

# Annual Report

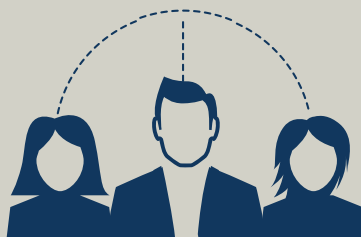
2018/2019





# A Snapshot: 2018-2019

No. of teachers registered  
with the Teaching Council



# 102,756

# 89%

renewed  
their  
registration  
online



No. of times  
'Search the Register' was used

# 153,415



# 2774 teachers

participated  
in *Droichead*



# 39,966

teachers were vetted  
through e-vetting system

[www.teachingcouncil.ie](http://www.teachingcouncil.ie)

# 400,000+ VISITORS



# 35

E-zines



# 6

research  
webinars

# 39

Fitness to teach  
complaints  
were made to the  
Teaching Council

# Chairperson's Report



**Noelle Moran**

*Chairperson of the Teaching Council*

*Tá ról ríthábhachtach ag an gComhairle Mhúinteoireachta tacaíocht a chur ar fáil do mhúinteoirí le caighdeáin arda a choinneáil sa ghairm, faoi láthair agus amach anseo.*

I am very pleased to present the Teaching Council's Annual Report 2018/2019. The reporting year marks another significant and busy year for the Council. We are fortunate in Ireland to have been so well served by the teaching profession throughout our history. The collective and continuing contribution of teachers has always underpinned Ireland's progress and will continue to do so.

There were 102,756 teachers registered with the Teaching Council on 27 March 2019, an increase of 4,282 on the 2018 level. This increase is very welcome in light of the ongoing teacher supply issues facing the country.

The Council's responsibilities for teacher education begin the day a teacher enters initial teacher education and continue throughout their career. This includes the review and accreditation of programmes of Initial Teacher Education. The Department of Education and Skills has also requested the Council to examine the implementation of school placement guidelines.

A School Placement Working Group (SPWG) was established for this purpose and it will make recommendations to the Department of Education and Skills' Teacher Supply Implementation Group and inform the forthcoming review of the Initial Teacher Education: Criteria and Guidelines for Programme Providers.

For newly qualified teachers, the second year of the growth phase of Droichead, the Council's integrated induction framework, was implemented in primary and post-primary schools in the 2018/2019 academic year.

The past year also saw the introduction of new online supports for applicants for registration from overseas. These include an e-book/animation outlining the process for overseas applicants; a series of comprehensive Frequently Asked Questions available on the website to guide applicants; and the development of a specific website section for teachers 'Qualified outside of Ireland'.

During the reporting year the Council has continued to engage with the Department of Education and Skills regarding the need for regulations under section 37 of the Teaching Council Acts to be brought into force. These regulations will oblige employers to notify the Teaching Council when a teacher is dismissed or has resigned following a complaint or a disciplinary process at school level. Section 37 regulations have an important role with respect to child protection and when in place will also greatly enhance the Council's ability to promote the highest standards of teaching.

The Council, during the 2018/2019 period, has continued to impress on the Minister and the Department of Education and Skills the critical need to implement Section 28 of the Education Act. This would ensure that complaints which are capable of being resolved at local level would have a statutory framework and procedures within which they would be processed rather than such complaints coming directly to the Teaching Council.

I would like to take this opportunity to express my personal appreciation for the dedication of our Council members who give voluntarily of their time working for the teaching profession. Being a Council member is a significantly demanding and time-consuming commitment and I want to acknowledge all members' time and contribution. I also want to sincerely thank Tomás Ó Ruairc, the Director of the Teaching Council, Brendan O'Dea, the Deputy Director, and the management and staff for their continued hard work and ongoing support the Council. And finally, I want to say a collective thanks to Council members and Council staff for their support for me in my role as chairperson this year.

Agus muid ag déanamh machnaimh ar dhul chun cinn agus éachtaí na bliana seo, aithníonn an Chomhairle Mhúinteoireachta an ról fíorthábhachtach a bhíonn ag múinteoirí sa tsochaí, agus tiomnaíonn an Chomhairle leanúint ar aghaidh ag tacú lenár múinteoirí ina gcuid oibre.

*Noelle Moran*

**Noelle Moran**  
*Chairperson*

# Director's Report



**Tomás Ó Ruairc**  
Director of the Teaching Council

*Le linn na bliana 2018/2019, tháinig fás is forbairt ar ghníomhaíochtaí na Comhairle Múinteoireachta i ngach gné dá cuid freagrachtaí. San áireamh anseo bhí oideachas tosaigh múinteoirí agus ionductú, foghlaim múinteoirí, clárú agus caighdeán ghairmiúla. D'éirigh linn ár gcaidrimh oibre leis an rialtas agus le páirtithe leasmhara a fhorbairt chomh maith.*

The reporting year (2018/19) has seen increased activity across the full scope of the Teaching Council's areas of responsibility. This includes continuing engagement with the profession in relation to initial teacher education and induction, teachers' learning, registration, and professional standards. Engagement with government and stakeholders also continued proactively during the year under review.

All of our work is focused on upholding, enhancing and supporting standards in the teaching profession. These are standards which have been strongly maintained by teachers in Ireland for many years where our role is to safeguard the profession's hard won reputation for excellence.

Significant progress was made on the achievement of the goals set out in the Council's 2018 – 2020 Strategic Plan. These goals include the creation of a seamless continuum of Teacher Education; an agreed model and process for ensuring a better match between teacher supply and demand; the delivery of professional learning frameworks which facilitate a culture of shared learning; and ensuring that the implementation of the Fitness to Teach process remains robust, fair and transparent for teachers and the wider public who place their trust in the profession.

2018 also saw the commencement of a much needed project to replace the current registration system in use by the Council. The new system will incorporate a self-service portal, accessible from all device types including smartphones and tablets. The ultimate goal is to improve convenience and service delivery for applicants and teachers, and we expect that the new database will go live in the second half of 2020.

Brexit will have far reaching implications for the teaching profession on the island of Ireland, not least for teachers working and living on a cross border basis. There are other potential impacts, however, and in terms of preparedness we have been engaging with UK teaching regulators regarding a potential no deal Brexit and the implications this would have for data sharing in the context of fitness to teach information in circumstances where the UK becomes a non-EU country.

There was a change to the *Droichead* Quality Assurance Process during the year under review with schools being chosen at random for visits for the first time. All of the schools chosen were very willing to co-operate with these reviews and the findings demonstrated a high level of professionalism in relation to the DQA Process.

Teachers' learning is an essential and career enhancing process which benefits the overall profession of teaching. This was supported by the Cosán process where a number of shared learning days were held during the year and which we will continue to further develop in the years ahead. These events focused on a range of topics including engagement in professional learning, portfolio-based learning and reflection; leadership for lifelong learning; and wellbeing.

We are focused on delivering the benefits of technology to further enhance our engagement with the profession. Webinars offer a valuable professional learning opportunity and I am pleased to report that the Teaching Council hosted 10 sessions during the reporting year as part of the CROÍ (Collaboration and Research for Ongoing Innovation) research series. In addition, the Council has worked with Education Support Centres Ireland to agree a structure for a joint programme of professional learning.



In the research arena, 18 projects involving 54 researchers were awarded funding under the John Coolahan Research Support Framework. This is an excellent initiative which aims to support teachers to adopt an innovative and evidence-informed approach to their professional practice.

Regular e-zines were also produced as part of the Council's CROÍ Research series during the reporting year. These covered a variety of topics such as Inclusion for All, Student Engagement, Reflective Teaching and Learning and Childhood Bilingualism.

We were honoured to be joined at FÉILTE by President Michael D Higgins and Mrs. Sabina Higgins, and a host of other keynote speakers for our annual celebration of the excellent achievements of Irish teachers, which took place in October 2018 in Mary Immaculate College, Limerick. This was the first time for the FÉILTE event to be held outside of Dublin and also the first time it was held over two days. Under the theme of "Lifelong learning: Making a Difference", the festival featured dozens of teacher-led showcases and workshops which demonstrated the great innovation happening in teaching and learning in schools throughout Ireland. The event was a huge success with over 700 teachers and members of the public attending and more than 1,800 others taking part online.

I wish to thank the Chairperson, Noelle Moran, for her support and encouragement, and each member of the Council for their dedication and engagement. I thank all of my colleagues for their hard work and commitment during a period in which we made further significant progress in support of quality teaching and learning.



**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 Teaching Council is the professional standards body for the teaching profession, which promotes and regulates professional standards in teaching.

It acts in the interests of the public good while upholding and enhancing standards in the teaching profession.

## Membership of the Teaching Council

The Council has 37 members and 16 of these are registered teachers who are elected by teachers

The membership comprises of:

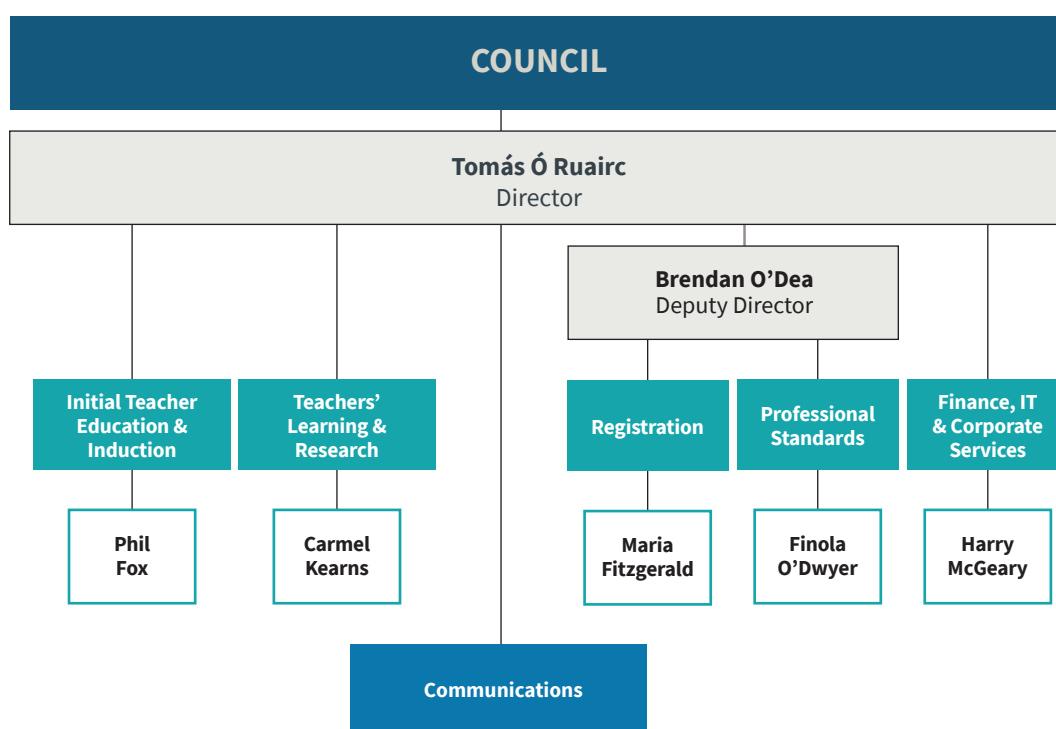
- > 11 primary teachers, nine of whom are elected and two of whom are teacher union nominees
- > 11 post-primary teachers, seven of whom are elected and four of whom are teacher union nominees
- > two nominated by colleges of education
- > two nominated by specified third-level bodies
- > four nominated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

In 2015 it was agreed with the Minister for Education and Skills that the filling of the 37 positions on the Council should be done on a staggered basis. This approach was put in place to assist with the orderly turnover of members on the Council and to maintain a core of experienced members on the Council at all times. In April 3<sup>rd</sup> 2018, the terms of office of nominated members appointed under sub-sections 8 (a), (b), (c), (d), (e) and (f) of the Teaching Council Act came to an end. Replacement members, nominated by their respective nominating bodies, were subsequently appointed to the Council by the Minister for Education and Skills for a term of four years.

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

### Strategic Plan 2018 -2020

The Teaching Council made considerable progress during the reporting year developing the 2018 – 2020 Strategic Plan goals.

The seven strategic goals for 2018-2020 are:

1

#### **Consolidate and communicate the progress made towards a seamless continuum of Teacher Education**

- Following a competitive tender process, the Council appointed Marino Institute of Education and Trinity College Dublin to research teachers' experiences of *Droichead*. Contracts were signed and the research commenced in late 2018.
- The Council hosted a number of Cosán events including Shared Learning Days in May and November 2018, a series of 13 workshops in Education Centres and a stakeholder event in December 2018.
- Applications were invited for the second round of the John Coolahan Research Support Framework in March 2018. Some 58 applications were received and a review panel was appointed to consider them. An awards event took place in December 2018, at which 18 projects involving 54 researchers were awarded funding.

2

#### **Work with the Department of Education and Skills and stakeholders to agree a model and process for ensuring a better match between teacher supply and demand**

- The Council is represented on the Teacher Supply Steering Group, the Implementation Group and on three of the four established working groups, namely the Data, Higher Education and Communications Working Groups.
- The Communications Working Group, which is chaired by the Director, has embarked on a consultation process with key stakeholders on the Teacher Supply action plan.

3

#### **Support teachers in enhancing their professional practice through professional learning frameworks which facilitate a culture of shared learning**

- The application and completion processes for *Droichead* were reviewed and updated to support the increased participation and provide additional clarity for all involved.
- The Council engaged actively with the National Induction Programme for Teachers (NIPT) as they work to support the professional learning of teachers undertaking the *Droichead* process and the training of the Professional Support Teams within the schools.

## 4

### **Continue to safeguard entry to the profession through high standards for initial teacher education, as well as effective and efficient review and registration processes**

- The Council's Curricular Subject Requirements at Post-Primary level are currently the subject of review with the aim of maintaining and protecting the standards while increasing flexibility in the system. It is hoped that one of the outcomes of this review will be a more streamlined set of criteria which will offer a more inclusive approach to the diverse range of skills that graduates from home and abroad bring to the modern learning environment, while maintaining standards. At the time of writing, the consultation and redrafting process had concluded and the revised criteria will be considered by Council in Q3 2019.
- The Council began the re-vetting process of teachers who had the older paper based vetting disclosure. Additional efficiencies were introduced to ensure a faster and more streamlined process for both registered teachers and applicants for registration.
- In November the Council updated the renewal card and receipting system by moving away from the paper-based system to an online system which would provide anytime, easy access for the teacher to their documentation.

## 5

### **Ensure that the implementation of the Fitness to Teach process is robust, fair and transparent for teachers and the wider public**

- All complaints received in relation to registered teachers were processed in line with Council's Investigating Committee Procedures and where appropriate, the Disciplinary Committee Rules of Procedure which are set down in a Statutory Instrument. In this regard, during the reporting year the Professional Standards section continued to review and refine Investigating Committee and Disciplinary Committee processes.
- Council's complaints and inquiry procedures were endorsed by the High Court as being fair and robust in two Judgments received during the reporting year.
- Council continued to engage with the Department of Education and Skills seeking the early implementation of procedures under section 28 of the Education Act 1998, to provide for a statutory grievance procedure for parents and teachers at school level.
- Engagement also continued with the Department regarding Ministerial approval of regulations, pursuant to section 37 of the Act. Such regulations would place a statutory obligation on employers to notify the Council when a registered teacher is dismissed or resigns on foot of a disciplinary related matter.
- In December 2018, Council approved Draft Social Media Guidelines for teachers for consultation purposes. At the end of this reporting period, the Professional Standards section was embarking on a consultation process to seek the feedback of key stakeholders with regard to the draft guidelines.

## 6

**Promote the teaching profession, including wellbeing, and enhance awareness of the Council's work through innovative and accessible communications.**

- FÉILTE 2018 took place on 5 and 6 October in Mary Immaculate College with in excess of 730 attendees and 1806 views of the event via livestreaming.
- Attendance at approximately 21 events including Teaching Fairs, Open Days, Postgraduate Fairs and Recruitment/Career Fairs targeting diverse audiences.
- 35 ezines including 3 video ezines issued and nine webinars hosted.
- Twitter followers increased by over 1,800 to a total of 24,500
- Facebook followers increased by over 1,200 to 6,200.

## 7

**Ensure that the Teaching Council has sufficient resources, including from other sources to support efficient ways of working, compliance with corporate governance and development of effective policies**

- The Council has engaged investment advisory services to ensure that returns from available funds are optimised within the parameters of the Council's low risk investment policy
- The main ICT infrastructure has been re-located to an external datacentre with the Maynooth facilities being used for backup purposes
- The Council re-tendered for the provision of a managed services function covering frontline administration services
- Additional IT functionality introduced to streamline and support registration, renewal and vetting processes.



### 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.

#### Registrations

A total of 102,756 teachers were registered with the Teaching Council on 27 March 2019. Overall there were 6,430 new registrants entered onto the Register. During the 2018 summer months 3,082 new graduates entered the Register.

Route of Registration	Number
<b>Route 1</b> Primary	47,852
<b>Route 2</b> Post-Primary	44,484
<b>Route 3</b> Further Education	13,336
<b>Route 4</b> Other	1,215

*Note: Teachers may be registered under more than one route.*

Over this 12 month period, 215 teachers lapsed from the Register for not addressing their conditions, of which 16 subsequently re-registered. 1,345 lapsed for non-payment of renewal fee, of which 56 teachers subsequently re-registered. 231 teachers voluntarily removed themselves from the Register during this 12 month period.

In January 2018, the International Standard Classification of Education (ISCED) coding system was implemented for registration under Route 3 (Further Education). The net result being that 1,600 subject codes were replaced by 101 subject codes. The use of ISCED codes makes the number of registered subjects finite and therefore greatly improves the ability to report on teacher supply in particular areas in the further education sector.

The Registration Committee met on four occasions over this period. The Registration Review Group met on 5 occasions and considered 33 cases.

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 Renewals

Since January 2014, registration with the Council is a requirement for a teacher to receive a State-funded salary. Registration lasts for one year and teachers must renew their registration each year in order to remain on the Register of Teachers. The registration renewal fee remains at €65 and income tax relief can be claimed. During the year, 89,438 teachers renewed their registration with 89% selecting the online payment option. With effect from mid-November 2018, the Council issue e-Cards and e-Receipts only. The practice of issuing integrated plastic cards and hardcopy receipts has been replaced by an easily accessible electronic card (e-Card) and electronic receipt (e-Receipt), which has yielded savings for the Council.

## Registration with Conditions

Teachers are registered with conditions when they have not met all of the 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. Generally teachers are given three years to address the conditions of their registration and extensions can be sought in exceptional circumstances. In September 2018, the Council commenced communication with 468 teachers who had conditions with an expiry date of 1 February 2019. 264 teachers were presented to Registration Panel for consideration. 3 teachers were subsequently removed from the Register and the remaining teachers were granted further extensions.

A total of 1,824 teachers with outstanding conditions were contacted three months before the expiry dates and 953 requested and were granted extensions. During the year, 4,909 conditions were removed from teachers' registrations as they had been fulfilled.

From September 2017, the Council commenced the full administration of the *Droichead* professional induction process for newly qualified teachers. During the summer months a total of 1,669 completed the 2017/2018 *Droichead* process. Overall in 2018/2019, 2,774 teachers applied to commence the *Droichead* process across 1,174 primary, post-primary and special education schools.

The Registration Panel met on 6 occasions and considered 274 cases. A further 750 cases were presented to the Panel for ratification.

## PME Verification Project

This project allows first year Professional Masters in Education (PME) post-primary student teachers to verify that their undergraduate subjects meet the Council's requirements for teaching at least one curricular subject. This confirms their eligibility to register with the Council on completion of their masters studies and also helps speed up the registration process. A total of 82% of the student teachers availed of this free process.

## Ombudsman

The Council received two queries from the Ombudsman's office in relation to complaints submitted by teachers regarding registration matters. The Council provided all the relevant information and clarifications requested. In one case the Ombudsman returned an outcome of not upheld and confirmed the Council's processes, in the other case the complaint was discontinued by the teacher.

## 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 153,415 times during the year.



## Garda Vetting

The Council administers the vetting of teachers for registration and employment purposes. During the reporting year 19,983 teachers were vetted with 9,599 teachers being vetted for registration or employment purposes and 10,384 of teachers being vetted as part of the re-vetting project.

On 1 October 2018, the Council commenced the re-vetting of the 37,000 registered teachers. These teachers were previously vetted between 2006 and 2016 and held the old paper based Garda Central Vetting Unit vet. The teachers were contacted five months prior to their renewal month and were requested to complete the two stage vetting application process in order to be eligible to renew their registration.

The outcome of the vetting process is known as a Disclosure. As part of the registration processes, the Council is required to consider vetting disclosures, for suitability of the individual as a “fit and proper person” for registration purposes.

The Council’s Evidence of Character Panel met on 10 occasions and considered 29 vetting disclosures in respect of applicants for registration and renewal of registration. A further 186 cases were presented for ratification to the panel during the year.

The Council’s Registration Review Group met 3 times to consider 1 case relating to a ‘fit and proper person’ assessment.

## Registration Database Replacement Project

2018 saw the commencement of a project that will focus on the replacement of the Council’s current registration database with an anticipated go-live date of quarter three 2020.

The objective of this project is to procure, implement, host, maintain and support a teacher registration system to replace the registration system currently being used by the Council. This replacement will be the largest technological change to-date seen by the Council. It will impact on the work of the majority of staff members and will affect almost all registered teachers in their interactions with the Council.

The existing system has many manual touchpoints and there is a recognised need to digitize and streamline the process of registration and related services as much as possible. A system which incorporates a feature rich, self-service portal, accessible from all device types, including mobile/tablet is required. The ultimate ambition is to have a solution in place which allows for improved service delivery to applicants and teachers while enabling more efficient use of Council resources.

This major project requires support in the form of sub-projects, particularly in the areas of data cleansing and data migration. These sub-projects will run parallel to the main replacement project.

## 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.

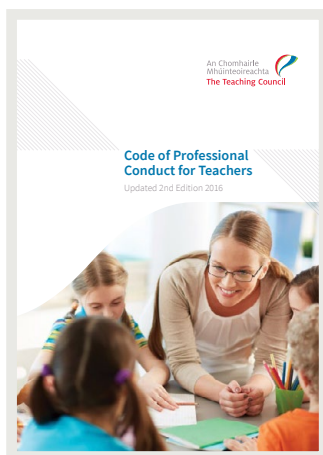


The second edition of the Code of Professional Conduct (updated in 2016) sets out the standards of professional knowledge, skill, competence and conduct that are expected of registered teachers. The Code is a statement of what good teaching should look and feel like. It is a statutory document that acts as a reference point during Fitness to Teach inquiries.

The Council's Fitness to Teach functions (Part 5 of the Teaching Council Acts 2001-2015) were commenced on 25 July 2016. The Council can now investigate complaints made against registered teachers on serious matters. 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.

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 – The Child and Family Agency. The implementation of procedures under section 28 of the Education Act 1998 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. In this regard, the Council continued to engage with the Minister, Department of Education & Skills and stakeholders in relation to the need to implement procedures under section 28 of the Education Act 1998.



The Code is a statement of what good teaching should look and feel like.

The Teaching Council also continued to engage with the Department of Education and Skills regarding the need for regulations to be consented to and signed by the Minister under s.37 of the Teaching Council Acts and published as a Statutory Instrument. Regulations under section 37 of the Act will oblige employers to notify the Teaching Council when a teacher is dismissed or has resigned following a complaint or a disciplinary process at school level.

### Fitness to Teach Inquiries/Disciplinary Committee

Fitness to Teach commenced on 25 July 2016 and from that date, the Teaching Council can receive and investigate complaints in relation to registered teachers, which can ultimately result in an inquiry into a teacher's fitness to teach.

The Investigating Committee of the Council 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. An inquiry is conducted by 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 form of an oral hearing.

In most cases, an oral hearing will take place, especially where facts are disputed or are at issue. Where the inquiry is held in public, members of the media can attend.

If applications are made to it, the inquiry panel may decide to hold all or part of an inquiry in private. The panel can also decide to anonymise the identity of people and locations connected to the inquiry if an inquiry proceeds in public.

Two matters were referred to inquiry in the 2018/2019 reporting year. Preparations were underway and both these matters were awaiting hearing dates at the end of the reporting period.

The sanction of removal of a teacher from the register was confirmed by the High Court on 13 August 2018 further to the first inquiry held in the Teaching Council. Regarding the publishing of the finding of professional misconduct and sanction of removal from the first public inquiry, Council considered this and decided to publish on the website pursuant to section 46(B)(b) of the Act with identities of parties anonymised.

Separately, in March 2019 Council approved a policy regarding the timelines for publication of findings and sanctions to appear on the register of teachers and to appear on the Council's website.

A defence was prepared in a High Court challenge taken by a teacher against the Teaching Council in relation to a decision of Council to make a notification to the National Vetting Bureau regarding a bona fide concern of a child protection nature. The High Court found against the teacher in this case and therefore in favour of the Teaching Council. At the end of the reporting period, the matter was under appeal to the Court of Appeal.

## Investigation of Fitness to Teach complaints/Investigating Committee

The Council received 39 complaints relating to registered teachers between 28 March 2018 and 27 March 2019.

Thirty seven of the complaints related to individual teachers, two complaints related to two teachers.

Five of the 39 complaints were refused at Director's review stage as they did not meet the requirements of the Teaching Council Acts 2001-2015, i.e. they were not signed or accompanied by relevant documentation and information.

## Grounds of complaint

The Council can look into complaints on a number of grounds as set out in Part 5 of the Teaching Council Acts, which include:

- > 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

## Decisions of the Investigating Committee

The Investigating Committee is a screening committee that considers and investigates complaints received by the Teaching Council in relation to registered teachers. This Committee must decide whether action is required or whether all or part of a complaint should be referred to the Disciplinary Committee for an inquiry.

- > The Investigating Committee decided that it could not consider 19 complaints. These complaints were refused as they did not meet the requirements of the Teaching Council Acts, i.e. the conduct occurred prior to 25 July 2016 and the Investigating Committee did not have jurisdiction to consider same, they did not relate to the registered teacher's fitness to teach, or school-based procedures had not been concluded before the matter was raised with the Investigating Committee
- > Following a decision to investigate, the Committee did not refer four complaints to the Disciplinary Committee
- > The Investigating Committee considered one withdrawal of a complaint and decided that no further action was to be taken in relation to the matter or the subject of the complaint
- > Of the 39 complaints, 27 required further consideration by the Investigating Committee as at 27 March 2019 and
- > Fifteen of the 39 complaints related to conduct that occurred prior to the commencement of Part 5.

## Source of complaint

Complaint Group	Amount
Parents	21
The Teaching Council via the Executive Committee, the complaint having come to the attention of the Council through the media or otherwise	8
Other parties	10
School management authorities	0

## Sector

Of the 39 complaints received in the reporting year, 11 related to teachers in the post-primary sector and 26 related to teachers in the primary sector and two in the Further Education Sector.

## Categories of Complaint

The following illustrates the categories of complaint recorded and the numbers of complaints received in each category during the reporting year:

Conduct/behaviour*	30
Competence/ performance/practice	10
Medical concerns	1
Criminal convictions	3
Dishonesty/professional integrity	2
A teacher's failure to report/notify	1
Breach of Code of Professional Conduct for Teachers	1
Breach of the Specified Acts listed at s.42(1)(a) of the Teaching Council (Amendment) Act 2015	0

*Note: More than one category of complaint can be attached to any individual complaint. Therefore, the grounds of complaint in the table above will not necessarily amount to the total number of complaints received during the reporting year.*

\* Complaints related to conduct/behaviour include physical abuse/assault, verbal assault, sexual/intimate contact with a student, inappropriate personal relationship with a student (non-sexual), inappropriate communications (of a sexual and non-sexual nature), bullying, discriminatory behaviour and inappropriate social media usage.

## Executive Committee

The Executive Committee is a statutory committee of Council, which performs functions conferred on it by the Teaching Council Acts; this includes matters which Council may delegate to it. The Council has delegated its functions under section 47 and under section 42(1) of the Act to the Executive Committee, pursuant to section 26(i) of the Teaching Council Acts.

Section 47 of the Teaching Council Acts provides that the Council, if it is satisfied that it is in the public interest, may apply to the High Court for an Order to suspend the registration of a registered teacher for a specified period. The Executive Committee considered one such section 47 application in the reporting year. The Council applied to the High Court for a section 47 Order and an Order was granted.

The *Section 47 Guidelines* used by the Executive Committee were updated during the reporting year, approved by Council on 11 March 2019 and subsequently updated on the Teaching Council website.

Section 42(1) of the Act provides that the Council may make a complaint to the Investigating Committee. The Executive Committee (having been delegated the function by Council), decided that Council should become the complainant with regard to eight complaints during the reporting year. This can arise where a registered teacher comes to the Council's attention via the media or where a member of the public or a board of management notify Council of a concern relating to a registered teacher but do not wish to become a formal complainant.



## Stakeholder engagement regarding fitness to teach matters

The Council actively engages with stakeholders on a regular basis.

In the reporting year, bilateral meetings were held with regard to Fitness to Teach matters between the Professional Standards staff who support the Fitness to Teach functions of Council and key stakeholders.

Council continued to support stakeholders in terms of providing briefings and information sessions in the context of Fitness to Teach.

A wider stakeholder engagement to convey the Council's learnings to date around complaints and inquiries took place on 19 April 2018.

Social Media Guidelines for Teachers were drafted by the Investigating Committee and Disciplinary Committees of the Teaching Council and approved by Council in December 2018 for consultation purposes. Preparations were underway at the end of the reporting period to consult with teachers via a survey and a wide range of stakeholders to seek their feedback on the draft Guidelines. At the end of the reporting period, a survey on the draft Guidelines was prepared to issue to teachers.

Engagement took place with the Department of Education and Skills, Tusla, An Garda Síochána and the Data Protection Commissioner's Office in the context of the sharing of child protection/child risk information with the Teaching Council when it relates to a registered teacher.

## Other relevant Fitness to Teach developments during the reporting year

Engagement with the UK teaching regulators took place regarding a potential No Deal Brexit scenario. In particular, the implications in relation to data sharing post Brexit with non-EU countries were considered in the context of fitness to teach information, both incoming and outgoing information.

Processes were reviewed in the context of GDPR coming into effect on 25 May 2018 and managed associated procedural updates.



## 5 Initial Teacher Education & Induction

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 begins when a teacher enters initial teacher education, and continue throughout the teacher's career.

### Review and Accreditation of ITE Programmes

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

Action twelve in the Department of Education and Skills's Teacher Supply Action plan (2018) requests the HEA to engage with the ITE programme providers to ensure that additional 4-year concurrent post primary ITE programmes are in place for 2019/20 which qualify teachers in two subject areas, including targeted subjects (Maths, Higher Education Working Group Higher Education Authority/ Department of Education & Skills Q3 2018 Action Working Group Implementing area(s) Target date Physics, Chemistry, Computer Science, French, German, Spanish, Italian, Irish, Home Economics). The Teaching Council received four submissions in the reporting period from four HEIs for accreditation of programmes in the targeted subject areas. Accreditation panels were appointed and convened, and the process of review and accreditation commenced. At the time of writing two of the four programmes have been accredited and the remaining two are being progressed through the process.

The Council received a submission from one provider for the introduction of a programme of Primary PME. The process for review and accreditation has commenced.

## Impact Consultation Exercise

In order to review the suite of standards for ITE, Initial Teacher Education: Criteria and Guidelines for Programme Providers (2011), Further Education: General and Programme Requirements for the Accreditation of Teacher Education Qualifications (2011), and The Strategy for the Review and Accreditation of Programmes of Initial Teacher Education (2011), Council undertook an Impact Consultation Exercise in consultation with relevant stakeholders in Q2 and Q3 2018, to ascertain the impact of the reconceptualised programmes as experienced at an individual, school and system level. This exercise captured insights from a range of relevant stakeholders, with a particular focus on their experience of the reconceptualised programmes and the impact of those programmes on their practice, and on schools and the system more broadly. Data was gathered from current ITE students, ITE graduates (now practising teachers), co-operating teachers, principals, external examiners of ITE programmes and other relevant ITE personnel, and the Education Officers of the teacher unions.

Stakeholder group consultation sessions were held in four venues. The findings from this exercise informed the aforementioned review process (of the Strategy and Criteria). Phase 2 of the project was conducted in (2018-19): Utilising findings from Phase 1 and with reference to the Strategy (2011), Criteria (2011), and related publications, Phase 2 involved the (re)drafting of an ITE Standards document and the Strategy for the Review and Accreditation of Programmes of initial Teacher Education. A draft of the revised document has been completed.

## School Placement

A School Placement Working Group was convened in November 2018. The Group was tasked with working towards a coordinated, appropriate and sustainable approach to School Placement, to review the implementation of school placement guidelines and the recommendations of Teaching Council commissioned research on school placement (Hall et al, 2018). The Group chaired by the Teaching Council, comprised 18 members and included representatives from the HEIs, Teacher Unions, IFUT, the Management bodies, DES Senior Officials, the DES Inspectorate, the HEA and the Teaching Council.

## Towards an Action Plan Report

The feedback gathered from SPWG meetings and subgroup meetings will inform the SPWG Action Plan Report. Specifically, it will convey recommendations to the Department of Education and Skills' Teacher Supply Implementation Group and inform the forthcoming review of the *Initial Teacher Education: Criteria and Guidelines for Programme Providers* in respect of school placement. The Working Group is expected to report in September 2019.

## 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.

A consultation process was initiated to draw up criteria for the Leaving Certificate Curricular subjects Politics & Society and Computer Science. A project began to revise subject criteria and streamline Qualification Assessment processes. At the time of writing both projects are still ongoing.

All applications for registration from teachers who qualified outside of the EU/EEA are also assessed on an individual basis. 670 applications (Primary applications ratified: 319, Post-primary applications ratified: 351) for qualifications assessment were received by the Council during the year.

### > New online supports for applicants

An e-book/animation was developed in Q1 2019 outlining the three distinct stages for overseas applicants: application, assessment and registration. A series of comprehensive Frequently Asked Questions was developed in Q3 2018 and are available on the website to guide applicants.

### > Subject criteria review

The Council's Curricular Subject Requirements at Post-primary level are currently the subject of review with the aim of maintaining and protecting the standards while increasing flexibility in the system. It is hoped that one of the outcomes of this review will be a more streamlined set of criteria which will offer a more inclusive approach to the diverse range of skills that graduates from home and abroad bring to the modern learning environment, while maintaining standards. At the time of writing, the consultation and redrafting process had concluded and the revised criteria will be considered by Council in Q3 2019.

### > **Translations**

The Council has recognized the cost that can be associated with translation and have included descriptions of 'summarized' content that can be submitted, with the option to isolate sections of text pertinent to the application in place of full documents. Furthermore, the Council accepts translations conducted by the applicant that have been verified by a third party. This will truncate the process for the applicant as documents do not have to be sent for translation, and therefore will reduce costs. This update was posted on our website during Q2 2018 and is currently operational.

### *Droichead*

The second year of the growth phase of *Droichead*, the Council's integrated induction framework for newly qualified teachers, was implemented in primary and post-primary schools in the 2018/2019 academic year. *Droichead* was the sole route of induction in post-primary schools with 400+ students, SEN settings and primary schools with 16 or more mainstream teachers, in line with the policy, published in May 2017. Communications have been issued to all schools in the mandatory category for 2019/2020 advising them that *Droichead* is the only route of induction for NQTS in their schools from September 2019.

### *Droichead Quality Assurance Process for 2017/2018*

Data was gathered from 24 schools in the primary and post-primary sector. Each school was visited by the Droichead Quality Assurance (DQA) panel and a series of interviews was conducted during the visits. A report was drafted by Council staff, and was agreed and finalised by the panel. The DQA report was noted by the Teaching Council on 1 October 2018.

### **BEACONS (Bringing Education Alive for our Communities On a National Scale)**

During the reporting year, the Director commenced conversations with a diverse group of stakeholders on how more and better conversations could be facilitated between teachers, parents and students. This arose from a symposium on creative education hosted by the Burren College of Art in September 2018.

A steering group was established and met in Lucan, Thurles and Dublin West Education Centre. BEACONS was adopted as the title for this process which seeks to develop a range of models that schools could choose to support ongoing engagement with their students, parents and wider communities.

At the close of the reporting year, plans were in train to host a first prototype event in Ennistymon, Co. Clare. The intention was to gather evidence and feedback as to how such conversations may be best facilitated to inform future work.



## 6 Teachers' Learning and Research

### Teachers' learning

#### Cosán

As part of the Cosán development process, the Teaching Council held a Cosán Shared Learning Day on 19 May 2018 in the Mullingar Park Hotel in order to support teachers in continuing to reflect on learning and practice and to facilitate them in sharing their experiences of engaging in reflection as part of the Cosán Development Process. The day included presentations from Philippa Cordingley (CUREE), Kathryn Corbett (Bishop Galvin National School), Dr Conor Mellon (Teaching Council), and Dr Fiona King (DCU Institute of Education). These presentations focused on engagement in professional learning portfolio-based learning, and reflection.

A further Shared Learning Day took place in November 2018. This focussed on the theme of Leadership for Lifelong Learning, and was organised jointly with NAPD and IPPN, in association with the Centre for School Leadership (CSL). The day featured a keynote address and workshop with Professor Andy Hargreaves, and further workshops (*café conversations*) on reflection, wellbeing, and professional learning. Approximately 200 school leaders and other relevant stakeholders were in attendance.

In December 2018, the Teaching Council held a Cosán Stakeholder Briefing. Some 80 delegates were in attendance, including representatives from HEIs, providers of professional learning, the DES, parent bodies, management bodies, teacher unions, amongst others. The Council also engaged bilaterally with a range of stakeholders during the reporting year. These included Léargas, Education and Training Boards Ireland (ETBI), Instructional Leadership, Post Primary Languages Initiative (PPLI), Association of Teachers' Education Centres in Ireland (ATECI), National Council for Special Education (NCSE) etc. Staff have also met with senior representatives from Junior Cycle for Teachers (JCT), and participated in the design of professional learning in the context of the Junior Cycle Framework. In January 2019 the Council and Junior JCT jointly hosted a webinar on reflection – *Reflective Teaching, Reflective Learning: Continuing the Conversation*. Some 244 participants engaged in the live broadcast of the webinar that evening, and since then a further 208 individuals have viewed the recording.



More recently, following on from engagement with the Education Support Centres Ireland (ECI – formerly known as ATECI) in 2018, the association set up a sub-committee on teachers' learning, which has met with the Council and agreed a structure and timeline for a jointly-planned programme of professional learning around Cosán and reflection on learning.

The Council also arranged a series of 13 workshops between November 2018 and March 2019. These workshops gave an opportunity for those who had completed the Cosán Survey on the Teaching Council website to discuss and plan their involvement in the Cosán Development Process with each other and with Teaching Council staff.

The Cosán Working Group met on four occasions during the reporting year and considered feedback from workshops, school visits and stakeholder engagement to inform their ongoing work in relation to the Cosán Development Process. The group also considered the regulation of professional learning in other professions and jurisdictions with guest presenters at Working Group meetings including the Pharmaceutical Society of Ireland and the Education Workforce Council of Wales.

The need to encourage and incentivise teachers in their engagement in professional learning is fundamental to the Cosán Development Process. This includes the need for space and time for rich and authentic conversations. A key finding emerging from the process to date is that teachers' learning and their reflection on that learning is a complex process.

Mindful of this need for more space and time to facilitate further engagement with the teaching profession and the wider public on their views of the complexity of teachers' learning, and of the need to resource and incentivise it, the Council approved the following motion at its meeting in October 2018:

*Council recognises the importance of ongoing CPD for all teachers as part of their life-long learning. Council believes that CPD should be both encouraged and incentivised and mandates the Cosán working group to produce proposals to bring to the Council as to how this can be done. In this regard, Council resolves that renewal of teachers' registration will not at this time be subject to engagement in CPD.*

## RESEARCH

### Webinars – opportunities for schools to support professional learning

In keeping with the national framework for teachers' learning – Cosán, engagement with research webinars is recognised as a valuable professional learning opportunity. In that context, schools are encouraged to consider watching a webinar recording as a school-based professional learning community, or as a cluster of schools. Nine webinars were hosted during the reporting year as part of the Council's CROÍ (Collaboration and Research for Ongoing Innovation) research series. As with all research webinars, recordings are available on the research pages of the Council's website. A number of these were hosted jointly with relevant partners such as Junior Cycle for Teachers (JCT) and the National Council for Curriculum and Assessment (NCCA).

### John Coolahan Research Support Framework

The John Coolahan Research Support Framework aims to support teachers to adopt an innovative and evidence-informed approach to their professional practice. Applications were invited for the second round of the John Coolahan Research Support Framework in March 2018. Some 58 applications were received and a review panel was appointed to consider them. An awards event took place in December 2018, at which 18 projects involving 54 researchers were awarded funding.

### Research Ezines

As part of the Council's CROÍ Research series, seven e-zines were produced during the reporting year. Four of these adopted a thematic focus covering Inclusion for All, Student Engagement, Reflective Teaching and Learning and Childhood Bilingualism. Each of these included short summaries of relevant articles and links to the full text of each. Another was a special edition ezine including a video introduction by renowned Finnish educationalist, Professor Pasi Sahlberg. In the video, Professor Sahlberg commends the work being done in Ireland to promote a research culture in teaching. The two remaining ezines were promotional ezines designed to promote forthcoming research webinars, and launch the T-REX (Teachers' Research Exchange) online platform (see below).

## Bursaries

At the beginning of the reporting year, two researchers were awarded the final instalment of funding due under a research bursary scheme that had been operational some years ago. At the end of the reporting year, a further five submissions under those schemes were undergoing the Council's quality assurance process, in advance of payment of the final instalment of their funding.

## Teachers' Research Exchange (T-REX)

The Teaching Council's funding of the T-REX platform was formally launched in February 2019. T-REX is an online network for teachers and other educational researchers. It offers support in accessing and sharing the latest insights from cutting-edge research. It will also facilitate conversations, collaborations and stronger connections between research, policy, practice and between schools and HEIs. The next (two-year) phase of the platform's development is being funded by the Teaching Council, in collaboration with the National Council for Curriculum and Assessment (NCCA), the Centre for Effective Services and the National Forum for the Enhancement of Teaching and Learning in Higher Education.

## Commissioned Research

In autumn 2018 the Council commissioned Marino Institute of Education and Trinity College, Dublin to research teachers' experiences of *Droichead*, the professional induction framework for teachers. This research project will explore a range of topics, including the roles and responsibilities of those engaging in and supporting the *Droichead* process; resourcing and supports for the process; the impact of *Droichead* on school culture; and the connections between the *Droichead* process and initial teacher education. It will focus in particular on small schools, Gaelscoileanna, DEIS (Delivering Equality of Opportunity in Schools) schools, and special education settings. It is anticipated that it will be completed by autumn 2021 and will inform the Council's review of policy. During the year, the research project commenced under the banner of DEEPEN (*Droichead: Exploring and Eliciting Perspectives, Experiences and Narratives*).

In parallel, a scoping exercise continued during the year in relation to planning [Longitudinal Research Exploring the Professional Journeys of Teachers in Ireland](#) over the first 10 years. A market soundings document was prepared as part of the pre-procurement process.

## Research Engagement Group (REG)

The Research Engagement Group (REG) is comprised of registered teachers and others with experience of, and interest in, research in the areas of teaching, learning and/or assessment. The group represents a broad spectrum of teaching contexts and research interests, and endeavours to support the Council's research work. It does this by promoting engagement by teachers in and with, research and by promoting engagement between teachers and other educational researchers. During the year, members of the Group were panellists on Teaching Council webinars, participated on the John Coolahan Research Support Framework review panel, and summarised articles for inclusion in its research e-zines. They also helped to shape the CROÍ programme that is planned for 2019/2020. The group met twice during the reporting year. In May 2018, the Council welcomed a number of new members onto the group.

## Online Library

The Teaching Council provides all registered teachers with free access to an online library of journals and eBooks. To access the library, registered teachers must log in using their Teaching Council Registration Number. During the year, the Council's Education Committee decided to further promote the library, and a social media and poster campaign was at planning stage at the end of the year.



## 7 Promoting teaching as a profession

### Teacher Supply

The Minister for Education and Skills convened the first meeting of the Teacher Supply Steering Group on 26 March 2018. The Council has representation on the Steering Group, its Implementation Group and on three of the four established working groups, namely the Data, Higher Education and Communications Working Group.

The Communications Working Group which is chaired by the Director of the Council embarked on a consultation process with all stakeholders on the Teacher Supply Action Plan. Consultations comprised of a national consultative forum with stakeholders in November, five regional focus groups with principals, teachers and parents and a focus group with student teachers. Planning was also commenced for a second national consultative forum and consultations with primary and post-primary students. Other actions from the group included the launch of the Teaching Transforms communications campaign, increased attendance at graduate recruitment fairs nationwide and commencement of the development of a single online employment portal for short-term substitution intended to be in place in September.

## Promoting the 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 sixth annual FÉILTE event on Friday, 5 October and Saturday, 6 October 2018 at Mary Immaculate College, Limerick.
- Issued 35 e-zines, including 3 video e-zines, with an average open rate of 64%.
- Had almost 2.4 million page views on its website from over 454,052 users, 23.6% of whom were new.
- Increased its Twitter followers by over 1,800 to a total of 24,500.
- Received over 6,200 likes on its Facebook page.
- Attended a number of education conferences, seminars and meetings, e.g., Launch of LIFT (Leading Ireland's Future Together); IFTRA Conference; NCCA Seminar on the theme "Enhancing Learning Journeys"; launch of Migrant Teachers' Project Bridging Programme; Conference in collaboration with IPPN and NAPD on theme of "Leadership for Lifelong Learning"; NCCA seminar on the review of the primary curriculum; Policy Dialogue hosted by NCSE; Wellbeing for Teachers and Learners Group (WTL) conference; Four Nations (teaching Councils of UK and Ireland) meeting; INTO Education Conference; MIC Thurles seminar for co-operating teachers; CIDREE Conference (Consortium of Institutions for Development and Research in Education in Europe hosted by NCCA; meeting with Centre for School Leadership to discuss next stages of their stakeholder consultation on a quality assurance framework for professional learning programmes for school leaders.
- Met with final-year teacher education students in 27 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 Vetting, *Droichead*, Cosán; FÉILTE; Publication of Strategic Plan 2018-2020; media queries including Teacher Supply, Fitness to Teach and Registration.

## FÉILTE

FÉILTE 2018 took place on Friday, 5 and 6 October in Mary Immaculate College, Limerick. There were a lot of firsts for the festival this year including it was a two day event, it was held outside of Dublin and the introduction of a new FÉILTE fringe element.

More than 700 teachers and members of the public attended the event with in excess of 1,800 people engaging via online viewing. The theme of the festival was 'Life-long learning: Making a Difference' which sits within the overarching objective of FÉILTE – Sharing Teaching, Connecting Learning. There were over 50 showcases and 15 workshops (thematically zoned) spanning projects from across the education sector. They were all teacher-led and demonstrated the innovation happening in teaching and learning in schools across the country.

The moderator for the event was Aoibhinn Ní Shúilleabháin.

President Michael D Higgins opened FÉILTE on Friday evening with an uplifting and inspiring speech followed by a keynote speech from Wexford hurling manager, Davy Fitzgerald. Senator Lynn Ruane delivered her keynote on Saturday and also participated in the panel discussion 'Education: Pedagogy of the Oppressed or Pathway to Freedom'. Teachmeet, Studentmeet and Researchmeet also featured in the festival.

Fringe elements were added to FÉILTE for the first time this year with Teachers Got Talent hosted by Paul Harrington on Friday evening and Morning Gloryville, a dance and wellbeing event on Saturday morning. Drama and music also featured throughout the event.

## Papers and publications

In a further initiative to promote the profession of teaching, the Director of the Council regularly presents papers on issues related to the Council's work. He engaged with a wide range of stakeholders, teachers, parents and the wider public, including the following:

- > Webinars on a variety of topics;
- > Organisations promoting overall well-being including conferences focused on teachers' well-being and events promoting research conducted by and for teachers;
- > Stakeholder consultation with Centre for School Leadership to discuss quality assurance framework for professional learning programmes for school leaders;
- > Stakeholder briefing for the UK Secretary of State for Education and Oireachtas committee meetings;
- > Presentation to UCC PME Year 2 students of their school placement research projects;
- > Panel discussion on "Reimagining Education for the 4th Industrial Revolution" as part of UCD Festival;
- > Staff discussions on professional learning in Bishop Galvin NS;
- > Workshops on the Code of Professional Conduct;
- > Presentation at a Department of Public Expenditure and Reform conference on innovation;
- > Stakeholder briefings/meetings re Teacher Supply;
- > Focus groups with teachers and parents on teacher supply;
- > Promotion of Cosán Development Process;
- > Presentation at IFTRA regarding child protection and opening address at NCSE Research Conference.

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

Month	Statement
<b>July 2018</b>	100% of Registered Teachers in Irish Schools have been vetted
<b>July 2018</b>	Cosán Shared Learning Day
<b>July 2018</b>	Minister for Education and Skills, Richard Bruton T.D., attends meeting of the Teaching Council
<b>October 2018</b>	Teacher Education Qualification requirement under Route 3 – Further Education
<b>November 2018</b>	Report following commissioned research in relation to school placement
<b>November 2018</b>	Cosán Development Process
<b>January 2019</b>	Historic New B.Ed Programme for Irish Sign Language will enhance diversity of the profession

## Introducing student teachers to the Teaching Council

Council staff visited student teachers in the final year of their studies in 27 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. The Council also produces an NQT pack to provide teachers with everything they need to know about their professional registration with the Teaching Council.

## Website

The Council's website had almost 2.4 million (2,365,505) page views from over 454,052 users during the reporting year, 23.6% of which were from new visitors.



## Gaeilge

Forálann an Chomhairle go sonrach do sheachadadh a cuid seirbhísí i nGaeilge, faoi threoir fhoráil Acht na dTeangacha Oifigiúla, 2003. Cuirtear foilseacháin agus ríomhírisí na Comhairle ar fáil i mBéarla agus i nGaeilge de ghnáth. Maidir le gach comhfhreagras i nGaeilge a fuarthas i gcaitheamh na bliana, le ríomhphost, sa phost nó mar ghlao gutháin, d'fhéach an Chomhairle chuige gur cainteoir Gaeilge a thug freagra air.

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. Council publications and e-zines are generally made available in English and Irish. 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.

## 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 7 Freedom of Information (FOI) requests during the year.



## 8 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 2018 financial year was €7.48 million, an increase of €0.6 million compared to 2017. An increase in research expenditure along with higher staffing, legal and consultancy costs were the main factors behind the growth in expenditure. While lower costs were incurred in the area of Professional Standards in 2018 compared to the previous year, costs in this area are expected to increase in the coming years as the Council deals with more cases.

The Council's income (including interest and net rental income less tax) was €7.08 million, an increase of €0.23 million over 2017. The increase reflects the growth in the number of teachers on the Register.

As the growth of the organisation and its functions puts pressure on the cost base, there is a continuous focus on cost reduction and value for money. Procurement practices contribute to efficiencies and framework agreements organised by the Office of Government Procurement (OGP) are utilised where possible.

The current interest rate environment presents a challenge when trying to optimise returns from Council funds. Consequently the Council has engaged investment advisory services to assist with optimising the return on funds while working within the ethical and other parameters of the Council's investment policy and its low risk appetite.

## Human resources

The Council approved a Workforce Plan (2018 – 2020) in accordance with Department of Public Expenditure and Reform guidelines. The plan, which examined the deployment and usage of human resources in the context of the Council's range of statutory functions, concluded that additional staff resources would be needed in order that key statutory functions could be undertaken effectively. Following an external review, the plan was approved by the Council and submitted to the Department of Education and Skills for sanction to recruit 10 additional staff.

The Council undertook two recruitment competitions at Clerical Officer and Executive Officer grades and established panels for the filling of vacancies as they arise.

The Council re-tendered for the provision of a managed services function covering front line administration services.

## Appointment of Council

- In 2015 it was agreed with the Minister for Education and Skills that the filling of the 37 positions on the Council should be done on a staggered basis. This approach was put in place to assist with the orderly turnover of members on the Council and to maintain a core of experienced members on the Council at all times. The smooth implementation of this process is reliant upon careful and timely co-ordination between the Department of Education and Skills, the Council and nominating stakeholder bodies.
- In April 3<sup>rd</sup> 2018, the terms of office of nominated members appointed under sub-sections 8 (a), (b), (c), (d), (e) and (f) of the Teaching Council Act came to an end. Replacement members, nominated by their respective nominating bodies, were subsequently appointed to the Council by the Minister for Education and Skills for a term of four years. The nominating sectors are as follows:
- Registered teachers nominated by recognised trade unions per sub-sections 8(a) and (b) of the Act – 6 nominated members
- Higher Educational bodies listed under sub-sections 8(c) and (d) of the Act – 4 nominated members
- Recognised School Management organisations per section 8(e) – 4 nominated members
- National Associations of Parents of students attending primary and post-primary schools – 2 nominated members per section 8(f).

At the end of the reporting year there were two vacancies on the Council – National Parents Council (Primary) nominee and an elected teacher for the Primary Munster constituency.

Initial planning is underway for the holding of an election for teacher members in Q1 2020 to replace the cohort of elected members whose terms of office will come to an end in April 2020. The five Ministerial nominee positions will also have completed their terms of office in April 2020.

## Information and communications technology

Work continued on the implementation of the Council's IT Strategy 2015 – 2020. The main IT infrastructure has been re-located to an external datacentre with the Maynooth facilities being used for backup purposes. This will enhance disaster recovery and business continuity arrangements.

Work commenced on the strategic project to replace the registration database. When completed in late 2020, the new system will drive significant efficiencies and cost savings and lead to improved customer service.

## Corporate governance

Throughout the year the Council continued a programme of work to ensure its compliance with the provisions of the Code of Practice for the Governance of State Bodies (2016).

An Agency Governance Framework was agreed between the Council and the Department of Education and Skills. This defines the roles and responsibilities of both parties and provides clarity on the strategic, governance and operational aspects of the organisations' relationship.

The Council developed and implemented a Risk Management Policy during the year which formalised and enhanced its risk management process.

The Audit and Risk Committee was strengthened with the recruitment of two external members who bring significant relevant knowledge and experience to the Committee.

## Data protection

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 came into effect in May 2018. The new legislation places an obligation on organisations to ensure that personal data can only be processed for specified and legitimate purposes and should be limited to the data necessary to fulfil these purposes. As the professional standards body for the teaching profession, the Council welcomes the new standards in data protection and continues to take its responsibilities very seriously in the processing of personal data.

The Council is continuing to review all of its practices where personal data is used to ensure full compliance with data protection legislation and this has led to the development of a heightened awareness among Council staff on the principles of data protection and the safeguarding of personal data.

The Council's Privacy Policy was extensively updated to reflect the new legislation and is available on the Council's website. The Policy is reviewed on an ongoing basis and updates are being regularly applied to tighten up the language and to demonstrate that personal data is processed and retained in line with the principles set out in legislation.

The Council's Retention Policy has also been extensively updated and this provides a rationale for the storing of personal data to support the Council's functions and activities and sets out timeframes for record retention and destruction, in line with legislative requirements.

The Council maintains a process inventory that captures all processes where personal data is used and this helps to ensure that internal data processing is carried out in line legislative requirements. Where third party processors are used to support the Council's functions, data sharing agreements have been put in place to ensure obligations are placed on processors to manage and safeguard personal data in line with the Council's commitment to its stakeholders.

# Appendices

**Appendix 1** Financial Statements

**Appendix 2** Teaching Council members

**Appendix 3** Committees and panels

**Appendix 4** Council members' expenses 2018

# Appendix 1

## The Teaching Council Financial Statements

### Chairperson:

Noelle Moran

### Council Members:

Asiya Al-Tawash

(appointed 19 April 2018)

Geoffrey Browne

(appointed 19 April 2018)

Rebecca Byrne

(appointed 19 April 2018)

Elizabeth Cooney

Michael Delargey

Karen Devine

Brendan Doody

(appointed 2 October 2018)

Catherine Doolan

Niall Duddy

Patricia Duffy

Peter Finnegan

Dr. Mary Fleming

(term of office ended 3 April 2018)

Pat Gilmore

Mairéad Glynn

Colm Harte

John Holian

Declan Kelleher

(term of office ended 3 April 2018)

Ferdia Kelly

Mary Kelly

(appointed 19 April 2018)

Gregor Kerr

Martin Lally

(resigned 1 October 2018)

Gerry Leydon

### Deputy-Chairperson:

Sean McMahon

Máire Lineen

Áine Lynch

(term of office ended 3 April 2018)

Denis Magner

Dr. Anthony Malone

(appointed 19 April 2018)

Claire Markey

Prof. Marie McLoughlin

(appointed 19 April 2018)

Paul Mooney

(term of office ended 3 April 2018)

Seamus Mulconry

Dr. Melanie Ní Dhuinn

(appointed 19 April 2018)

Deirdre O'Connor

Séamus O'Connor

Prof. Pádraig Ó'Duibhir

(term of office ended 3 April 2018)

Seamus Ó Fearraigh

Prof. Anne O'Gara

(term of office ended 3 April 2018)

Cathnia Ó Muircheartaigh

(term of office ended 3 April 2018)

Seán O'Neill

Prof. Mary O'Sullivan

(term of office ended 3 April 2018)

Gerry Quinn

Eamonn Shaughnessy

Tracie Tobin

Frank Turpin





### 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

Byrne Wallace  
Solicitors  
88 Harcourt Street  
Dublin 2

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## Governance

The Teaching Council was established under the Teaching Council Act 2001. The functions of the Council are set out in section 7 of this Act. The Council is accountable to the Minister for Education and Skills and is responsible for ensuring good governance and performs this task by setting strategic objectives and targets and taking strategic decisions on all key business issues. The day-to-day management, control and direction of the Teaching Council are the responsibility of the Director/CEO and the senior management team. The Director/CEO and the senior management team must follow the broad strategic direction set by the Council, and must ensure that all Council members have a clear understanding of the key activities and decisions related to the organisation, and of any significant risks likely to arise. The Director/CEO acts as a direct liaison between the Council and the management of the Teaching Council.

## Council Responsibilities

The duties and responsibilities of the Council are set out in its Code of Practice which also contains the matters specifically reserved for Council decision. Standing items considered by the Council include:

- › Declaration of interests
- › Approval of minutes of previous meetings
- › The Director's Report
- › To receive and consider reports from committees and make decisions where appropriate
- › Reserved matters

Section 18 of the Teaching Council Act 2001 requires the Council to keep all proper and usual accounts and records of money received and expended and all property, assets and liabilities of the Council.

In preparing these financial statements the Council is required to:

- › Select suitable accounting policies and 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 it will continue in operation
- › State whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements

The Council is responsible for keeping adequate accounting records which disclose, with reasonable accuracy at any time, its financial position and enables it to ensure that the financial statements comply with Section 18 of the Teaching Council Act 2001. The maintenance and integrity of the corporate and financial information on the Teaching Council's website is the responsibility of the Council.

The Council is responsible for approving the annual plan and budget.

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

The Council considers that the financial statements of the Teaching Council give a true and fair view of the financial performance and the financial position of the Teaching Council at 31 December 2018.

## Council Structure

The Teaching Council is made up of 37 voluntary members, as follows:

- Eleven primary teachers (nine elected and two teacher union nominees)
- Eleven post-primary teachers (seven elected and four teacher union nominees)
- Two nominated by college 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 ICTU)

Currently there are only 36 members of Council as one vacancy has not been filled yet.

Council members are appointed for a four-year term. See Council information at beginning of the financial statements for details on the current Council.

The Council has established the following Committees and Panels:

- Executive Committee - facilitates the efficient and effective functioning of the Council by conducting the business of the Council between Council meetings.
- Investigating Committee - Any person may apply to the Investigating Committee for an inquiry into the fitness to teach of a registered teacher.
- Disciplinary Committee - A panel of the Disciplinary Committee will conduct a hearing on a complaint referred to it by the Investigating Committee.
- Registration Committee - advises the Council and makes recommendations in all areas relating to the registration of teachers.
- Education Committee - is responsible for making recommendations to the Council on policy relating to the continuum of teacher education.
- Finance Committee – oversees the Council's financial affairs.
- Audit and Risk Committee – monitors the system of internal control within the organisation and manages risk.
- 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.
- 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.
- 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.
- Qualifications Panel - assesses the professional qualifications of applicants seeking to register as teachers.

## Disclosures required by the Code of Practice for the Governance of State Bodies (2016)

The Council is responsible for ensuring compliance with the requirements of the Code of Practice for the Governance of State Bodies ("the Code"). The following disclosures are required by the Code:

### Consultancy Costs

Consultancy costs include the cost of external advice to management and exclude outsourced "business-as-usual" functions.

	2018	2017
	€	€
Legal advice	82,876	38,248
Pension administration	15,690	4,459
Strategic planning (including IT Strategy)	8,312	19,188
Procurement	3,659	5,151
Internal control & internal audit	9,504	4,513
Communications	79,229	76,440
ICT	37,714	22,413
Human Resources	22,464	-
Project Management (Registration Database replacement project)	52,250	-
	<u>311,698</u>	<u>170,412</u>

### Other Legal Costs

	2018	2017
	€	€
Legal Costs – Registration	231,347	174,709
Legal Costs – Professional Standards	381,122	476,401
	<u>612,469</u>	<u>651,110</u>

### Travel & Subsistence Expenditure

	2018	2017
	€	€
<b>Domestic</b>		
- Council members	137,381	128,751
- Staff	58,992	44,211
<b>International</b>		
- Council members	988	2,639
- Staff	13,027	11,712
	<u>210,388</u>	<u>187,313</u>
<b>Hospitality Expenditure</b>		
	2018	2017
	€	€
Staff welfare	<u>6,583</u>	<u>1,885</u>

In 2018 subsidised health screening was provided for Council staff.

## Statement of Compliance

The Council has adopted the Code of Practice for the Governance of State Bodies (2016) and is putting procedures in place to ensure full compliance in 2019. During 2017 the Council undertook a gap analysis exercise to identify the areas to be addressed. Most of these were addressed in 2018. The main areas still to be addressed include:

- Completion of an effectiveness review by Council
- Customer Service requirements

## 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 adequate books of account which disclose with reasonable accuracy at any time the financial position of the organisation. The Council is also responsible for safeguarding the assets of the organisation and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The books of account of The Teaching Council are maintained at Maynooth Business Campus, Maynooth, Co. Kildare.

## Auditors

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

## Events after the Balance Sheet Date

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

On behalf of the Council

**Noelle Moran**  
*Chairperson*

**Tomás Ó Ruairc**  
*Director*

Date: 20 May 2019

# Statement on Internal Control

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## Scope of Responsibility

On behalf of the members of The Teaching Council I acknowledge our responsibility for ensuring that an effective system of internal control is in place and operating.

## Purpose of the System of Internal Control

The system of internal control is designed to manage risk to an acceptable level rather than to eliminate it. The system can therefore 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 detected in a timely way.

The system of internal control, which accords with Guidance issued by the Department of Public Expenditure and Reform has been in place in The Teaching Council for the year ended 31 December 2018 and up to the date of approval of the financial statements.

## Capacity to Handle Risk

During 2018, The Teaching Council had an Audit and Risk Committee comprising five Council members. The Council has now appointed two external members to its Audit and Risk Committee to add additional relevant skills and experience to the Committee. The Committee met four times in 2018.

The Teaching Council outsources its internal audit function which is adequately resourced and conducts a programme of work agreed with the Audit and Risk Committee.

The Audit and Risk Committee has developed a Risk Management Policy which sets out its risk appetite, the risk management processes in place and details the roles and responsibilities of staff in relation to risk.

## Risk and Control Framework

The Teaching Council has implemented a risk management system which identifies and reports key risks and the management actions being taken to address and, to the extent possible, to mitigate those risks.

A risk register is in place which identifies the key risks facing the Teaching Council and these have been identified, evaluated and graded according to their significance. The register is reviewed and updated by the Audit and Risk Committee on a quarterly basis. The outcome of these assessments is used to plan and allocate resources to ensure risks are managed to an acceptable level.

The risk register details the controls and actions needed to mitigate risks. I confirm that a control environment containing the following elements is in place:

- > Procedures for all key business processes have been documented
- > Financial responsibilities have been assigned at management level with corresponding accountability
- > A comprehensive planning and budgetary system is in operation and expenditure trends are reviewed on a monthly basis

## Statement on Internal Control

- > 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
- > Systems are in place to safeguard both physical assets and the integrity of the information and communication technology systems



## Ongoing Monitoring and Review

Formal procedures have been established for monitoring control processes and control deficiencies are communicated to those responsible for taking corrective action and to management and Council, where relevant, in a timely manner. I confirm that the following ongoing monitoring systems are in place:

- Key risks and related controls have been identified and processes have been put in place to monitor the operation of those key controls and report any identified deficiencies
- Reporting arrangements have been established at all levels where responsibility for financial management has been assigned and
- There are regular reviews by senior management of monthly and annual performance and financial reports which indicate performance against budget

## Procurement

I confirm that The Teaching Council has procedures in place to ensure compliance with current procurement rules and guidelines and that during 2018 The Teaching Council complied with those procedures.

## Review of Effectiveness

I confirm that the Teaching Council has procedures to monitor the effectiveness of its risk management and control procedures. The Teaching Council's monitoring and review of the effectiveness of the system of internal financial control is informed by the work of the internal and external auditors, the Audit and Risk Committee which oversees their work, and the senior management within the Teaching Council responsible for the development and maintenance of the internal financial control framework.

I confirm that the Council conducted an annual review of the effectiveness of the internal controls for 2018.

## Internal Control Issues

No weaknesses in internal control were identified in relation to 2018 that require disclosure in the financial statements.

On behalf of Council

**Noelle Moran**  
*Chairperson*

Date: 20 May 2019

# Independent auditor's report on the audit of the financial statements

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## Opinion

We have audited the financial statements of Teaching Council for the year ended 31 December 2018 which comprise the Income and Expenditure Account, the Balance Sheet, the Cash Flow Statement and the related notes to the financial statements, including a summary of significant accounting policies set out in note 1. The financial reporting framework that has been applied in their preparation is Irish Law and FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland".

In our opinion the financial statements:

- give a true and fair view of the assets, liabilities and financial position of the association as at 31 December 2018 and of its surplus for the year then ended;
- have been properly prepared in accordance with FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland"; and
- have been properly prepared in accordance with the requirements of Section 18 of the Teaching Council Act 2001.

## Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (Ireland) (ISAs (Ireland)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the council in accordance with ethical requirements that are relevant to our audit of financial statements in Ireland, including the Ethical Standard issued by the Irish Auditing and Accounting Supervisory Authority (IAASA), and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which ISAs (Ireland) require us to report to you where:

- the council members' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the council members have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the council's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

## Other Information

The council members are responsible for the other information. The other information comprises the information included in the annual report other than the financial statements and our Auditor's Report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## Matters on which we are required to report by exception

Based on the knowledge and understanding of the council and its environment obtained in the course of the audit, we have not identified any material misstatements in the Governance Statement and Council Members' Report.

## Respective responsibilities

### Responsibilities of council members for the financial statements

As explained more fully in Governance Statement and Council Members' Report, the council members are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as they determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the council members are responsible for assessing the council's ability to continue as a going concern, disclosing, as applicable, matters related to the going concern and using the going concern basis of accounting unless management either intends to liquidate the council or to cease operation, or has no realistic alternative but to do so.

### Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an Auditor's Report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (Ireland) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the IAASA's website at: <[www.iaasa.ie/getmedia/b2389013-1cf6-458b-9b8f-a98202dc9c3a/Description of auditors responsibilities for audit.pdf](http://www.iaasa.ie/getmedia/b2389013-1cf6-458b-9b8f-a98202dc9c3a/Description_of_auditors_responsibilities_for_audit.pdf)> The description forms part of our Auditor's Report.

### The purpose of our audit work and to whom we owe our responsibilities

Our report is made solely 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 any responsibility to anyone other than the council and the council's members, as a body, for our audit work, for this report, or for the opinions we have formed.

**Natalie Kelly**

for and on behalf of

**Anne Brady McQuillans DFK**

**Chartered Accountants and Registered Auditors**

**Iveagh Court**

**Harcourt Road**

**Dublin 2**

Date: 20 May 2019

	Notes	2018 €	2017 €
<b>Income</b>			
Registration and Assessment Fees		6,927,015	6,696,862
<b>Total Income</b>	<b>2</b>	<u>6,927,015</u>	<u>6,696,862</u>
<b>Expenditure</b>			
Accommodation Costs		(114,114)	(117,758)
Staffing Costs		(3,909,111)	(3,740,928)
Professional Standards Costs		(409,705)	(498,488)
Other Administration Costs		(1,083,689)	(881,026)
Courses, Conferences and Meeting Costs		(181,699)	(172,722)
Registration and Verification Costs		(168,646)	(96,641)
Information Technology Costs		(293,912)	(301,816)
Communications and Education Costs		(955,949)	(682,170)
Depreciation	<b>7</b>	<u>(365,527)</u>	<u>(392,563)</u>
<b>Total Expenditure</b>		<u>(7,482,352)</u>	<u>(6,884,112)</u>
<b>Deficit on Ordinary Activities</b>		<u>(555,337)</u>	<u>(187,250)</u>
Interest receivable and similar income		21,775	29,910
Property Rental Income		189,184	189,184
Property Management Costs		<u>(44,033)</u>	<u>(44,900)</u>
<b>Deficit before taxation</b>	<b>3</b>	<u>(388,411)</u>	<u>(13,056)</u>
Taxation	<b>6</b>	<u>(9,329)</u>	<u>(13,037)</u>
<b>Deficit after taxation</b>		<u><u>(397,740)</u></u>	<u><u>(26,093)</u></u>

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 15 to 23 form part of these financial statements.

The financial statements were approved by the Council on 20 May 2019 and signed on its behalf by

**Noelle Moran**  
*Chairperson*

**Tomás Ó Ruairc**  
*Director*

# Balance Sheet

as at 31 December 2018

	Notes	2018	2017
		€	€
<b>Fixed Assets</b>			
Tangible assets	7	4,434,150	4,779,991
		<u>4,434,150</u>	<u>4,779,991</u>
<b>Current Assets</b>			
Receivables and Prepayments	8	30,982	10,457
Cash and Cash Equivalents		13,097,480	13,122,865
		<u>13,128,462</u>	<u>13,133,322</u>
<b>Current Liabilities: Amounts falling due within one year</b>	9	(188,367)	(141,328)
<b>Net Current Assets</b>		<u>12,940,095</u>	<u>12,991,994</u>
<b>Total Assets Less Current Liabilities</b>			
<b>Liabilities</b>		<u>17,374,245</u>	<u>17,771,985</u>
<b>Reserves</b>			
Designated Reserve	10	4,000,000	4,000,000
General Reserves	10	13,374,245	13,771,985
<b>Total Funds</b>		<u>17,374,245</u>	<u>17,771,985</u>

The notes on pages 15 to 23 form part of these financial statements.

The financial statements were approved by the Council on 20 May 2019 and signed on its behalf by

**Noelle Moran**  
Chairperson

**Tomás Ó Ruairc**  
Director

# Cash Flow Statement

for the year ended 31 December 2018

	Notes	2018 €	2017 €
<b>Reconciliation of operating deficit to net cash inflow from operating activities</b>			
Operating deficit (before interest received)		(410,186)	(42,966)
Depreciation	3	365,527	392,563
(Increase)/Decrease in debtors	8	(20,525)	340
Increase in creditors	9	47,039	24,143
<b>Net cash flow from operating activities</b>		<u>(18,145)</u>	<u>374,080</u>
<b>Cash Flow Statement</b>			
Net cash flow from operating activities		(18,145)	374,080
Returns on investments and servicing of finance	12	21,775	29,910
Taxation	12	(9,329)	(13,037)
Capital expenditure	12	<u>(19,686)</u>	<u>(115,047)</u>
<b>(Decrease)/Increase in cash in the year</b>		<u>(25,385)</u>	<u>275,906</u>
<b>Reconciliation of net cash flow to movement in net funds (Note 13)</b>			
(Decrease)/Increase in cash in the year		(25,385)	275,906
Net funds at 1 January 2018		13,122,865	12,846,959
<b>Net funds at 31 December 2018 13</b>		<u>13,097,480</u>	<u>13,122,865</u>

The financial statements were approved by the Council on 20 May 2019 and signed on its behalf by

**Noelle Moran**  
Chairperson

**Tomás Ó Ruairc**  
Director



## 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 "Property Rental 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.

### 1.4. 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.

### 1.5. 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.

### 1.6. 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 Deficit

	2018 €	2017 €
Operating deficit is stated after charging:		
Depreciation	365,527	392,563

## 4. Staffing and Remuneration

Staffing costs	2018 €	2017 €
Wages and salaries	2,065,534	1,895,507
Social welfare costs	175,960	166,230
Pension costs	445,106	427,955
Managed Services & Agency staff cost	1,113,544	1,150,105
Training & Welfare costs	98,532	95,944
Sundry staff costs	10,435	5,187
	<u>3,909,111</u>	<u>3,740,928</u>

### (a) Aggregate Employee Benefits

	2018 €	2017 €
Staff short-term benefits	2,065,534	1,895,507
Retirement benefit costs	445,106	427,955
Employer's contribution to social welfare	175,960	166,230
	<u>2,686,600</u>	<u>2,489,692</u>

The total number of staff employed (WTE) at year end was 43.6 (2017: 41.2)

### (b) Staff Short-Term Benefits

	2018 €	2017 €
Basic pay	2,050,426	1,876,745
Overtime	4,739	10,692
Allowances	10,369	8,070
	<u>2,065,534</u>	<u>1,895,507</u>

**(c) Key Management Personnel**

Key management personnel in the Teaching Council consists of the Director/CEO, Deputy Director Head of Teachers' Learning and Research, Head of Initial Teacher Education and Induction, Head of Registration, Head of Professional Standards and Head of Finance and Corporate Services. The total value of employee benefits for key management personnel is set out below:

	2018 €	2017 €
Salary	598,979	522,694
Allowances	-	-
	<u>598,979</u>	<u>522,694</u>

This does not include the value of retirement benefits earned in the period. The key management personnel (with the exception of the Director/CEO) are members of the Teaching Council pension scheme and their entitlements in that regard do not extend beyond the terms of the model public service pension scheme.

Council members do not receive any remuneration for their work on behalf of the Council.

**(d) Director/CEO's Salary and Benefits**

	2018 €	2017 €
Basic pay	105,226	100,006
Other benefits	-	-
	<u>105,226</u>	<u>100,006</u>

The Director/CEO is seconded to the Teaching Council from the Department of Culture, Heritage and the Gaeltacht and is a member of that Department's pension scheme. His entitlements in that regard do not extend beyond the terms of the model public service pension scheme. The value of retirement benefits earned in the period is not included above.

**(e) Employee Short-term Benefits Breakdown**

Employees' short-term benefits in excess of €60,000 are categorised into the following bands:

Range		No. of Employees	
From	To	2018	2017
€ 60,000	€ 69,999	2	3
€ 70,000	€ 79,999	3	1
€ 80,000	€ 89,999	2	2
€ 90,000	€ 99,999	0	1
€100,000	€109,999	2	1

**5. Pension Costs**

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

## 6. Taxation

	2018 €	2017 €
<b>Current year taxation</b>		
DIRT	9,329	13,037

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. Tangible Assets

	Premises	Fixtures & Fittings	Computer Software	Computer Equipment	Total
	€	€	€	€	€
<b>Cost</b>					
At 1 January 2018	3,691,937	1,598,321	614,784	600,564	6,505,606
Additions	-	6,598	-	13,088	19,686
Disposals	-	(57,493)	-	(25,858)	(83,351)
At 31 December 2018	3,691,937	1,547,426	614,784	587,794	6,441,941
<b>Depreciation</b>					
At 1 January 2018	276,894	473,437	484,132	491,152	1,725,615
On disposals	-	(57,493)	-	(25,858)	(83,351)
Charge for the year	92,298	154,715	63,243	55,271	365,527
At 31 December 2018	369,192	570,659	547,375	520,565	2,007,791
<b>Net book values</b>					
At 31 December 2018	3,322,745	976,767	67,409	67,229	4,434,150
At 31 December 2017	3,415,043	1,124,884	130,652	109,412	4,779,991

## 8. Receivables and Prepayments

	2018 €	2017 €
Other receivables	30,982	7,020
Accrued Income	-	3,437
	30,982	10,457

The other receivables figure consists of a contribution due from an external party towards research costs, deductions due in relation to Bike to Work Scheme, and fees receivable in relation to the Wellbeing for Teachers and Learners Conference.

## 9. Payables: Amounts falling due within one year

	2018 €	2017 €
Other taxes and social security costs	448	-
Accruals	187,919	141,328
	<u>188,367</u>	<u>141,328</u>
	2018 €	2017 €
Included in other taxes and social security costs:		
RCT	448	-
	<u>448</u>	<u>-</u>

## 10. Reserves

	General Reserve €	Designated Reserve €	Total €
<b>Opening Reserves</b>	13,771,985	4,000,000	17,771,985
Deficit for the year	(397,740)	-	(397,740)
<b>Closing Reserves</b>	<u>13,374,245</u>	<u>4,000,000</u>	<u>17,374,245</u>

In accordance with the Council's financial strategy the designated reserves have been established as a contingency reserve to cover any significant costs arriving from legal challenge to any part of the Teaching Council Acts, 2001 to 2015 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.

## 11. Related Party Transactions

In accordance with the Teaching Council Acts, 2001 to 2015 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.

## 12. Gross Cash Flows

	2018 €	2017 €
<b>Returns on Investments and Servicing of Finance</b>		
Interest received	<u>21,775</u>	<u>29,910</u>
<b>Taxation</b>		
DIRT	<u>(9,329)</u>	<u>(13,037)</u>
<b>Capital Expenditure and financial investment</b>		
Payments to acquire tangible assets	<u>(19,686)</u>	<u>(115,047)</u>

### 13. Analysis of Changes in Net Funds

	Opening balance	Cash flows	Closing balance
	€	€	€
Cash at bank and in hand	13,122,865	(25,385)	13,097,480
Net funds	<u>13,122,865</u>	<u>(25,385)</u>	<u>13,097,480</u>

### 14. Approval of Financial Statements

The financial statements were approved by the Council on 20 May 2019 and signed on its behalf by

**Noelle Moran**  
*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 11 occasions during the year and the attendance of each member is shown in the following table.

Ms Asiya Al-Tawash	8	Mr Gerry Leydon	10
Mr Geoffrey Browne	8	Ms Maire Lineen	11
Ms Rebecca Byrne	9	Mr Denis Magner	8
Ms Elizabeth Cooney	11	Dr Anthony Malone	5
Mr Michael Delargey	8	Ms Claire Markey	10
Ms Karen Devine	4	Prof Marie McLoughlin	7
Mr Brendan Doody*	2	Mr Sean McMahon (Deputy Chairperson)	9
Ms Catherine Doolan	8	Ms Noelle Moran (Chairperson)	11
Mr Niall Duddy	11	Mr Seamus Mulconry	4
Ms Patricia Duffy	2	Dr Melanie Ni Dhuinn	8
Mr Peter Finnegan	5	Mr Seamus Ó Fearraigh	10
Mr Pat Gilmore	6	Ms Deirdre O'Connor	10
Ms Mairéad Glynn	7	Mr Séamus O'Connor	9
Mr Colm Harte	10	Mr Seán O'Neill	6
Mr John Holian	9	Mr Gerry Quinn	6
Mr Ferdia Kelly	5	Mr Eamonn Shaughnessy	10
Ms Mary Kelly	6	Ms Tracie Tobin	10
Mr Gregor Kerr	10	Mr Frank Turpin	4
Mr Martin Lally*	5		

*\*Mr Martin Lally was replaced by Mr Brendan Doody during the reporting year.*

# 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, which consists of 11 members, met on 11 occasions during the year. The attendances for these meetings are set out below.

Mr Geoffrey Browne**	4
Mr Brendan Doody*	1
Ms Mairéad Glynn	7
Mr John Holian	10
Mr Ferdia Kelly**	1
Ms Mary Kelly	6
Mr Martin Lally*	4
Ms Maire Lineen	10
Mr Sean McMahon	7
Ms Noelle Moran (Chairperson)	11
Ms Deirdre O'Connor	8
Mr Gerry Quinn	8
Mr Frank Turpin	5

\*Mr Martin Lally was replaced by Mr Brendan Doody during the reporting year.

\*\*Mr Ferdia Kelly was replaced by Mr Geoffrey Browne during the reporting year.

### Investigating Committee

Any person may make a complaint to the Investigating Committee in relation to a registered teacher. The Committee, which consists of 11 members, met on eight occasions during the year. The attendances for these meetings are set out below.

Geoffrey Browne	6
Michael Delargey	4
Karen Devine	7
Catherine Doolan	8
Niall Duddy	8
Mairéad Glynn*	5
Ferdia Kelly	6
Seán McMahon (Chairperson)	7
Séamus Mulconry	2
Séamus Ó Fearraigh	8
John Holian**	4
Gerry Quinn**	1

\* Ms Mairéad Glynn was on maternity leave during the reporting year.

\*\*Mr Gerry Quinn was replaced as a member of the Investigating Committee by Mr John Holian during the reporting year.

## Disciplinary Committee

Complaints received by the Teaching Council in relation to registered teachers can ultimately result in an inquiry being conducted by a panel of the Disciplinary Committee into a teacher's fitness to teach.

The Investigating Committee of the Council may refer a complaint to the Disciplinary Committee for inquiry.

The Committee, which consists of 13 members (a vacancy remains to be filled), met on four occasions during the year. The attendances for these meetings are set out below.

Rebecca Byrne *	4
Elizabeth Cooney	3
Patricia Duffy	3
Pat Gilmore	3
Gerry Leydon	4
Denis Magner (Chairperson)	3
Claire Markey	4
Melanie Ní Dhuinn	4
Seán O'Neill	4
Eamonn Shaughnessy	4
Tracie Tobin	2
Frank Turpin	3

*\*Ms Rebecca Byrne resigned from Council in December 2018*

## Registration Committee

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

The Committee, which consists of 13 members, met on four occasions during the year. The attendances for these meetings are set out below.

Ms Asiya Al-Tawash	4
Mr Brendan Doody*	2
Mr Niall Duddy	4
Mr Pat Gilmore	3
Ms Mairéad Glynn (Chairperson)	4
Mr Colm Harte	4
Mr John Holian	4
Mr Gregor Kerr	2
Mr Martin Lally*	2
Mr Gerry Leydon	4
Dr Anthony Malone	4
Prof Marie McLoughlin	3
Mr Seamus Ó Fearraigh	4
Mr Eamonn Shaughnessy	4

*\*Mr Martin Lally was replaced by Mr Brendan Doody during the reporting year.*

## 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 five occasions during the year. Committee members who were involved in the panel decision or who have a conflict of interest withdraw from the meeting.

Ms Asiya Al-Tawash	5
Mr Brendan Doody*	1
Mr Niall Duddy	5
Mr Pat Gilmore	3
Ms Mairéad Glynn (Chairperson)	5
Mr Colm Harte	4
Mr John Holian	5
Mr Gregor Kerr	2
Mr Martin Lally*	2
Mr Gerry Leydon	5
Dr Anthony Malone	3
Prof Marie McLoughlin	3
Mr Seamus Ó Fearraigh	4
Mr Eamonn Shaughnessy	4

*\*Mr Martin Lally was replaced by Mr Brendan Doody during the reporting year.*

## Registration Panel

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

The Registration Panel, which consists of seven members, met on six occasions during the year. The attendances for these meetings are set out below.

Mr John Holian (Chairperson)	6
Ms Mary Kelly	2
Mr Gregor Kerr	5
Mr Gerry Leydon	4
Ms Maire Lineen	6
Ms Claire Markey	5
Dr Melanie Ni Dhuinn	2

## Education Committee

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

The Committee, which consists of 13 members, met on six occasions during the year. The attendances for these meetings are set out below.

Ms Asiya Al-Tawash	6
Ms Elizabeth Cooney	6
Mr Michael Delargey	2
Ms Catherine Doolan	4
Ms Patricia Duffy	4
Mr Peter Finnegan	2
Mr Ferdia Kelly	2
Ms Mary Kelly	4
Ms Maire Lineen (Chairperson)	6
Mr Denis Magner	3
Ms Claire Markey	6
Dr Melanie Ni Dhuinn	6
Ms Tracie Tobin	4

## Finance Committee

The Finance Committee oversees the Council's financial affairs.

The Committee, which consists of eight members, met on five occasions during the year. The attendances for these meetings are set out below.

Mr Niall Duddy	5
Mr Pat Gilmore	3
Mr Denis Magner	4
Dr Anthony Malone	2
Mr Séamus O'Connor	5
Mr Gerry Quinn (Chairperson)	4
Mr Frank Turpin	4

## Audit and Risk Committee

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

The Committee, which consists of five members, met on four occasions during the year. The attendances for these meetings are set out below.

Ms Elizabeth Cooney (Chairperson)	3
Mr Brendan Doody*	1
Mr Martin Lally*	1
Mr Seamus Mulconry	4
Mr Seamus Ó Fearraigh	3
Mr Séamus O'Connor	4
Mr Liam Gallagher**	1
Ms Breda Coss**	1

\*Mr Martin Lally was replaced by Mr Brendan Doody during the reporting year.

\*\*Mr Liam Gallagher and Ms Breda Coss were appointed as external members of the Audit and Risk Committee in 2019

### 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, which consists of seven members, met on 10 occasions during the year. The attendances for these meetings are set out below.

Mr Geoffrey Browne	7
Ms Patricia Duffy	5
Mr Colm Harte (Chairperson)	10
Mr Denis Magner	6
Mr Sean McMahon	9
Mr Seamus Mulconry	2
Dr Melanie Ni Dhuinn	6

### Qualifications Panel

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

The Panel, which consists of six members, met on 13 occasions during the year. The attendances for these meetings are set out below.

Ms Karen Devine	4
Mr Ferdia Kelly	1
Dr Anthony Malone	7
Prof Marie McLoughlin	9
Mr Seamus Ó Fearraigh	13
Mr Seán O'Neill (Chairperson)	12
Ms Tracie Tobin	11

### *Droichead* Quality Assurance Process Group

The *Droichead* Quality Assurance Process Group met on two occasions during the year (1 primary meeting and 1 post-primary meeting).

Ms Elizabeth Cooney (post-primary)	1
Mr Niall Duddy (post-primary)	1
Mr Séamus O'Connor (primary)	1
Ms Tracie Tobin (primary)	1

### Cosán Working Group

The Cosán Working Group met on four occasions during the year. The group comprised of practising teachers and relevant stakeholders tasked with co-ordinating the four year development process for Cosán.

Ms Asiya Al-Tawash	1
Ms Rebecca Byrne	3
Ms Elizabeth Cooney	4
Ms Catherine Doolan	3
Ms Mairéad Glynn	2
Mr Colm Harte	3
Ms Maire Lineen	4
Dr Anthony Malone	4
Ms Claire Markey	4
Mr Séamus O'Connor	2
Mr Seán O'Neill	2

### Féilte Working Group

The Féilte Working Group met on three occasions during the year.\*

Mr Geoffrey Browne	1
Mr Niall Duddy	1
Mr Colm Harte	3
Mr Sean McMahon	1
Mr Eamonn Shaughnessy	2
Ms Tracie Tobin	1

*\*This group is comprised of external stakeholders and members of Council. Four additional members of Council joined this working group and one meeting was held of the expanded group before the end of the reporting year.*

### School Placement Working Group

The School Placement Working Group met on three occasions during the year.

Ms Mary Kelly	1
Ms Maire Lineen	3
Dr Anthony Malone	2
Ms Noelle Moran	2
Dr Melanie Ni Dhuinn	3



# Appendix 4

## Meeting Expenses

### – Financial Year 2018

1 January to 31 December

Member	Expenses Claimed	Meetings Attended
Ms Asiya Al-Tawash	€358	21
Mr Geoffrey Browne	€7,146	21
Ms Rebecca Byrne	€697	16
Ms Elizabeth Cooney	€3,989	30
Mr Michael Delargey	€5,361	16
Ms Karen Devine	€4,305	21
Mr Brendan Doody	€0	3
Ms Catherine Doolan	€1,421	30
Mr Niall Duddy	€9,011	42
Ms Patricia Duffy	€237	17
Mr Peter Finnegan	€0	7
Dr Mary Fleming	€1,106	8
Mr Pat Gilmore	€4,922	23
Ms Mairéad Glynn	€2,126	29
Mr Colm Harte	€4,513	34
Mr John Holian	€8,204	35
Mr Declan Kelleher	€2,006	5
Mr Ferdia Kelly	€253	16
Ms Mary Kelly	€0	11
Mr Gregor Kerr	€379	21
Mr Martin Lally	€0	23
Mr Gerry Leydon	€2,621	29
Ms Maire Lineen	€1,279	32
Ms Áine Lynch	€0	3
Mr Denis Magner	€2,679	25
Dr Anthony Malone	€0	19
Ms Claire Markey	€0	30
Prof Marie McLoughlin	€176	14
Mr Sean McMahon	€15,028	35
Mr Paul Mooney	€990	12

*\*In addition to the above noted meetings of Council and Executive Committee, the Council Chairperson regularly attends meetings of other Council committees and working groups. The Chairperson was also involved in various other commitments and engagements on behalf of the Council during the 12-month reporting period.*

Member	Expenses Claimed	Meetings Attended
Ms Noelle Moran	€19,495	20*
Mr Seamus Mulconry	€0	16
Dr Melanie Ni Dhuinn	€791	20
Ms Yvonne Ni Mhurchu	€0	1
Dr Pádraig Ó Duibhir	€230	10
Mr Seamus Ó Fearraigh	€11,497	42
Mr Cathnia Ó Muirheartaigh	€531	7
Ms Deirdre O'Connor	€328	19
Mr Séamus O'Connor	€7,963	23
Ms Anne O'Gara	€0	5
Mr Seán O'Neill	€82	24
Prof Mary O'Sullivan	€712	5
Mr Gerry Quinn	€2,279	25
Mr Eamonn Shaughnessy	€6,116	25
Ms Tracie Tobin	€9,091	28
Mr Frank Turpin	€476	21





An Chomhairle Mhúinteoireachta  
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