269,333	390,217
Taxation		
Income tax paid	(110,426)	(153,482)
Capital expenditure and financial investment		
Payments to acquire tangible assets	(3,969,814)	(134,486)

14. Analysis of changes in net funds

	Opening balance €	Cash flows €	Closing balance €
Cash at bank and in hand	15,934,926	(2,566,466)	13,368,460
Net funds	15,934,926	(2,566,466)	13,368,460

15. Approval of financial statements

The financial statements were approved by the Council on 25 May 2015 and signed on its behalf by:



Micheál Ó Gríofa
Chairperson



Tomás Ó Ruairc
Director

Appendix 2

Teaching Council members

as of 27 March 2015

The Teaching Council is made up of 37 voluntary members, 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) and
- five nominated by the Minister for Education and Skills (including one representing each of IBEC and the ICTU).

The Council's term of office is from 28 March 2012 to 27 March 2016.

The Council met on eight occasions during the year and the attendance of each member is shown in the following table.

Member	Attended
Michael Barry	8
Noel Buckley	8
Kieran Christie	7
Dr Marie Clarke	4
Eimear Cole	7
John Conlon	3
Lily Cronin	8
Derbhile De Paor	7
Elaine Devlin	6
Dr Ken Fennelly	5
Eileen Flynn	8
Prof. Michael A. Hayes	8
Marie Humphries	7
Declan Kelleher	8
Mary Kelly	8
Áine Lynch	4
Christopher Maginn	7
Dr Deirdre Mathews	8
Brendan McCabe	7

Member	Attended
Fergal McCarthy	6
Anne McElduff	6
Dr Andrew McGrady	7
Prof. Marie McLoughlin	8
Patsy McVicar	8
Dympna Mulkerrins	8
Brid Ní Raghallaigh	6
Micheál Ó Gríofa (Chair)	8
Kathleen O'Connor	8
Prof. Joe O'Hara	6
Diarmuid Ó Murchú	7
Bernadine O'Sullivan	8
Eleanor Petrie	7
Bernie Ruane	8
Joan Russell	7
Don Ryan	7
Frank Turpin	4
Milo Walsh	8

Appendix 3

Committees and panels

The Teaching Council has established a number of committees and panels to facilitate its work.

Executive Committee

The Executive Committee facilitates the efficient and effective functioning of the Council by conducting the business of the Council between general meetings.

The Committee met on seven occasions during the year and, as of 27 March 2015, had the following 11 members:

Member	Attended
Michael Barry	7
Prof. Michael A. Hayes	5
Dr Deirdre Mathews	7
Brendan McCabe	5
Fergal McCarthy	5
Anne McElduff	6
Micheál Ó Gríofa (Chair)	7
Bernadine O'Sullivan	2
Bernie Ruane	7
Joan Russell	6
Milo Walsh	7

Investigating Committee

When Part 5 of the Teaching Council Acts 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.

The Committee met on nine occasions during the year and, as of 27 March 2015, had the following 11 members:

Member	Attended
Eimear Cole	7
Elaine Devlin	7
Brendan McCabe	8
Fergal McCarthy	4
Prof. Marie McLoughlin	4
Dympna Mulkerrins	9
Brid Ní Raghallaigh	7
Bernadine O'Sullivan	9
Eleanor Petrie	9
Bernie Ruane (Chair)	8
Joan Russell	8

Disciplinary Committee

A panel of the Disciplinary Committee will conduct a hearing on a complaint referred to it by the Investigating Committee.

The Committee met on nine occasions during the year and, as of 27 March 2015, had the following 13 members:

Member	Attended
Dr Marie Clarke	2
Lily Cronin	6
Derbhile De Paor	8
Eileen Flynn	9
Marie Humphries	8
Declan Kelleher	9
Áine Lynch	5
Christopher Maginn	9
Patsy McVicar	8
Micheál Ó Gríofa (Chair)	9
Don Ryan	9
Frank Turpin	7
Milo Walsh	9

Registration Committee

The Registration Committee advises the Council and makes recommendations in all areas relating to the registration of teachers.

The Committee met on six occasions during the year and, as of 27 March 2015, had the following 13 members:

Member	Attended
Michael Barry (Chair)	6
Eimear Cole	5
Lily Cronin	5
Dr Ken Fennelly	3
Marie Humphries	3
Mary Kelly	2
Dr Deirdre Mathews	6
Fergal McCarthy	4
Dr Andrew McGrady	6
Patsy McVicar	5
Dympna Mulkerrins	5
Diarmuid Ó Murchú	5
Prof. Joe O'Hara	5

Finance Committee

The Finance Committee oversees the Council's financial affairs.

The Committee met on seven occasions during the year and, as of 27 March 2015, had the following six members:

Member	Meetings attended
John Conlon	6
Prof. Michael A. Hayes	4
Christopher Maginn	7
Joan Russell	5
Don Ryan	5
Frank Turpin	4
Milo Walsh (Chair)	7

Education Committee

This committee is responsible for making recommendations to the Council on policy relating to the continuum of teacher education.

The Committee met on five occasions during the year and, as of 27 March 2015, had the following 13 members:

Member	Meetings attended
Noel Buckley	5
Kieran Christie	4
Dr Marie Clarke	4
Derbhile De Paor	5
Declan Kelleher	4
Mary Kelly	5
Fergal McCarthy (Chair)	5
Dr Andrew McGrady	4
Prof. Marie McLoughlin	4
Patsy McVicar	5
Kathleen O'Connor	5
Prof. Joe O'Hara	4
Don Ryan	5

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.

The Committee met on four occasions during the year and, as of 27 March 2015, had the following five members:

Member	Meetings attended
John Conlon	4
Elaine Devlin	3
Marie Humphries	3
Dr Deirdre Mathews	4
Joan Russell (Chair)	4

Procedures Sub-Committee

The Procedures Sub-Committee reports to the Executive Committee. It operates on a project basis to conduct reviews of Council procedures.

The Committee met once during the year and, as of 27 March 2015, had the following five members:

Member	Meetings attended
Declan Kelleher (Chair)	1
Christopher Maginn	1
Micheál Ó Gríofa	1
Eleanor Petrie	1
Bernie Ruane	1

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.

The Panel met on 10 occasions during the year, and, as of 27 March 2015, had the following seven members:

Member	Meetings attended
Elaine Devlin	8
Eileen Flynn	5
Dympna Mulkerrins	8
Kathleen O'Connor	6
Eleanor Petrie (Chair)	7
Joan Russell	5
Don Ryan	8

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.

The Panel met on five occasions during the year and, as of 27 March 2015, had the following seven members:

Member	Meetings attended
John Conlon	3
Dr Ken Fennelly (Chair)	3
Christopher Maginn	3
Brendan McCabe	3
Prof. Marie McLoughlin	2
Bríd Ní Raghallaigh	3
Diarmuid Ó Murchú	5

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.

The Panel met on eight occasions during the year and, as of 27 March 2015, had the following six members.

Member	Meetings attended
Noel Buckley (Chair)	8
Kieran Christie	8
Declan Kelleher	6
Patsy McVicar	7
Bernadine O'Sullivan	8
Bernie Ruane	5

Appendix 4

Council members' expenses 2014

Expenses are paid to Council members for travel to Council-related meetings from a member's place of residence or place of work. Aside from travel and subsistence expenses, there are no fees paid to members of the Council.

This table sets out details of the travel and subsistence expenses which were paid to Council members during the 2014 financial year. The number of meetings in the last column relates only to Council and Committee meetings. Council members may also have attended other meetings on behalf of Council during the year. For example, some Council members participated on review panels or represented the Council at external meetings and conferences.

Council member	County of residence	€	Total meetings
Michael Barry	Cork	7,337	28
Noel Buckley	Tipperary	7,119	24
Kieran Christie	Sligo	6,627	19
Dr Marie Clarke	Dublin	176	7
Eimear Cole	Dublin	939	22
John Conlon	Leitrim	3,571	17
Lily Cronin	Kerry	8,958	23
Derbhile De Paor	Limerick	3,448	18
Elaine Devlin	Louth	1,609	25
Dr Ken Fennelly	Dublin	0.00	15
Eileen Flynn	Kildare	1,144	23
Prof. Michael Hayes	Limerick	2,342	14
Marie Humphries	Dublin	850	24
Declan Kelleher	Clare	7,001	30
Mary Kelly	Dublin	0.00	15
Áine Lynch	Dublin	0.00	10
Christopher Maginn	Dublin	1,444	30
Dr Deirdre Mathews	Dublin	0.00	26
Brendan McCabe	Meath	1,787	24
Anne McElduff	Offaly	1,134	12
Prof. Marie McLoughlin	Dublin	734	17
Fergal McCarthy	Cork	7,552	21
Patsy McVicar	Donegal	14,603	40

Council member	County of residence	€	Total meetings
Dympna Mulkerrins	Dublin	1,982	34
Kathleen O'Connor	Laois	1,554	19
Dr Andrew McGrady	Dublin	1,008	21
Micheál Ó Gríofa	Dublin	4,121	34
Prof. Joe O'Hara	Dublin	846	19
Diarmuid Ó Murchú	Limerick	3,778	24
Bríd Ní Raghallaigh	Galway	3,071	19
Bernadine O'Sullivan	Dublin	784	27
Eleanor Petrie	Dublin	3,269	27
Frank Turpin	Dublin	552	14
Bernie Ruane	Clare	8,133	30
Joan Russell	Cork	5,834	34
Don Ryan	Limerick	9,000	31
Milo Walsh	Waterford	6,028	28

An Chomhairle Mhúinteoireachta
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An Chomhairle
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