



Annual Report

2016/2017

An Chomhairle
Mhúinteoireachta
The Teaching Council



A Snapshot: 2016-2017



94,928

teachers were registered
with the Teaching Council



The 'Search the Register'
facility was used almost

148,000

TIMES



501

SCHOOLS

had completed

**Professional
Support Team
training**

at the end of the
reporting year



27,534

**TEACHERS WERE
VETTED ON THE NEW
E-VETTING SYSTEM**

compared to a previous
maximum of 12,000 using
the paper-based system





150

expressions of
interest in the **Cosán**
development phase

26

**FITNESS TO TEACH
COMPLAINTS**
were made to the
Teaching Council



The Council's website had

MORE THAN 400,000 VISITORS

The Council
issued

19

E-ZINES



31,000+

searches were carried out
on the EBSCO Education
Journal collection via the
Council's website

and hosted

6

**RESEARCH
WEBINARS**



Foreword

This Annual Report sets out the activity of the Teaching Council between 28 March 2016 and 27 March 2017.



Seán McMahon
Deputy Chairperson

It gives me great pleasure to present this overview of the work of the Teaching Council during a very busy and significant year.

At the end of the reporting year, there were almost 95,000 teachers registered with the Council. Teachers are passionately committed to creating quality learning experiences for all learners in our education system, and their work has enormous impact. I want to extend my appreciation to all teachers in the country who work hard every day to teach and nurture the children and young people they are responsible for. Indeed, FÉILTE (Festival of Education in Learning and Teaching Excellence) is a celebration of that hard work, and the innovation that is at the heart of teaching in Ireland in the 21st century.

An important strategic objective for the Council is to promote a culture of shared learning in which research and leading practice is encouraged and applied within the classroom setting. The level of engagement by teachers in the Council's initiatives to promote research is most impressive, from participation in webinars hosted by the Council to accessing the incredible variety of information available to registered teachers on EBSCO. I look forward to continuing to promote the importance of research in teaching during the year ahead, particularly through the Council's new Research Support Framework, which aims to support teachers' ongoing learning through their engagement in and with research.

The commencement of Fitness to Teach in July 2016 is a very significant step in protecting the integrity of the teaching profession by providing a mechanism for complaints to be made about registered teachers. It is reassuring for the public and the profession to know that the process is robust and is designed to ensure that serious matters are dealt with appropriately.

I want to thank Council members for their dedication to working together to advance the Council's mission of promoting and regulating the teaching profession in the interests of the public good.

Thank you also to the Director, management and staff of the Council for their hard work and commitment in supporting the Council.

A handwritten signature in dark ink, reading 'Seán McMahon', with a long, sweeping horizontal line underneath.

Director's report

I am pleased to introduce the Annual Report of the Teaching Council for the reporting year 2016/2017.



Tomás Ó Ruairc
Director of the Teaching Council

This reporting year has seen increased engagement not only with the teaching profession, but with the public and indeed all education stakeholders. This included the commencement of Fitness to Teach, and the launch of Cosán, the national framework for teachers' learning, as well as the new Droichead induction framework. The Council is committed to enhancing this engagement so as to further support the development and implementation of policy. As noted by the Deputy Chairperson, a key goal of all this work is the full realisation of a culture of shared learning in which research and leading practice is encouraged and applied within the classroom setting.

In this context, the Council hosted a number of shared learning days during the year, on research and school placement. These were opportunities for teachers and other stakeholders to come together to learn from each other's experiences. FÉILTE 2016 also presented an important opportunity for teachers to gather and learn from each other, as well as giving the public a window into the incredible innovation underway in teaching across Ireland. In the centenary year of the Easter Rising, the panel discussion at FÉILTE on the past and future of Irish education provided a useful opportunity to reflect on all the changes that have occurred since the foundation of the State and to talk about where we are going now.

Under our regulatory remit, the reporting year saw the commencement of new Registration Regulations to reflect updated registration processes and the enhanced initial teacher education qualifications.

The National Vetting Bureau (Children and Vulnerable Persons) Act 2012 was commenced during the year, introducing e-vetting. The Council was the first organisation to go live with online vetting and, over the course of the reporting year, more than 25,000 applications for vetting were processed by the Council. This compares very favourably to the paper-based system, where a maximum of 12,000 vetting applications would have been processed in a year. The Council commenced the retrospective vetting of teachers in January 2017, with the goal of having all teachers on the Register applying for vetting by 31 December 2017.

For my own part, I had many opportunities to meet and talk with teachers in schools, at various conferences and at FÉILTE. Their palpable sense of professional pride, integrity and enthusiasm continue to inspire me and all my colleagues in the Council.

In my engagements with parents and other education stakeholders, it is increasingly clear to me that we all have a shared sense of commitment to and enthusiasm for the best teaching and learning experiences for our children, young people and adult learners. We want to work together to enable them to be the best that they can be, so that we can all face the unknowable challenges of the future together. I would like to thank them and the teaching profession for their energy, enthusiasm and commitment, and look forward to working with them all in realising this vision.

I would also like to thank all Council members, who have worked hard since their appointment. The Council has received extensive training on Fitness to Teach this year, requiring extra commitment from members – the Investigating and Executive Committees in particular – which I wish to acknowledge. Thank you also to all my colleagues on the Council staff for their hard work and professionalism in supporting the Council to fulfil its mandate.

A stylized, handwritten signature in black ink, appearing to read 'Tomás Ó Ruairc'.



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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 focused on teaching and learning. The three pillars that supports 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

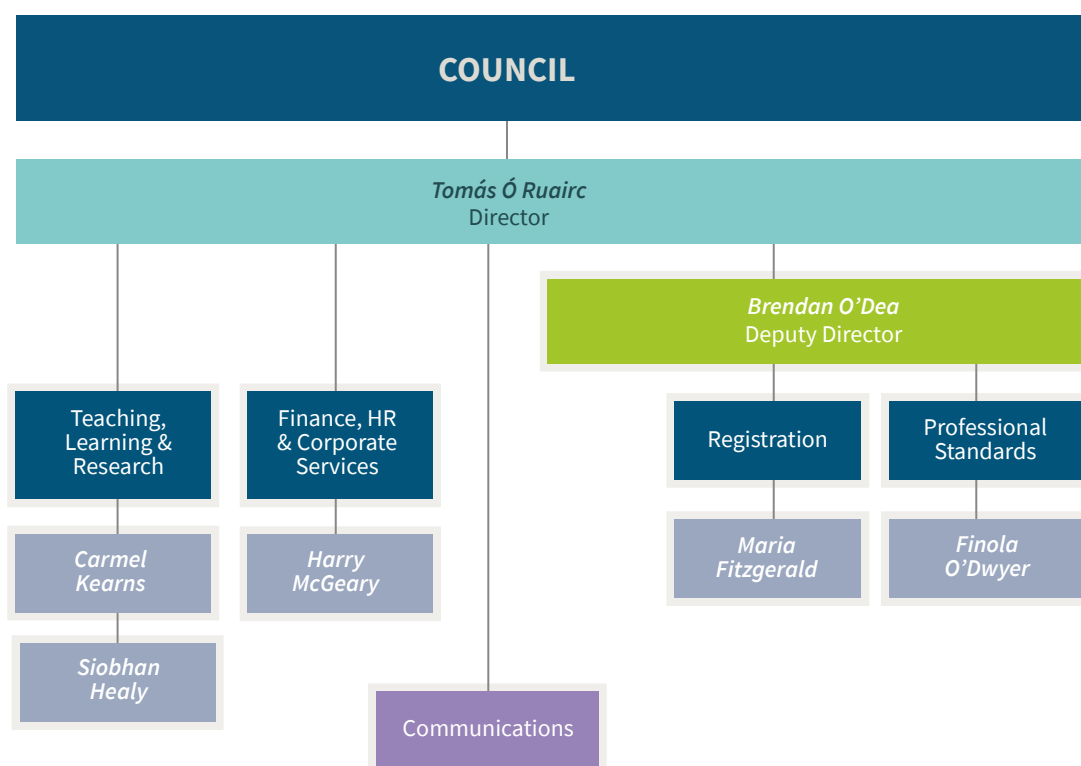
The Teaching Council has 37 members, comprised of:

- 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 each from IBEC and the ICTU.

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

Senior management team

During the reporting year the Teaching Council was supported in its work by an executive of 44 staff, led by a senior management team.



2 Achieving strategic objectives

The Teaching Council's Strategic Plan 2015-2017 provides strategic guidance in the areas of: registration; teaching, learning and research; and, fitness to teach, within the framework of the Teaching Council Act 2001-2015.



The plan sets out four strategic goals for 2015-2017:



1. Work with the profession, public and all stakeholders to promote a culture of shared learning in which research and leading practice is encouraged and applied within the classroom setting
2. Develop and promote leading standards for teacher education and practice, and ensure the achievement of those standards through effective registration processes
3. Lead the enhancement of a culture of professional learning, including a national framework for continuing professional development (CPD) for teaching
4. Ensure that the development of Fitness to Teach processes further enhances public confidence in the profession.

Considerable progress was made during the reporting year in developing these goals, as follows:

<p>GOAL 1</p>  <p>Work with the profession, public and all stakeholders to promote a culture of shared learning in which research and leading practice is encouraged and applied within the classroom setting</p>	<ul style="list-style-type: none"> > The Council hosted six research webinars during the year and issued five research e-zines. > The Council's Research Engagement Group met three times. > The Council's Research Support Framework was launched, with an annual budget of €100,000 to support engagement by teachers in and with research. > 31,519 searches were carried out by teachers on EBSCO, the online library of education research journals. > FÉILTE (Festival of Education in Learning and Teaching Excellence) was held on 1 October and had an attendance of over 1,000 people, including teachers and members of the public. > A shared learning day on school placement was held in November 2016, where schools and higher education institutions (HEIs) showcased innovative practice in supporting student teachers. > A shared learning day on research was held in March 2017, in collaboration with the National Council for Curriculum and Assessment and the Centre for Effective Services. > The Council presented at a number of research conferences hosted by external stakeholders.
<p>GOAL 2</p>  <p>Develop and promote leading standards for teacher education and practice, and ensure the achievement of those standards through effective registration processes</p>	<ul style="list-style-type: none"> > 3,177 new graduates entered the Register during the year. > An online vetting system was rolled out during the year. > A retrospective vetting project was commenced with the aim of having all teachers vetted by the end of 2017. > 27,534 teachers were vetted during the year on the new e-vetting system, compared to a previous maximum of 12,000 using the paper-based system. > The 'Search the Register' facility on the Council's website was used almost 148,000 times. > New registration regulations were introduced, which underpin the enhanced qualification requirements for new teachers. > A consultation on Montessori education was undertaken during the year. > New panels of external advisors were appointed to support the qualifications assessment process for teachers who qualified outside the State. Briefing sessions were held for advisors to ensure a consistent approach to qualifications assessment across sectors and subjects.
<p>GOAL 3</p>  <p>Lead the enhancement of a culture of professional learning, including a national framework for continuing professional development (CPD) for teaching</p>	<ul style="list-style-type: none"> > Droichead, the induction framework for newly-qualified teachers, was approved by the Council in March 2016, and a number of revisions were made following feedback. The revised policy was approved by Council in March 2017. > 501 schools had completed Professional Support Team (PST) training at the end of the reporting year. > A Cosán Working Group was convened to guide the development of Council policy in the area of CPD. > Over 150 expressions of interest in Cosán were received from teachers and schools during the reporting year.
<p>GOAL 4</p>  <p>Ensure that the development of Fitness to Teach processes further enhances public confidence in the profession</p>	<ul style="list-style-type: none"> > Fitness to Teach commenced on 25 July 2016. > Extensive training was provided to Council members and staff. > Information on Fitness to Teach was provided to teachers, directly by post, email and on the Council's website, and indirectly through engagement with stakeholders. > The Teaching Council received 26 complaints between the end of July and the end of the reporting year, which were considered under the Fitness to Teach procedures.

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 94,928 teachers on the Register on 27 March 2017. This is a net increase of 3,124 over the previous year. During the year 3,177 new graduates entered the Register. This is an increase of approximately 1,500 new teachers over the previous year following the transition to the enhanced initial teacher education (ITE) programmes.

Route of registration	Number
Route 1 Primary	44,552
Route 2 Post-primary	42,541
Route 3 Further Education	9,699
Route 4 Other	1,227

Note: teachers may be registered under more than one route.

As in previous years, and consistent with the teaching profession in other countries, approximately 77% of registered teachers are female and 23% are male.

Accessing information on the Register

The Register of Teachers is available to the public for inspection through an online '[Search the Register](#)' facility on the Council's website. This facility was used 147,937 times during the year.

Registration renewals

Since January 2014, teachers in recognised schools must be registered with the Council in order to be paid a State-funded salary. Registered teachers must renew their registration each year in order to remain on the Register of Teachers. The registration renewal fee remained at €65 and income tax relief can be claimed.

During the year, 81% of teachers renewed their registration online. This is up from 76% in 2016.

As in previous years, and consistent with the teaching profession in other countries, **approximately 77% of registered teachers are female and 23% are male.**

Registration regulations

The Council introduced new registration regulations in July 2016 and these were further amended in November. These regulations deal with the registration application procedures, registration with conditions, maintenance of the Register, and routes of registration. In addition, the regulations take account of the enhanced requirements for the new qualifications to become a teacher that have been accredited by the Council in recent years. The regulations also mean that a teacher must be vetted in order to renew their registration.

Conditions of registration

Conditional registration is granted when a teacher has not met all of the Teaching Council's requirements at initial registration. The conditions applied to a teacher's registration, and the methods and timelines for addressing these conditions, are outlined to the teacher when they register. Teachers are generally given three years to address the conditions of their registration and extensions can be sought in exceptional circumstances.

Teachers with outstanding conditions on their registration are contacted three months before the expiry dates.

During the reporting year, 1,834 teachers were contacted regarding their conditions of registration:

- 728 teachers either fulfilled their conditions, changed sector or voluntarily removed themselves from the Register of Teachers
- 138 teachers were removed from the Register for failing to meet the requirements of their conditional registration and
- 970 extension requests were granted; 256 of these teachers subsequently satisfied their conditions of registration.

PME verification project

During the reporting year, the Council introduced a facility to allow first-year Professional Masters in Education (PME) post-primary student teachers to confirm their eligibility to register with the Council on successful completion of their studies. The student teachers are invited to apply for the verification of their relevant qualification in the subject they intend to teach. In total, just under 1,000 student teachers were invited to take part in this process, and 77% of these applied using this process.

Garda vetting

It is a requirement under the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012-2016 (NVB Act) that individuals who work with children and vulnerable persons be vetted by the National Vetting Bureau. The Teaching Council administers the vetting of teachers for both registration and employment purposes.

The Teaching Council Act was amended in 2015 to allow the Teaching Council to implement the new arrangements required by the NVB Act. The legislation introduced a number of major changes in the way vetting is undertaken for persons working with children and vulnerable persons. An online vetting application system and disclosure notification system was rolled out to teachers and applicants for registration following commencement of the Act in April 2016.

A project to undertake the retrospective vetting of almost 32,000 previously unvetted teachers is underway and due to be completed by the end of 2017.

A total of 27,534 teachers completed the vetting process during the year.

The Council is required to assess any vetting disclosures for suitability for registration. The Evidence of Character Panel met on eight occasions and considered 18 vetting disclosures in respect of applicants for registration and renewal of registration. A further 187 cases were presented for ratification to the panel during the year.

Ombudsman

During the reporting year, the Council received three queries from the Ombudsman's Office in relation to complaints submitted by teachers regarding registration matters. In all instances the Council co-operated fully with the process providing details of procedures and communications, and providing clarifications specific to the complaint. Following each investigation, the Ombudsman returned an outcome of not upheld and confirmed the Council's processes.

4 Enhancing standards of professional conduct and practice

The Teaching Council is responsible for maintaining and enhancing the quality of teaching in Ireland by promoting and ensuring high standards in the 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 also acts as a reference point during Fitness to Teach inquiries. A number of changes were made to the Code to reflect the commencement by the Minister for Education and Skills of the Council's Fitness to Teach functions in 2016, and all teachers were notified of these amendments.

The Council's [Fitness to Teach](#) powers (Part 5 of the Teaching Council Acts 2001-2015) were introduced in July 2016. The Council now has the legal authority to investigate complaints made against registered teachers. Once a complaint is made, the Council will initiate an investigation and decide if it should be dealt with through the Council's formal disciplinary procedures. A total of 26 complaints were received during this reporting year. As of 27 March 2017, 14 complaints were under consideration by the Investigating Committee, and the Committee had refused to consider 12 complaints.

The Teaching Council (Amendment) Act 2015 introduced additional grounds under which a complaint may be made, including poor professional performance and, in certain circumstances, criminal convictions. The Council may, 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. Where a teacher is suspended or removed from the register, they are not eligible to be paid a State-funded salary.

The Council advises that complaints should be brought to the teacher's school before they are brought to the Teaching Council. However, where a child or vulnerable person is at risk, this should be brought to the attention of An Garda Síochána and Tusla – Child and Family Agency. The commencement of Section 28 of the Education Act would provide for a formalised complaints procedure at school level, allowing grievances or complaints to be dealt with without recourse to Fitness to Teach procedures.

Training

Extensive training in the regulatory area, including case management and the handling of complaints, has been provided to the staff of the Council's Professional Standards section. Members of the Investigating Committee, the Disciplinary Committee and the Executive Committee (who all have responsibility for Fitness to Teach matters) also received extensive training. This included training on committee procedures, regulatory legislation, child and vulnerable person protection, local procedures, scenario training, sanctions guidance, and report writing.

Stakeholder engagement and education

A number of stakeholder briefings were held to inform the relevant educational partners of the commencement, provisions and implications of Part 5 of the Teaching Council Act.

A substantial Fitness to Teach section has been added to the Council's website, providing information for potential complainants, teachers, schools and other parties as to how the process works.

All teachers and schools/employers have been notified by the Teaching Council of the commencement of Fitness to Teach and what it means for them.

Complaints

Following the commencement of Fitness to Teach on 25 July 2016, the Teaching Council can receive complaints in relation to registered teachers.

The Council received 26 complaints between 25 July 2016 and 27 March 2017. Twenty-four of the complaints related to one teacher each, and two complaints involved two teachers in each complaint.

Source of complaints

Any person, including members of the public, employers and other teachers, may make a complaint about a registered teacher. In addition, the Teaching Council can itself make a complaint about a registered teacher.

During this period:

- > nineteen complaints were made by parents
- > one was made by a principal
- > one was made by a State agency
- > two complaints were made by the Teaching Council, the complaints having come to the attention of the Council through the media or otherwise and
- > three complaints were received from other parties.

Twenty of the complaints related to teachers in the primary sector, five to teachers in the post-primary sector, and one to a teacher in the further education sector.

Grounds of complaints

The Council can look into complaints on a number of grounds including:

- > professional misconduct
- > poor professional performance
- > engaging in conduct contrary to the Code of Professional Conduct for Teachers
- > being medically unfit to teach
- > a court conviction for certain offences
- > failing to comply with, or contravening a provision of the Teaching Council Acts, 2001-2015, the Education Act, 1998, the Education Welfare Act, 2000, the Education and Training Boards Act, 2013, and any regulations, rules or orders made under those Acts
- > failing to comply with an undertaking or to take any action specified in a consent given to a panel of the Council's Disciplinary Committee at an inquiry and
- > erroneous registration due to a false or fraudulent declaration or misrepresentation.

The numbers of complaints in each category since July 2016 were:

No	Category of complaint
22	Conduct/behaviour*
4	Competence/performance/practice

**Complaints related to conduct/behaviour include dishonesty, professional integrity, breach of the Code of Professional Conduct for Teachers, and a teacher's failure to report or notify the subject of the complaint to a relevant body, e.g., An Garda Síochána, Tusla, etc.*

Decisions of the Executive Committee

The Executive Committee acts on behalf of the Teaching Council in cases where the Council may become the complainant. Following consideration by the Executive Committee of notifications relating to registered teachers, two matters were referred as complaints to the Investigating Committee.

The Executive Committee also acts on behalf of the Council to consider applications to the High Court for immediate suspension of a teacher from the Register pursuant to section 47 of the Teaching Council Acts 2001-2015. There were no section 47 applications considered during the reporting year.

Decisions of the Investigating Committee

When the Council receives a complaint, it goes first to the Director of the Teaching Council. The Director's team will review the complaint and, on foot of this review, the Director can:

1. Refuse the complaint if it is not in writing, signed, and accompanied by relevant documents and information
2. Refuse the complaint if it is considered to be frivolous, vexatious, made in bad faith or an abuse of process or
3. Refer the complaint to the Investigating Committee, which will consider the complaint.

Since July 2016, the Investigating Committee has considered 26 complaints and, in the reporting period, refused 12 complaints. The majority of the complaints that were refused related to incidents that occurred before the commencement of the Fitness to Teach legislation. The Committee referred no complaints to the Disciplinary Committee and 14 complaints were still under consideration by the Investigating Committee as of 27 March 2017.

Retrospective complaints

In very [limited circumstances](#), the Council has the power to consider complaints relating to conduct that occurred before the commencement of the Fitness to Teach legislation. Of the 26 complaints received during the reporting year, 18 related to conduct that occurred prior to the commencement of the Fitness to Teach legislation on 25 July 2016.

Fitness to Teach inquiries

The Investigating Committee may refer a complaint to the Disciplinary Committee for inquiry. In most cases, an inquiry will take the form of an oral hearing before a panel of the Disciplinary Committee. It is similar to a hearing before a court or tribunal. Witnesses give evidence under oath.

However, the panel may, at the request of or with the consent of the teacher who is the subject of the complaint, decide to hold an inquiry by an examination of documents and written submissions, rather than conduct the inquiry in the format of an oral hearing.

In most cases, an oral hearing will take place, especially where facts are disputed, or are at issue.

No inquiries were held in the 2016/2017 reporting year.

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 (ITE), and continue throughout the teacher's career.



Review and accreditation of ITE programmes

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

As part of the review and accreditation of ITE programmes, four higher education institutions (HEIs) providing postgraduate ITE programmes were required to submit progress reports outlining the steps taken to implement changes required during the last cycle of accreditation. An external panel was appointed to review the reports and make recommendations about the future accreditation status of those programmes. The four submissions were reviewed by the progress report panel in December, and at the end of the reporting year, the process was ongoing.

Two HEIs were requested to provide the Council with an annual update in the area of resourcing, and they submitted the first of their annual updates at the end of the reporting year.

Entry to ITE

The findings of [research on entry requirements](#) commissioned by the Teaching Council and carried out by the ESRI were published in November 2016. The findings offer key insights into ITE entry requirements and application procedures, the profile of applicants, and the potential implications of proposed changes to entry criteria. It also highlights the issue of diversity in the teaching profession as one that should be addressed in any new work in this area. The report has informed the Council's deliberations and advice, which have been submitted to the Department of Education and Skills for consideration.

Qualifications assessment

In accordance with EU Directive 2005/36/EC on the mutual recognition of qualifications (as amended), 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.

All applications for registration from teachers who qualified outside of the EU/EEA are also assessed on an individual basis. A total of 512 applications for qualifications assessment were received by the Council during the year.

School placement

The Teaching Council's [Guidelines on School Placement](#) are aimed at promoting collaboration between ITE programme providers and schools. During the year, the Council continued to engage with programme providers and the Higher Education Authority with a view to developing structures and systems that would facilitate greater national collaboration among providers, and between providers and schools.

The Teaching Council hosted a shared learning day on school placement in November 2016 to allow attendees to share innovative practices in the area of school placement. The interim findings from research commissioned by the Teaching Council were also presented on the day.

Induction

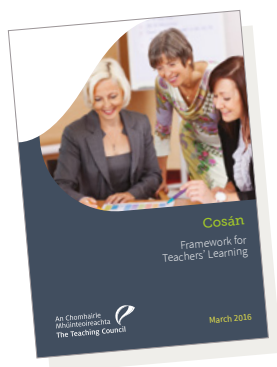
Droichead, the Council's integrated induction framework for newly-qualified teachers, was approved in March 2016 following a three-year pilot based on the 2012 draft Droichead policy.

Subsequently, in response to feedback from stakeholders and in line with the Council's ongoing commitment to periodic review, a number of revisions were made to Droichead during the reporting year. The revised policy, [Droichead: the Integrated Professional Induction Framework](#), was published by the Council in March 2017. The revised policy incorporates the following key changes:

- the revised policy makes explicit that Droichead is a non-evaluative professional induction process
- there is considerable flexibility in the revised policy on the role of principals, the way in which the model can operate in different schools, the size of the Professional Support Teams (PSTs), and the use of an external PST member to act as a mentor where necessary
- it provides that JobBridge or any other similar schemes cannot be used to access the Droichead programme and
- it allows for an extended growth phase.

The findings of the Droichead quality assurance process for 2015/2016 were presented to the Council in March 2017, and the report was adopted by the Council and is available on the Council's website.

Some 501 schools had completed Professional Support Training at the end of the reporting year.



Cosán: The National Framework for Teachers' Learning was published in March 2016, and a Cosán Working Group was convened to guide its development.

Teachers' learning

Cosán: The National Framework for Teachers' Learning was published in March 2016, and a Cosán Working Group was convened to guide its development.

Over 150 expressions of interest in the development process were received from teachers and schools during the reporting year, and this group has since been invited to engage further with the process.

Montessori consultation

The Council's Registration Regulations were updated in July 2016. Categories of teachers previously registered under Regulation 3 (Montessori and other categories) are now included under the new Route 4.

Following this change, the Council undertook a consultation, which sought views on the ways in which Montessori education can be most appropriately accommodated within the standards framework that has been established for both ITE and Cosán, the National Framework for Teachers' Learning. The consultation took place between September and December 2016. It included six regional workshops and an online questionnaire. A total of 103 participants attended the regional workshops and there were 238 responses to the questionnaire. A [report](#) on the consultation is published on the Council's website.

Research

During the reporting year, the Council continued its programme of research [webinars](#) and [e-zines](#). Six webinars were held on themes including leadership, collaboration, maths, and cross-curricular teaching and learning.

In parallel, five research e-zines were published and circulated to all registered teachers and other stakeholders.

The Council's Research Engagement Group (REG) met twice during the reporting year. This group consists of teachers and academics interested in engaging practitioners in and with research. During the year, they contributed articles for a number of research e-zines.

Every registered teacher has free access to the [EBSCO](#) Education Source package, which provides access to over 1,800 journals. The package has been expanded to include more e-books of relevance to Irish teachers. A total of 31,519 searches were carried out by registered teachers on EBSCO during the reporting year.

The Centre for Effective Services supported the Council in its management of its research function during the year.

A *Research Alive!* shared learning day was organised jointly with the Centre for Effective Services and the National Council for Curriculum and Assessment in March 2017. The event included a keynote address by Professor Carol Campbell from the University of Toronto on teachers leading education improvement. The day also featured a number of workshops and panel discussions, as well as a researchmeet at which 26 teachers presented.

The Council launched its [Research Support Framework](#) at the shared learning day. The framework is designed to support practitioners' ongoing professional learning through advisory support and/or funding. One of the core objectives of the Framework is to encourage applicants to adopt an innovative and creative approach in considering how research can support their own and others' teaching practice.

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 promote and regulate the profession of teaching, in the public interest.



During the year, the Council:

- hosted the **fourth annual FÉILTE** on Saturday, 1 October
- issued **19 e-zines**, with an average open rate of 85%
- had over **two million page views** on its website from almost 400,000 users, 55% of which were new
- launched a **new Teaching Council Facebook** page
- increased its Twitter followers by almost **3,500**
- attended a **number of education conferences**, seminars and meetings, and
- met with final-year teacher education students in **16 higher education institutions** (HEIs).



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, the commencement of new e-vetting arrangements, the re-designation of Regulation 3 (Montessori and other categories), the commencement of Fitness to Teach and the launch of the Council's Research Support Framework.

FÉILTE

FÉILTE 2016 took place on Saturday, 1 October, in the RDS, Dublin. More than 1,000 teachers and members of the public engaged with the event, between on-site attendance and online viewing. The theme of the festival was "Sharing Teaching – Connecting Learning".

Fifty showcases and workshops, spanning projects from across the education sector, demonstrated the innovation happening in teaching and learning in schools across the country.

The opening address was delivered by former teacher and current Ireland rugby coach Joe Schmidt, with panel discussions on the day chaired by broadcaster Keelin Shanley. The day featured three panel discussions covering: the role of parents in their children's education; the use of technology in education; and, well-being for teachers and young people. The Minister for Education and Skills Richard Bruton TD spoke at the event, and visited a number of the showcases.

Teacher supply

The Director presented at a conference organised by the National Association of Principals and Deputy Principals (NAPD) on teacher supply for Irish-medium post-primary schools in September 2016. The particular needs of this sector were highlighted at the conference, given the requirement not only for the requisite levels of knowledge and skills to teach subjects, but also the linguistic competency to teach them through Irish.

The Council noted that as of the end of the reporting year, the final report of the Technical Working Group on teacher supply, *Striking the Balance*, remained with the Department.

Papers and publications

As part of ongoing work 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 'Making space for the person in the professional' and on 'Droichead'.

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 2015/16 Annual Report
- > the 2016/17 Registration Handbook and
- > the Post-Qualification Professional Practice Procedures and Criteria.

A number of documents relating to the commencement of Fitness to Teach were also produced, including:

- > how to make a complaint about a registered teacher
- > what to do if a complaint is made about you
- > complaints about registered teachers; information for witnesses at hearings before a disciplinary committee panel and
- > the second edition of the Code of Professional Conduct for Teachers.

Statements made by the Council during the reporting year included the following:

- > April 2016 [Teaching Council statement on newly qualified entrants to the teaching profession](#)
- > May 2016 [Statement of the Council in relation to the re-designation of Regulation 3](#)
- > July 2016 [Commencement of Part 5 of the Teaching Council Act](#)
- > October 2016 [Notice regarding JobBridge and Probation](#)
- > October 2016 [Review of the Droichead policy](#)
- > March 2017 [Teaching Council statement on Droichead.](#)

Introducing student teachers to the Teaching Council

The Council visited teachers in the final year of their studies on two separate occasions in each of the 16 higher education institutions (HEIs) throughout the reporting year.

During the first visit, the Council provided an overview of its role, with particular reference to the continuum of teacher education, and the imminent transition of the students to the induction phase of their learning journey. This presentation was made in collaboration with personnel from the National Induction Programme for Teachers (NIPT).

During the second visit, the Council explained the process of registering. The Council also produces a newly-qualified teacher pack to provide teachers with everything they need to know about their professional registration with the Teaching Council.

Website

The Council's [website](#) had over two million page visits from 400,000 users during the reporting year, almost 55% of which were from new visitors.

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. Most 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 13 Freedom of Information (FOI) requests during the year.

7 Developing and maintaining an effective and efficient organisation

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



Finance

The Council's expenditure in the 2016 financial year was €6.96m, an increase of €1.38m over the previous year. The increase is due to:

- > increased staffing numbers and managed services costs due to an increase in the volume of engagements with teachers and additional functions
- > additional postage costs (vetting)
- > increase in Droichead bursaries and
- > election costs.

The Council's income (net of tax and including interest) was €6.54m (an increase of €0.21m over 2015). The increase in income reflects the growth in the Register of Teachers.

Due to the low interest rate environment, the Council revised its investment policy to enable the Finance Committee to consider alternative low-risk investment products as a means of safeguarding funds.

Procurement was targeted as an area for improvement during the reporting year. A contracts register has been put in place, and a number of framework agreements organised by the Office of Government Procurement (OGP) were utilised.

Human resources

A managed services function continues to form an important element of the resourcing of the Council, providing all-day telephone service and frontline administrative support. This was particularly important in allowing the Council to deal with the increased volumes of calls and emails, particularly those related to vetting.

Appointment of Council

Members were appointed to the Teaching Council by the Minister for Education and Skills on 7 April 2016. The Council has 37 members and 16 of these are registered teachers who are elected by teachers.

The appointments followed an election that took place during February and March, and the nomination of members by the bodies designated in the Teaching Council Acts, 2001-2015. The nominating bodies include the HEIs, teacher unions, school management, parents' councils, IBEC and the ICTU, as well as Ministerial appointees.

Information and communications technology

A review of the Council's information and communications technology (ICT) security was undertaken and the main issues highlighted were resolved immediately.

The implementation of the IT Strategy 2015 – 2020 continued during the reporting year and good progress was made in the area of disaster recovery and business continuity planning.

A managed support service was put in place to supplement the limited IT staff resources available.

Corporate governance

The Code of Practice for the Governance of State Bodies came into effect on 1 September 2016 and the Council is working towards full compliance.

Data protection

A review of the Council's data protection procedures was carried out.

Protected disclosures

The Protected Disclosures Act 2014 became operational on 15 July 2014. The Act is intended to provide a statutory framework within which workers can raise concerns regarding potential wrongdoing that has come to their attention in the workplace in the knowledge that they can avail of significant employment and other protections if they are penalised by their employer or suffer any detriment for doing so.

Under the legislation the Council is required to put in place a policy for 'workers' who come under the direct remit of the Council, and an external protected disclosure policy for workers/employees of other organisations in respect of matters that come within the remit of the Teaching Council Act. The Council approved its external protected disclosure policy during the reporting year.

A managed services function continues to form an important element of the resourcing of the Council, providing all-day telephone service and frontline administrative support.

This was particularly important in allowing the Council to deal with the increased volumes of calls and emails, particularly those related to vetting.



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Appendix 1

The Teaching Council Financial Statements

for the year ended 31 December 2016

Chairperson:

- > **Gerry Quinn**
(elected 12 April 2016)
- > **Micheál Ó Gríofa**
(term of office completed
27 March 2016)

Deputy- Chairperson:

- > **Seán McMahon**
(elected 12 April 2016)
- > **Bernie Ruane**
(term of office completed
27 March 2016)

Council Members:

From 04 April 2016

- > Elizabeth Cooney
- > Rev. Dr. Tom Deenihan (resigned 27th June 2016)
- > Michael Delargey
- > Karen Devine
- > Catherine Doolan
- > Niall Duddy
- > Patricia Duffy
- > Peter Finnegan (appointed 4th October 2016)
- > Dr. Mary Fleming
- > Pat Gilmore
- > Mairéad Glynn
- > Colm Harte
- > John Holian
- > Declan Kelleher
- > Ferdia Kelly
- > Gregor Kerr
- > Martin Lally (appointed 31st May 2016)
- > Máire Lineen
- > Áine Lynch
- > Denis Magner
- > Claire Markey
- > Paul Mooney
- > Noelle Moran
- > Yvonne Ní Mhurchu
- > Seamus Mulconry (appointed 11th July 2016)
- > Deirdre O'Connor
- > Séamus O'Connor
- > Prof. Pádraig Ó'Duibhir (appointed 31st May 2016)
- > Seamus Ó Fearraigh
- > Prof. Anne O'Gara (appointed 31st May 2016)
- > Seán O'Neill
- > Prof. Mary O'Sullivan
- > Eamonn Shaughnessy
- > Tracie Tobin
- > Frank Turpin

Up to 27 March 2016

- > 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 Hayes
- > Marie Humphries
- > Declan Kelleher
- > Mary Kelly
- > Áine Lynch
- > Christopher Maginn
- > Deirdre Mathews
- > Brendan McCabe
- > Fergal McCarthy
- > Anne McElduff
- > Dr Andrew McGrady
- > Marie McLoughlin
- > Patrick McVicar
- > Dympna Mulkerrins
- > Bríd Ní Raghallaigh
- > Diarmuid Ó Murchú
- > Kathleen O'Connor
- > Dr Joe O'Hara
- > Bernadine O'Sullivan
- > Eleanor Petrie
- > Don Ryan
- > Joan Russell
- > Frank Turpin
- > Milo Walsh

Auditors

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

Business Address

Block A
Maynooth Business Campus
Maynooth
Co. Kildare

Bankers

Bank of Ireland
Main Street
Maynooth
Co. Kildare

AIB Bank plc
Main Street
Maynooth
Co. Kildare

Solicitors

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

Arthur Cox
Solicitors
Earlsfort Centre
Earlsfort Terrace, Dublin 2

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Council's Report

The Council presents its report and the financial statements for the year ended 31 December 2016. 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 2016.

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:

Implementation of commenced functions

The Council's functions in relation to induction and probation were commenced in September 2012, and those relating to Fitness to Teach were commenced in July 2016. Resourcing of same, and stakeholder support, are important for their on-going successful implementation. The Council will continue to liaise with the Department of Education and Skills, and stakeholders, on these matters.

The commencement of Part 5(Fitness to Teach) has increased the risks of litigation against Council decisions. The Council continues to secure legal advice on this and other aspects of its work to minimise this risk.

Non-commencement of elements of the Teaching Council Act 2001

Section 39 (Teachers' Learning/CPD) of the Teaching Council Act has not yet been commenced. The Council has advised the Department of Education and Skills that it is commencing a development process for Cosán, the national framework for teachers' learning, due to conclude in 2020.

Results

The (deficit)/surplus for the year after providing for depreciation and taxation amounted to €(412,567) (2015: €745,128).

Future Developments

The Council plans to continue its present activities. The Council has commenced a development process for Cosán, the national framework for teachers' learning, due to conclude in 2020.

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

Gerry Quinn
Chairperson

8 May 2017

Tomás Ó Ruairc
Director

8 May 2017

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 and promulgated 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 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
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements
- 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

Gerry Quinn

Chairperson

8 May 2017

Tomás Ó Ruairc

Director

8 May 2017

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 2016.

On behalf of Council

Gerry Quinn

Chairperson

8 May 2017

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 2016 which comprise the Income and Expenditure Account, Balance Sheet, Cash Flow Statement and the related notes. The relevant financial reporting framework that has been applied in their preparation is Irish GAAP (including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland issued by the Financial Reporting Council and promulgated by the Institute of Chartered Accountants in Ireland).

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 Members' 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 2016 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*

8 May 2017

Income and Expenditure Account

for the year ended 31 December 2016

	Notes	2016 €	2015 €
Income			
Registration and Assessment Fees		6,409,769	6,150,734
Accreditation Fees		200	46,690
Other Income		110,176	76,422
Total Income	2	6,520,145	6,273,846
Expenditure			
Accommodation Costs		(119,434)	(119,284)
Staff Costs		(3,632,951)	(2,983,904)
Other Administration Costs		(1,253,337)	(1,032,363)
Courses, Conferences and Meeting Costs		(196,301)	(197,147)
Registration and Verification Costs		(79,013)	(72,650)
Information Technology Costs		(315,293)	(234,153)
Communications and Education Costs		(954,713)	(644,412)
Depreciation	7	(406,320)	(297,088)
Total Expenditure		(6,957,362)	(5,581,001)
Interest receivable and similar income		41,780	88,615
(Deficit) / Surplus on ordinary activities before taxation	3	(395,437)	781,460
Taxation	6	(17,130)	(36,332)
(Deficit) / Surplus on ordinary activities after taxation		(412,567)	745,128

Income and Expenditure Account

for the year ended 31 December 2016

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 11 to 20 form part of these financial statements.

The financial statements were approved by the Council on **8 May 2017** and signed on its behalf by

Gerry Quinn
Chairperson

Tomás Ó Ruairc
Director

Balance Sheet

as at 31 December 2016

	Notes	2016		2015	
		€	€	€	€
Fixed Assets					
Tangible assets	7		5,057,507		5,341,855
Investments	8		-		10,014
			<u>5,057,507</u>		<u>5,351,869</u>
Current Assets					
Debtors	9	10,797		59,652	
Cash at bank and in hand		12,846,959		12,939,364	
		<u>12,857,756</u>		<u>12,999,016</u>	
Creditors: Amounts falling due within one year	10	<u>(117,185)</u>		<u>(140,240)</u>	
Net Current Assets			<u>12,740,571</u>		<u>12,858,776</u>
Total Assets Less Current Liabilities			<u>17,798,078</u>		<u>18,210,645</u>
Reserves					
Designated Reserve	11		4,000,000		4,000,000
General Reserves	11		13,798,078		14,210,645
Total Funds			<u>17,798,078</u>		<u>18,210,645</u>

The notes on pages 11 to 20 form part of these financial statements.

The financial statements were approved by the Council on **8 May 2017** and signed on its behalf by

Gerry Quinn
Chairperson

Tomás Ó Ruairc
Director

Cash Flow Statement

for the year ended 31 December 2016

	Notes	2016 €	2015 €
Reconciliation of operating surplus to net cash inflow from operating activities			
Operating (deficit) / surplus (before interest received)		(437,217)	692,845
Depreciation	3	406,320	297,088
Decrease in debtors	9	48,855	18,184
(Decrease) in creditors	10	(23,055)	(43,339)
Net cash flow from operating activities		(5,097)	964,778

Cash Flow Statement

Net cash flow from operating activities		(5,097)	964,778
Returns on investments and servicing of finance	13	41,780	88,615
Taxation	13	(17,130)	(36,332)
Redemption of investment	8	10,014	580
Capital expenditure and financial investment	13	(121,972)	(1,446,737)
(Decrease) in cash in the year		(92,405)	(429,096)

Reconciliation of net cash flow to movement in net funds (Note 14)

(Decrease) in cash in the year		(92,405)	(429,096)
Net funds at 1 January 2016		12,939,364	13,368,460
Net funds at 31 December 2016	14	12,846,959	12,939,364

The financial statements were approved by the Council on **8 May 2017** and signed on its behalf by

Gerry Quinn
Chairperson

Tomás Ó Ruairc
Director

Notes to the Financial Statements

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 (including FRS102). 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 fees receivable are accounted for on a receipts basis, except for income from the review and accreditation of programmes of initial teacher education which is on an invoice basis. Teachers register throughout the year and this registration lasts for 12 months. Income is not deferred to reflect this. 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 2015 The Teaching Council carried out a "Fit-Out" of part of the building. This was not finished by the end of December 2015 and consequently depreciation was not charged during the period. Depreciation commenced in 2016 at a rate of 10% 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 the majority of 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 Public Service Pensions (Single Scheme and Other Provisions) Act 2012 introduced the new Single Public Service Pension Scheme ("Single Scheme") which commenced with effect from 1 January 2013. All new employees of the Teaching Council, who are new entrants to the public sector on or after 1 January 2013 are members of the Single Scheme.

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 deposit interest for the year and is calculated with reference to the tax rate applying on the date the interest is received.

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

	2016 €	2015 €
Operating surplus is stated after charging:		
Depreciation	406,320	297,088
Auditor Remuneration	7,664	6,347

4. Employees

	2016 Number	2015 Number
Number of employees		
The average monthly numbers of employees during the year were:		
Employees	44	36
	44	36

	2016 €	2015 €
Employment costs		
Wages and salaries	1,963,533	1,646,399
Social welfare costs	162,016	134,855
Pension costs	437,508	389,620
Managed Services cost	980,938	731,284
Training & Welfare costs	80,620	67,514
Sundry staff costs	8,336	14,232
	3,632,951	2,983,904

5. Pension Costs

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

6. Taxation

	2016	2015
	€	€
Current year taxation		
DIRT	17,130	36,332

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 & Fittings	Computer Software	Computer Equipment	Total
	€	€	€	€	€
Cost					
At 1 January 2016	3,691,937	1,537,115	774,135	575,322	6,578,509
Additions	-	56,994	10,528	54,450	121,972
Disposals	-	-	-	-	-
At 31 December 2016	3,691,937	1,594,109	784,663	629,772	6,700,481
Depreciation					
At 1 January 2016	92,298	174,369	489,811	480,176	1,236,654
On disposals	-	-	-	-	-
Charge for the year	92,298	154,137	86,433	73,452	406,320
At 31 December 2016	184,596	328,506	576,244	553,628	1,642,974
Net book values					
At 31 December 2016	3,507,341	1,265,603	208,419	76,144	5,057,507
At 31 December 2015	3,599,639	1,362,746	284,324	95,146	5,341,855

8. Investments

	Listed Investments €	Total €
Cost		
At 1 January 2016	10,014	10,014
Redemption during the year	(10,014)	(10,014)
At 31 December 2016	-	-
Net book values		
At 31 December 2016	-	-
At 31 December 2015	10,014	10,014

The investment earned income of €461 during 2016 and was then redeemed on the 19th of April 2016.

9. Debtors

	2016 €	2015 €
Prepayments	5,445	-
Other debtors	1,834	43,327
Accrued Income	3,518	16,235
	<u>10,797</u>	<u>59,562</u>

The other debtors figure consists of Bike to Work Schemes and fees receivable following the review and accreditation of programmes of initial teacher education.

10. Creditors: Amounts falling due within one year

	2016 €	2015 €
Other taxes and social security costs	16,421	19,617
Accruals	100,764	120,623
	<u>117,185</u>	<u>140,240</u>
Included in other taxes and social security costs:		
PAYE / PRSI	-	54
VAT	562	-
PSWT	15,859	19,563
	<u>16,421</u>	<u>19,617</u>

11. Reserves

	General Reserve €	Designated Reserve €	Total €
Opening Reserves	14,210,645	4,000,000	18,210,645
Deficit for the year	(412,567)	-	(412,567)
Closing Reserves	13,798,078	4,000,000	17,798,078

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.

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

	2016 €	2015 €
Returns on Investments and Servicing of Finance		
Interest received	41,780	88,615
Taxation		
DIRT	(17,130)	(36,332)
Capital Expenditure and financial investment		
Payments to acquire tangible assets	(121,972)	(1,446,737)

14. Analysis of Changes in Net Funds

	Opening balance €	Cash flows €	Closing balance €
Cash at bank and in hand	12,939,364	(92,405)	12,846,959
Net funds	12,939,364	(92,405)	12,846,959

15. Approval of Financial Statements

The financial statements were approved by the Council on **8 May 2017** and signed on its behalf by

Gerry Quinn
Chairperson

Tomás Ó Ruairc
Director

Appendix 2

Teaching Council members

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 met on ten occasions during the year and the attendance of each member is shown in the following table. Some members were appointed to the Council later in the year; hence, they attended fewer meetings than those appointed at the beginning of the Council's term.

Name	Attended
Ms Elizabeth Cooney	10
Rev. Dr Tom Deenihan*	1
Mr Michael Delargey	8
Ms Karen Devine	7
Ms Catherine Doolan	9
Mr Niall Duddy	10
Ms Patricia Duffy	6
Mr Peter Finnegan (Appointed on 4 October 2016)	1
Dr Mary Fleming	8
Mr Pat Gilmore	8
Ms Mairéad Glynn	10
Mr Colm Harte	10
Mr John Holian	10
Mr Declan Kelleher	9
Mr Ferdia Kelly	7
Mr Gregor Kerr	10
Mr Martin Lally (Appointed on 31 May 2016)	7
Ms Máire Lineen	10
Ms Áine Lynch	7
Mr Denis Magner	10
Ms Claire Markey	10
Mr Seán McMahon	9
Mr Paul Mooney	10
Ms Noelle Moran	10
Mr Seamus Mulconry* (Appointed on 11 July 2016)	4
Ms Yvonne Ní Mhurchu	7
Prof. Pádraig Ó Duibhir (Appointed on 31 May 2016)	5
Mr Séamus Ó Fearraigh	10
Ms Deirdre O'Connor	9
Mr Séamus O'Connor	9
Prof. Anne O'Gara (Appointed on 31 May 2016)	6
Mr Seán O'Neill	10
Prof. Mary O'Sullivan	9
Mr Gerry Quinn	9
Mr Eamonn Shaughnessy	10
Ms Tracie Tobin	7
Mr Frank Turpin	7

*Rev. Dr Tom Deenihan resigned from the Council and was replaced by Mr Seamus Mulconry.

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 ten occasions during the year and, as of 27 March 2017, had the following 11 members.

Name	Attended
Ms Mairéad Glynn	9
Mr John Holian	10
Mr Declan Kelleher	10
Mr Martin Lally	5
Mr Seán McMahon	10
Mr Paul Mooney	10
Ms Noelle Moran	8
Ms Deirdre O'Connor	10
Prof. Mary O'Sullivan	6
Mr Gerry Quinn	10
Mr Frank Turpin	5

Investigating Committee

Any person may apply to the Investigating Committee for an inquiry into the fitness to teach of a registered teacher.

The Committee met on ten occasions during the year and, as of 27 March 2017, had the following 11 members.

Name	Attended
Rev. Dr Tom Deenihan*	1
Mr Michael Delargey	6
Ms Karen Devine	10
Ms Catherine Doolan	9
Mr Niall Duddy	10
Ms Mairéad Glynn	10
Mr Ferdia Kelly	7
Mr Seán McMahon	10
Mr Paul Mooney	10
Ms Noelle Moran	9
Mr Seamus Mulconry*	5
Mr Séamus Ó Fearraigh	10

**Rev. Dr Tom Deenihan resigned from the Council and was replaced by Mr Seamus Mulconry on the Investigating Committee.*

Disciplinary Committee

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

The Committee met on eight occasions during the year and, as of 27 March 2017, had the following 12 members.

Name	Attended
Ms Elizabeth Cooney	8
Ms Patricia Duffy	5
Mr Pat Gilmore	8
Mr Declan Kelleher	8
Ms Áine Lynch	5
Mr Denis Magner	6
Ms Claire Markey	8
Prof. Pádraig Ó Duibhir	6
Mr Seán O'Neill	7
Mr Eamonn Shaughnessy	8
Ms Tracie Tobin	7
Mr Frank Turpin	5

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 2017, had the following 11 members.

Name	Attended
Ms Mairéad Glynn	6
Mr Niall Duddy	6
Dr Mary Fleming	4
Mr Colm Harte	6
Mr John Holian	6
Mr Gregor Kerr	6
Mr Martin Lally	4
Ms Yvonne Ní Mhurchu	5
Prof. Pádraig Ó Duibhir	3
Mr Séamus Ó Fearraigh	6
Mr Eamonn Shaughnessy	5

Registration Review Group

The Registration Committee sits as the Registration Review Group in instances where teachers are unhappy with the outcome of a panel's decision and request a review of the initial decision. The group met on seven occasions during the year. Committee members who were involved in the panel decision or who have a conflict of interest withdraw from the meeting.

Education Committee

The Education Committee is responsible for making recommendations to the Council on policy relating to the continuum of teacher education.

The Committee met on eight occasions during the year and, as of 27 March 2017, had the following 12 members.

Name	Attended
Ms Elizabeth Cooney	8
Mr Michael Delargey	5
Ms Catherine Doolan	7
Ms Patricia Duffy	7
Mr Declan Kelleher	8
Mr Ferdia Kelly	7
Ms Máire Lineen	8
Mr Denis Magner	8
Ms Claire Markey	8
Ms Yvonne Ní Mhurchu	8
Prof. Anne O’Gara	5
Prof. Mary O’Sullivan	7

Finance Committee

The Finance Committee oversees the Council’s financial affairs.

The Committee met on five occasions during the year and, as of 27 March 2017, had the following eight members.

Name	Attended
Mr Niall Duddy	5
Mr Pat Gilmore	5
Mr Denis Magner	4
Mr Paul Mooney	5
Ms Noelle Moran	5
Mr Séamus O’Connor	5
Prof. Anne O’Gara	3
Mr Frank Turpin	3

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 2017, had the following five members.

Name	Attended
Ms Elizabeth Cooney	4
Mr Martin Lally	3
Mr Seamus Mulconry	3
Mr Séamus Ó Fearraigh	4
Mr Séamus O’Connor	3

Registration Panel

The Registration Panel is responsible for the assessment of issues which relate to the registration of teachers, such as the granting of extensions to those holding conditional registration.

The Registration Panel met on six occasions during the year and, as of 27 March 2017, had the following five members:

Name	Attended
Mr John Holian	6
Mr Gregor Kerr	6
Ms Máire Lineen	6
Ms Claire Markey*	5
Ms Yvonne Ní Mhurchu	5
Mr Séamus Ó Fearraigh*	1

**Mr Séamus Ó Fearraigh was replaced by Ms Claire Markey on the Registration Panel.*

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 is also responsible for the assessment of fit and proper persons as part of the registration renewal process.

The panel met on seven occasions during the year and, as of 27 March 2017, had the following seven members.

Name	Attended
Mr Colm Harte	7
Ms Elizabeth Cooney**	1
Rev. Dr Tom Deenihan*	1
Ms Patricia Duffy**	4
Dr Mary Fleming	1
Mr Denis Magner	4
Mr Seán McMahon	7
Mr Paul Mooney	7
Mr Seamus Mulconry*	2

**Rev. Dr Tom Deenihan resigned from the Council and was replaced by Mr Seamus Mulconry on the Evidence of Character Panel.*

***Ms Elizabeth Cooney replaced Ms Patricia Duffy on a temporary basis.*

Qualifications Panel

The Council's Qualifications Panel assesses the professional qualifications of applicants seeking to register as teachers.

The panel met on eight occasions during the year and, as of 27 March 2017, had the following five members:

Name	Attended
Ms Karen Devine	7
Dr Mary Fleming	7
Ms Claire Markey*	2
Mr Séamus Ó Fearraigh*	5
Mr Seán O'Neill	8
Ms Tracie Tobin	6

**Mr Séamus Ó Fearraigh replaced Ms Claire Markey on the Qualifications Panel.*

Appendix 4

Council members' expenses 2016

1 January to 31 December

The following table sets out the meeting expenses for the 2016 calendar year for members who served on the third Council, where the term of office ended on 27 March 2016.

Name	Expenses claimed	Total attended
Mr Michael Barry	€5,405.33	17
Mr Noel Buckley	€3,147.30	12
Mr Kieran Christie	€57.89	2
Dr Marie Clarke	€0.00	2
Ms Eimear Cole	€190.12	6
Mr John Conlon	€1,101.24	2
Ms Lily Cronin	€5,091.60	13
Ms Derbhile De Paor	€1,249.45	6
Ms Elaine Devlin	€1,090.50	7
Dr Ken Fennelly	€0.00	6
Ms Eileen Flynn	€99.24	4
Prof. Michael Hayes	€1,111.80	4
Ms Marie Humphries	€182.86	12
Ms Mary Kelly	€155.94	6
Ms Áine Lynch	€0.00	2
Mr Christopher Maginn	€166.59	4
Dr Deirdre Mathews	€0.00	11
Mr Brendan McCabe	€400.15	8
Mr Fergal McCarthy	€5,462.56	16
Ms Anne McElduff	€764.35	7
Dr Andrew McGrady	€394.32	12
Ms Marie McLoughlin	€181.94	3
Mr Patsy McVicar	€5,453.96	17
Ms Dympna Mulkerrins	€474.90	14
Ms Brid Ní Raghallaigh	€0.00	3
Mr Micheál Ó Gríofa	€1,059.87	11
Mr Diarmuid Ó Murchú	€1,038.81	9
Ms Kathleen O'Connor	€1,452.27	6
Dr Joe O'Hara	€249.84	9
Ms Bernadine O'Sullivan	€323.07	12
Ms Eleanor Petrie	€386.83	6
Ms Bernie Ruane	€1,757.94	7
Ms Joan Russell	€3,206.70	11
Mr Don Ryan	€3,469.13	9
Mr Milo Walsh	€2,369.83	8
Mr Declan Kelleher	€1,620.52	8
Mr Frank Turpin	€156.55	2

The following table sets out the meeting expenses for the 2016 calendar year for members who served on the fourth Council where the term of office commenced on 28 March 2016.

Name	Expenses claimed	Total attended
Ms Elizabeth Cooney	€2,099.08	22
Rev. Dr Tom Deenihan	€0.00	3
Mr Michael Delargey	€3,778.53	15
Ms Karen Devine	€3,228.88	19
Ms Catherine Doolan	€3,746.59	20
Mr Niall Duddy	€5,727.51	27
Ms Patricia Duffy	€560.20	20
Mr Peter Finnegan	€0.00	0
Dr Mary Fleming	€2,223.70	16
Mr Pat Gilmore	€2,834.26	14
Ms Mairéad Glynn	€555.66	31
Mr Colm Harte	€2,528.73	22
Mr John Holian	€5,250.53	29
Mr Ferdia Kelly	€614.60	15
Mr Gregor Kerr	€346.95	21
Mr Martin Lally	€0.00	14
Ms Máire Lineen	€823.18	19
Ms Áine Lynch	€0.00	7
Mr Denis Magner	€1,548.61	23
Ms Claire Markey	€0.00	25
Mr Seán McMahon (Deputy Chairperson)	€8,991.40	30
Mr Paul Mooney	€1,899.23	32
Ms Noelle Moran	€5,674.21	24
Mr Seamus Mulconry	€0.00	8
Ms Yvonne Ní Mhurchu	€2,026.87	22
Prof. Pádraig Ó Duibhir	€225.20	8
Mr Séamus Ó Fearraigh	€8,030.73	30
Ms Deirdre O'Connor	€259.00	16
Mr Séamus O'Connor	€4,560.81	13
Prof. Anne O'Gara	€573.20	9
Mr Seán O'Neill	€0.00	19
Prof. Mary O'Sullivan	€3,119.00	16
Mr Gerry Quinn (Chairperson)	€2,597.08	20
Mr Eamonn Shaughnessy	€5,781.95	20
Ms Tracie Tobin	€3,234.43	13
Mr Declan Kelleher	€5,508.23	27
Mr Frank Turpin	€287.69	16

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