



Annual Report

2020/2021

28th March 2020 - 27th March 2021

A Snapshot:

28th March 2020 – 27th March 2021



No. of teachers registered
with the Teaching Council

109,196

98,000 renewed their
registration online



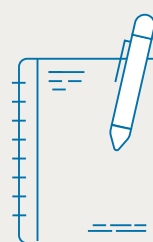
No. of times
'Search the Register' was used

119,779



5,817

Newly Qualified Teachers
participated in *Droichead*



22,109

teachers were vetted
through e-vetting system



www.teachingcouncil.ie

2,011,039
VISITORS

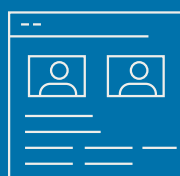


31



Ezines, including
2 research ezines

13



Learning For All
webinars in
conjunction with
Professional
Development Service
for Teachers (PDST)

2

Droichead webinars
hosted for NQTs in
conjunction with NIPT

4

Podcasts
recorded



23



e-books added to
the online library
that is available free
of charge to all
registered teachers

25

Projects awarded funding
under the fourth round of
the John Coolahan Research
Support Framework, of
which 12 were by individuals,
and 13 were collaborative

35,622



Calls answered

24

Fitness to Teach
complaints made to
the Teaching Council



Emails actioned =
approximately



105,000

22

Cosán workshops for
schools facilitated in
collaboration with
Education Support
Centres Ireland (ESCI)

3,428

NQTs registered in 4
weeks shorter timeframe

12

The number of practicing teachers
who facilitated Cosán workshops



1,533

online attendees
at FEILTE 2020

177,000

registration related
notifications issued
to teachers

Chairperson's Report

Seán McMahon

Chairperson of the Teaching Council
Cathaoirleach an Chomhairle Mhúinteoireachta



Tá áit ar leith agus speisialta ag gairm na múinteoireachta inár sochaí agus inár gcultúr, a chuireann seirbhís uathúil ar fáil, ag spreagadh scoláirí barr a gcumas a bhaint amach agus spriocanna oideachais a chur i gcrích ar mhaithe lenár bpobail agus lenár dtír. I stair na ré neamhghnáiche seo, níl aon dabht faoi, ach déanfar taifeadadh ar an obair thar cionn a rinne na múinteoirí agus an ról riachtanach seo á chomhlíonadh acu go fóill, ar mhaithe le leas ár ndaoine óga agus in ainneoin an chruacháis mar thoradh ar an bpaindéim.

I'm pleased to say that the Teaching Council has successfully continued its work. From the immense uncertainty of the onset of the pandemic, and onwards through the 'new normal' and the gradual reopening of our society and economy, the staff of the Council are doing a great job in ensuring the continuance of our statutory functions, promotional activities, service to teachers and advocacy in the interests of the profession.

A total of 109,196 teachers were registered with the Teaching Council on 27th March 2021, an increase of 6,440 on the 2019 level (102,756), which represents further solid progress in teacher supply. The Teaching Council has engaged extensively with the Department of Education, as well as all stakeholders in education in relation to teacher supply including the school management bodies and higher education institutions. This system-wide approach, combined with ongoing analysis of all available data continues to help and support school communities through the current circumstances.

The Teaching Council contributes to the Department's Teacher Supply Implementation and Teacher Supply Steering Groups and, as Convenor of the School Placement Working Group (SPWG), published an Action Plan on School Placement in March 2021. This Action Plan intends to give recognition to, and support for, the powerful commitment of teachers and schools to the education of their future colleagues – student teachers. We know in the Teaching Council from the recent report on innovation in school placement, *School Placement Innovation Report* August 2021, that HEIs and schools already have strong relationships to facilitate school placement. But equally we know that both parties feel that more structured support is needed to sustain this into the longer term. Having listened to these views, the SPWG recommended (a) the establishment of a single centralised placement system (b) a full training programme for Treoraithe (formerly known as co-operating teachers) and (c) recognition programmes for those involved in school placement. Working groups have now been established to progress these recommendations.

The Director of the Council chairs the Communications Working Group for teacher supply which is working intensively to promote careers in the profession. This includes Council participation in careers fairs, graduate events, college open days and presentations, in addition to ongoing communications and engagement.

The fifth and final 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 2020/2021 academic year and this is now the sole route of induction for all primary and post-primary newly qualified teachers. Interim measures were introduced during the 2019/2020 and 2020/2021 academic years to offer additional flexibility to newly qualified teachers whose Droichead process was disrupted by the Covid-19 pandemic.

As it is essential for us to understand the outcomes of these developments, we are currently carrying out research together with the Marino Institute and Trinity College Dublin in a project called DEEPEN (*Droichead: Exploring and Eliciting Perspectives Experiences and Narratives*). This project will examine teachers' experiences of the Droichead professional induction framework, and we will report on that in due course. Overall, research forms a key element of our contribution to teachers' learning and professional development and, as outlined later in this report, we will continue to prioritise this area.

We have made progress in bringing forward the provisions of Section 37 of the Teaching Council Act which will require employers to notify the Teaching Council if a teacher is dismissed or has resigned following a complaint or disciplinary process at school level. When finalised and activated by Ministerial order, this will augment the Council's existing regulatory functions.

I thank all members of the Council for their commitment and encouragement. On behalf of Council, I thank the Director, Deputy Director, management and all staff for their dedication to The Teaching Council.

As we emerge from a Covid-19 induced period of disruption and uncertainty, the profession of teaching, together with our schools and education system provide a beacon of hope, endurance, excellence and resilience. This dedication and commitment to the highest standards of quality and professionalism is central to leading Ireland out of the pandemic and onwards to brighter and better times.

Having served as a teaching principal of a primary school in West Clare for over 30 years, I know first-hand the contribution that all teachers make to communities up and down the country. Every day, five days a week, parents and guardians leave the most precious gifts in their lives – their children – in the care of registered teaching professionals. They do this because they trust teachers. They always have. Our job as a Teaching Council is to help ensure that they always will.

The American historian John Meacham, speaking of Martin Luther King Jr., said that he understood that “human progress, while sometimes intoxicatingly rapid, tends to be provisional.” Sustainability of endeavour is the watchword of our times – for our people, our communities, our environment. By promoting and regulating the teaching profession, our aim is to ensure professional sustainability of inspirational, innovative and caring practice for our children, young people and teachers, both present and future generations.



Seán McMahon
Chairperson

Director's Report



Tomás Ó Ruairc

*Director of the Teaching Council
Stiúrthóir An Chomhairle Mhúinteoireachta*

Fáilte chuig ár dtuarascáil bhliantúil. Istigh ann, clúdaítear tréimhse a bhí an-chorrach d'Éirinn agus do ghairm na múinteoireachta a sháraigh go himholta na dúshláin a bhí ann mar thoradh ar an bpaindéim dhomhanda – imeacht a bhí an-neamhghnách inar cuireadh isteach go tromchúiseach ar ár sochaí uile.

Throughout this time teachers and their schools continued to serve the children, families and people of Ireland to the maximum of their capability and in the most difficult and worrying of circumstances. I pay tribute to the profession for this critically important ongoing contribution.

The Teaching Council also faced these challenges head-on, converting our organisation and operations into a distributed model of remote working and service delivery, in line with national public health guidance. We used technology to best effect to continue delivering on our statutory role and service provision, the main elements of which are described throughout this report. This included strong progress in meeting our strategic goals – supporting teacher education and learning, addressing issues of teacher supply and demand and enhancing our service delivery, while ensuring ongoing engagement and consultation with teachers and school communities, and continuously promoting the highest standards in teaching.

With some necessary adjustments, all our programmes continued apace due to the powerful commitment of people across the spectrum of our operations, both internally and externally, where everyone collectively has been resolute in driving forwards in spite of all circumstances.

Series 2 of our Cosán Workshop programme was delivered online while the John Coolahan Research Support Framework completed its evaluations and awarded funding to 25 innovative teaching related projects involving 68 researchers.

Our Festival of Excellence in Learning and Teacher Education, FÉILTE 2020 also took place online including former Úachtarán na hÉireann Mary Robinson and the highest attendance of participants ever recorded. The BEACONS programme held a number of engagement events with school communities online, and we also held focus groups with student teachers and teachers from communities who are underrepresented in the profession. During the reporting year, the Teaching Council secured EU funding in-kind for a two year project to explore how the BEACONS model can be scaled up for the wider school system. We look forward to an exciting partnership with the EU and the OECD.

The Council accredited four further and concurrent four-year post-primary programmes for Initial Teacher Education (ITE) in Gaeilge, Maths, Modern Foreign Languages, Art and Design, and we introduced revised standards for programmes of ITE in Céim. We also engaged extensively with the Department of Education with a view to agreeing joint research exploring the professional journey of new teachers in Ireland.

Further progress was achieved in the development of our new online My Registration portal for teachers which will greatly enhance our service provision for the profession and will be launched in Autumn 2021. In our professional standards and regulatory roles, fitness to teach inquiries and hearings took place online using technology and systems which seamlessly enabled these processes.

To support teacher supply and substitution, where availability was significantly impaired by the Covid crisis, we introduced time bound flexibilities in registration, enabling newly qualified teachers from abroad to complete their induction in Ireland to the required standards. The Covid Amendment Regulation was signed into effect by Minister for Education, Norma Foley TD, in July 2020.

It is a priority for all stakeholders in education to support our school communities nationwide. Across every aspect of our operations, we are expediting the registration and vetting of eligible teachers while adhering to our statutory role and regulations.

I thank the Chairperson and members of the Council for their strong guidance and support. I also thank the Minister and Department of Education, all teachers, each member of the management and leadership teams, all of my colleagues and stakeholders who have assisted the work of the Council and the teaching profession, for everything that you have done and continue to do in these extraordinary times.

The pandemic has created great stress for people across our country, including systemic strain on the organisation of school life, teaching and learning, and not least of which is the personal toll for people who became ill or who have sadly been bereaved. It is the steadfast spirit of the teaching profession, and entire communities of education, that has brought us through the immediate period of upheaval presented by the pandemic, and it is that same commitment that enables us to imagine the renewal and further progress of our society. As the novelist Louis de Bernieres once wrote – “We had roots that grew towards each other underground, and when all the pretty blossoms had fallen from our branches we discovered that we were one tree and not two.”

Working collaboratively with all stakeholders, we will continue to make strong progress while upholding and promoting the high standards and best qualities of the teaching profession.



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. It 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.

The Council's statutory functions are to:

- ▶ promote and regulate the teaching profession
- ▶ maintain and improve standards of teaching, knowledge, skill, and competence
- ▶ establish and maintain the register of teachers
- ▶ conduct inquiries into and, where appropriate, impose sanctions in relation to, the fitness to teach of any registered teacher
- ▶ establish, publish, review and maintain a code of professional conduct for teachers, which will include standards of teaching, knowledge, skill and competence, and
- ▶ promote teachers' ongoing learning.

The Council's statement of purpose is set out in the Teaching Council Strategic Plan 2018 to 2020.

“The Teaching Council develops, promotes and verifies high standards in teacher education and teachers’ professionalism through effective policies, regulation and research. We seek to support shared learning, wellbeing, growth and innovation for all teachers and learners. In this way, we seek to foster an environment where quality teaching and learning thrive.”

Membership of the Teaching Council

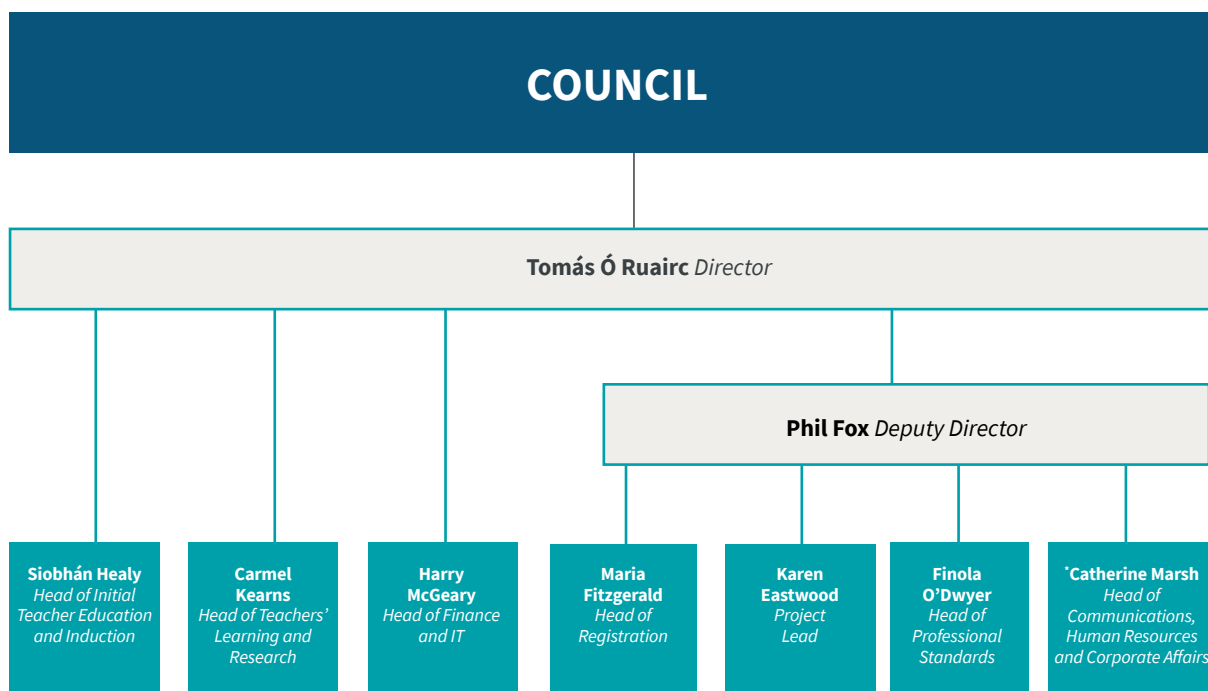
The Council has 37 members and 22 of these are registered teachers, 16 of whom are elected by teachers.

The membership is comprised of:

- ▶ Eleven primary teachers, nine of whom are elected and two of whom are teacher union nominees
- ▶ Eleven post-primary teachers, seven of whom are elected and four of whom are teacher union nominees
- ▶ Two nominated by colleges of education
- ▶ Two nominated by specified higher education institutions (HEIs)
- ▶ 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, including one representing each of IBEC and ICTU

Senior management team

During the reporting year the Teaching Council was supported in its work by an executive of 54 staff.



**Catherine Marsh was in this position until February 2021*

2 Achieving strategic objectives



Strategic Plan 2018-2020

The Teaching Council made considerable progress during the reporting year in realising the 2018-2020 Strategic Plan goals.

The seven strategic goals for 2018-2020 are:

Strategic Goal

1

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

- ▶ Droichead, the Council's integrated induction framework for newly qualified teachers (NQTs), entered the fifth and final year of its growth phase during the reporting year. The Council continues to actively engage with the National Induction Programme for Teachers (NIPT) as it supports the professional learning of teachers undertaking the Droichead process and of the Professional Support Teams within the schools. Additional arrangements were introduced in light of Covid-19 to ensure the continued growth of the process by providing greater flexibility to NQTs and schools participating in the Droichead process.
- ▶ DEEPEN (Droichead: Exploring and Eliciting Perspectives, Experiences and Narratives): The research team issued an online survey to all Droichead schools and provided teachers with an important opportunity to influence how Droichead develops in the future.
- ▶ Work continued on planning for a longitudinal research project exploring the professional journey of new teachers in Ireland. As part of that process, there was extensive engagement with the Department of Education with a view to agreeing a joint commissioning arrangement.
- ▶ The Cosán Workshop Programme continued, and details can be found under strategic goal three below.

Strategic Goal

2

Work with the Department of Education 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 of the Council, continued its work promoting the profession in line with the Teacher Supply Action Plan through its attendance at various events in both the Republic and Northern Ireland.
- ▶ The Council continued to supply updated data to the Department of Education in respect of teacher registrations supporting the development of a model for teacher supply and demand. Teacher registration information was also supplied to the Central Statistics Office (CSO) for use in a national research project in consultation with the Higher Education Authority (HEA).
- ▶ In September 2020, four focus groups were held with student teachers and teachers from communities that are underrepresented in the teaching profession. The aim of the focus groups was to explore their lived experience. The focus groups included teachers from socioeconomically disadvantaged areas, the LGBT+ and traveller community, and other underrepresented communities. Some of those who participated in the focus groups subsequently took part in the Department of Education's Teaching Transforms communications campaign.
- ▶ The Council collaborated with guidance organisations, National Centre for Guidance in Education (NCGE) and the Association of Higher Education Careers Services (AHECS), by participating in both a live webinar and presentation. These events helped support guidance counsellors in their work of identifying and promoting pathways to teaching.
- ▶ The Council continued to build its links and work with Careers Services in Higher Education Institutions (HEIs) nationwide and in Northern Ireland. A total of 32 events were attended including career fairs, graduate fairs, open days and presentations.
- ▶ In line with Action 12 of the Teacher Supply Action plan (2018), the Higher Education Authority (HEA) engaged with the ITE programme providers regarding the provision of additional four-year concurrent post-primary ITE programmes which qualify teachers in two subject areas, including targeted subjects. The Council reviewed and accredited four concurrent four-year post-primary programmes, three of which were in the target areas of Gaeilge, Maths and Modern Foreign Languages. The Council also accredited a four-year concurrent post-primary programme in Art and Design.
- ▶ The School Placement Working Group (SPWG) was convened by the Council in November 2018 to review the implementation of school placement guidelines and the recommendations of Teaching Council commissioned research on school placement. The Report and Action Plan of the School Placement Working Group was published in March 2021. Upon the publication of the report, the Council also confirmed revised timelines for the establishment of the working groups, as recommended and which focus on priority actions 1 and 2 of the report.

2

Continued

- ▶ In the context of Covid-19, the Council introduced a range of measures to support teaching and school communities with the re-opening of schools and keeping them open during the 2020/2021 school year. One of these measures included a regulation which enabled some teachers who had qualified in another country to complete their induction in Ireland. The Teaching Council accepted applications for registration under this amendment regulation on an exceptional and time-bound basis from 10 August to 30 October 2020.
- ▶ To enhance the supply of teachers available for supervision and substitution, a communications campaign took place requesting teachers who were able to provide more substitution and supervision to register their availability on www.educationposts.ie.
- ▶ Consultations took place with the HEIs to identify mechanisms to facilitate the availability of registered teachers on school placement to also be available to schools, on a further basis, as an additional resource including supervision and substitution.

Strategic Goal

3

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

- ▶ The Cosán Workshop Programme, in association with Education Support Centres Ireland (ESCI), moved online due to Covid-19 and this facilitated the completion of Series 1 in June 2020. A further 6 Education Centres hosted the Cosán Workshop Programme for Series 2. All 22 workshops in that series were facilitated online in collaboration with 12 Education Centres.
- ▶ The Council worked with a number of education stakeholders to support them in aligning existing learning opportunities with Cosán.
- ▶ Applications were invited for the fourth round of the John Coolahan Research Support Framework in June 2020. Some 52 applications were received and considered by the appointed review panel. An online awards event took place in December 2020, at which 25 projects involving 68 researchers were awarded funding. Collaboration and shared learning are emphasised in the framework, and 13 of the successful applications involved collaborations between two or more teachers, or between teachers and other educational researchers.

Strategic Goal

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 review of the Council's standards for programmes of Initial Teacher Education (ITE) was finalised during the reporting year. The revised accreditation standards are set out in *Céim: Standards for Initial Teacher Education*. All new programmes seeking accreditation must now be aligned with *Céim* while all existing programmes must be aligned with *Céim* from September 2022 for first year intakes.
- ▶ The review of the *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education (2021)* was also finalised during the reporting year.
- ▶ Following a wide-ranging and comprehensive consultation process conducted between June 2018 and April 2019, the Council's review of the Curricular Subject Requirements at post-primary level were published in November 2020. The revised requirements are currently in effect for ITE programme accreditation purposes and will come into effect from January 2023 for applicants applying for registration with the Council. The requirements offer a more inclusive approach to the diverse range of skills that graduates from home and abroad can bring to the modern learning environment, while maintaining standards. Requirements for the two new Leaving Certificate subjects of Politics and Society and Computer Science were also published and came into effect from January 2021.
- ▶ The Council introduced several flexibilities to mitigate the impact of Covid-19 on teacher registration processes. These measures included IT system development to support the summer NQT registrations, modified requirements for NQTs registering with languages, increased use of electronic communications and introduction of online submission of documentation for vetting. Additional short-term measures were also introduced to ensure the maintenance of registration for teachers as part of renewals and conditional registration processes.
- ▶ Replacement Registration Database – The new and improved My Registration portal will see enhanced processing capabilities for many of the registration functions. The new self-service portal will give teachers and applicants improved access to registration services.

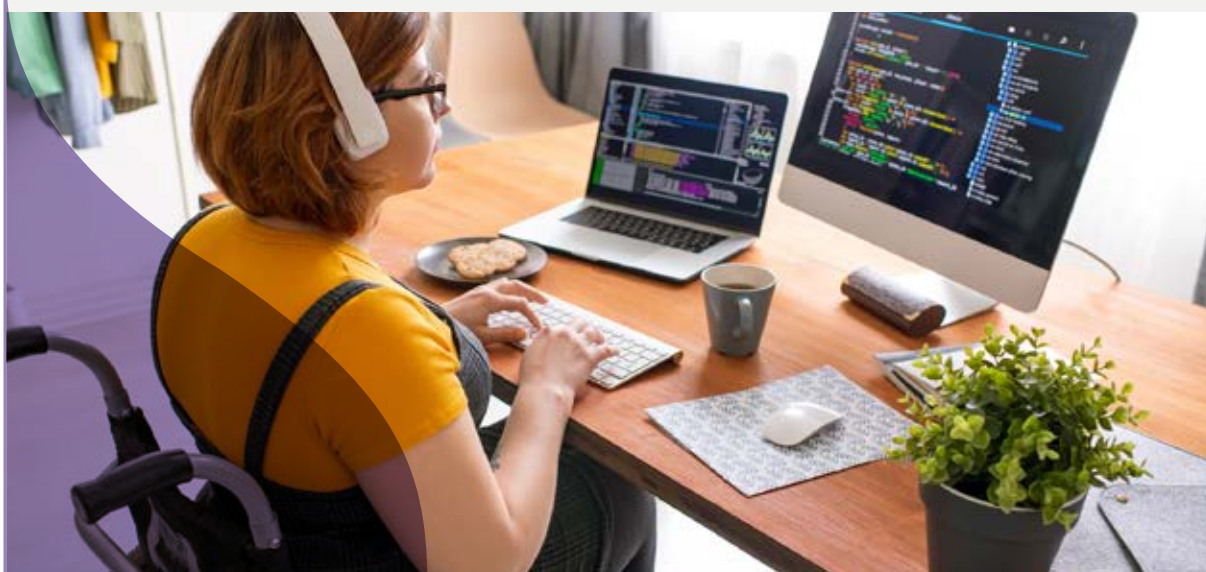


Strategic Goal

5

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

- ▶ Complaints received in relation to registered teachers were processed in line with the Council's Investigating Committee Procedures and, where appropriate, the Disciplinary Committee Rules of Procedure which are set down in a Statutory Instrument. Complaints and Inquiries were progressed in an online format due to restrictions caused by the global pandemic. In this regard, during the reporting year the Professional Standards section of the Council continued to review and refine Investigating Committee and Disciplinary Committee processes.
- ▶ The Council continued to engage with the Department of Education 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 of Education to finalise regulations to be consented to and signed by the Minister under section 37 of the Teaching Council Acts 2001-2015 and published as a Statutory Instrument. Regulations under section 37 of the Act, once they take effect, 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.
- ▶ Social Media guidance was approved by Council on 14 December 2020 following extensive consultation with stakeholders. *The Guidance for Registered Teachers About the Use of Social Media and Electronic Communication* was launched in February 2021 through an ezine issued to all registered teachers. Additionally, the Guidance was published on the Teaching Council website, circulated to stakeholders by e-mail, and published on the Council's social media platforms and in union magazines.



Strategic Goal

6

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

- ▶ FÉILTE, the Council's Festival of Education In Learning and Teaching Excellence, took place online on Saturday, 3 October 2020 with 1,533 attending. The average attendee time was 3 hours and 7 minutes.
- ▶ Thirty-one ezines were issued.
- ▶ Thirteen live webinars took place as part of the Learning For All Webinar series which is jointly hosted with the Professional Development Service for Teachers (PDST).
- ▶ Twitter followers increased by 1,237 to a total of 31,837.
- ▶ Facebook followers increased by 1,494 to 8,952.
- ▶ In November 2020 the Podcast series *Lighting a Fire! All things Teaching and Learning with the Teaching Council* was launched with four recordings published. The series is designed to stimulate conversations and share information.
- ▶ As part of the Council's CROÍ (Collaboration and Research for Ongoing Innovation) series, the *Using Research in Our School* resource was launched by ePostcard. Two ePostcards were issued during the reporting year, to highlight the availability of curated resources on the themes of Reflection and Wellbeing respectively.
- ▶ The Council produced two research ezines including an ezine on the theme of Online Teaching and Learning and a special edition ezine to mark World Book Day.
- ▶ The BEACONS process, which stands for Bringing Education Alive for our Communities On a National Scale, was established in early 2019. This innovative process of facilitated conversations, led at the community level, brings all voices together to support more and better conversations between stakeholders in education. An event sees students, parents, teachers, principals, and other stakeholders engage in short conversations on matters that are of importance to them.
- ▶ In December 2020, the Council was successful in its application to the EU Structural Reform Support Programme for support in developing further models of local community engagement. The OECD has been commissioned by the EU to research, design, pilot and assess various models of local school engagement over the next two years, with a specific focus on curricular reform and inclusive education in the piloting process. Extensive engagement took place with the EU and OECD with a view to agreeing the detailed project plan.
- ▶ The Council attended the first meeting of the Department of Education Inter-Agency Wellbeing Group on 15 October 2020. The group was established to facilitate the alignment of wellbeing supports to school communities and is chaired by the National Educational Psychological Service (NEPS).

Strategic Goal

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 security of the Council's IT infrastructure was strengthened. Despite the pandemic, the Council's operations continued through a combination of both remote and on-site working which was supported by flexible and robust IT arrangements.
- ▶ Remote working and increased online communications reduced expenditure.
- ▶ Internal Audit Plan in place reviewing compliance in the work of the Council.
- ▶ Workforce plan completed in 2018 to ensure that the Council had the correct resources in place to support the implementation and delivery of the Strategic Plan.
- ▶ The Council's low risk investment portfolio performed strongly, particularly in the latter half of the reporting year. This counteracted the negative interest rate environment.



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 the standards for entry to the Register, and assessing applications for entry to the Register.

Route of Registration	Number
Route 1 Primary	50,938
Route 2 Post-primary	46,478
Route 3 Further Education	15,914
Route 4 Other	1,279

Note: Teachers may be registered under more than one route

Registrations

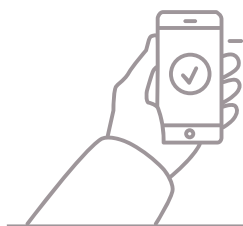
Overall, there were 5,673 new registrants entered onto the Register, including 3,428 new graduates who completed/updated their registrations during the summer registration period.

The NQT (Newly Qualified Teachers) fast-track registration process was restructured in light of Covid-19 restrictions and to enhance timelines in HEIs transferring final results to the Council. Following IT development, the application process moved online resulting in significant efficiencies. This ensured that 3,428 graduate registrations were finalised within a timeframe that was four weeks shorter than in previous years.



109,196

teachers were registered with the Teaching Council on 27 March 2021.



During the reporting year, **102,139 teachers renewed their registrations** with approximately 96% selecting the online payment option.

Over this 12-month period, 84 teachers lapsed from the Register for not addressing their conditions, of which 7 subsequently re-registered. A total of 1,881 teachers lapsed for non-payment of renewal fee, with 60 teachers re-registering. Of the teachers requested to complete re-vetting, 203 were removed for non-compliance. Separately 323 teachers voluntarily removed themselves from the Register during this timeframe.

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

The Registration Committee and the Registration Review Group met on four occasions over this period. The Registration Review Group considered 16 cases which related in the main to qualification assessment decisions.

Accessing information on the Register

Overall, the “Search the Register” facility which allows the public to search for a registered teacher was used 119,779 times. In addition, teachers logged into their personal records via the My Registration login 238,711 times. The Council provides registration information to the Paymasters for the payment of teachers under Section 30 of the Teaching Council Acts 2001-2015 and under Section 24(7) of the Education Act 1998 as amended. During this timeframe 44,945 paymaster logins occurred.

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 to remain on the Register of Teachers. The registration renewal fee remains at €65 and income tax relief can be claimed. During the reporting year, 102,139 teachers renewed their registrations with approximately 96% selecting the online payment option.

Registration with Conditions

In this reporting year Covid-19 impacted the processing procedures of teachers with conditions expiring on their registration. The Council put in place amended processes during the initial stages of the pandemic to ensure the maintenance of teachers’ registrations. Within the timeframe, 4,102 conditions were fulfilled and teachers’ registrations updated during this period. A total of 2,609 teachers with expiring registration conditions were processed, of whom 390 fulfilled their conditions, 2,008 were granted extensions of time, 101 removed a route of registration, 15 requested voluntary removal and 95 lapsed from the register.

The Registration Panel carries out the assessment of extension requests on behalf of the Council. The Panel met on nine occasions and considered 119 cases and a further 2,056 cases were ratified.

PME Verification Project

The Council supports student teachers undertaking a Professional Masters in Education (PME) in post-primary to verify that their undergraduate subjects meet the Council’s requirements for teaching at least one post-primary subject, in advance of applying for registration. While the HEIs assess students’ overall qualifications for access onto the PME programme in line with broad criteria, the Council offers an additional subject specific verification service. This checks that the subject taken at undergraduate level meets the specific requirements as set down by the Council for registration with that post-primary subject.

This confirms the PME student teacher’s eligibility to register with the Council on completion of their Masters studies and speeds up the summer registration process. A total of 75% of the PME student teachers (post-primary) who commenced their two-year programme in 2020 availed of this free process.

Droichead

Droichead, the Council's integrated induction framework for newly qualified teachers, entered the final year of its growth phase during the reporting year. From September 2020, *Droichead* was the only route of induction for all primary and post-primary newly qualified teachers (NQTs). Interim measures were put in place in the 2019/2020 and 2020/2021 academic years to offer additional flexibility to NQTs whose *Droichead* process was impacted by the Covid-19 pandemic. The Post-qualification Professional Practice Conditions – Transitional Arrangements were updated accordingly to outline the flexibility put in place to support the NQTs, schools and Professional Support Teams involved.

During the reporting year a total of 5,817 teachers engaged in the *Droichead* process across two academic years.

Of the 3,122 NQTs across 1,479 schools who participated in 2019/2020, 751 NQTs completed the process in advance of the reporting year, 88 banked elements of the process for completion at a later date and the remaining 2,283 teachers completed the process.

Table: Overview of Droichead 2019/2020

School Type	NQTs	Schools
Primary	1,858	982
Post-primary	1,264	497
Total	3,122	1,479

In the academic year 2020/2021, 3,446 NQTs commenced the process in 1,682 schools across the country.

Table: Overview of Droichead 2020/2021

School Type	NQTs	Schools
Primary	1,845	1,124
Post-primary	1,601	558
Total	3,446	1,682

Growth was especially prominent in post-primary where an additional 337 NQTs engaged in the process in 31 additional schools. The number of primary NQTs participating in the process held relatively steady with just a slight decrease on the previous year. However, the number of primary schools engaging in the process increased by 142 indicating that, unlike previous years, more schools engaging in *Droichead* had only one NQT.

Overall, 138 flexible arrangements were put in place in 114 schools during the academic year. These arrangements were set out in the Council's Transitional Arrangements and undertaken with prior consultation between schools and the National Induction Programme for Teachers (NIPT). This ensured that all schools could offer the process to NQTs. Of the 88 NQTs who banked elements of the process from the previous year, 68 completed their outstanding elements during the 2020/21 school year.

Garda Vetting

The Council administers the vetting of teachers for initial registration, registration renewal and employment purposes. During the reporting year, 22,109 teachers were vetted. Of these, 8,708 teachers were vetted for initial registration or employment purposes; 13,401 were vetted as part of the Council's policy of re-vetting registered teachers on a three-year cycle.

The re-vetting of teachers who held vetting disclosures issued between 29 April 2016 (the date of the establishment of the National Vetting Bureau) and 31 March 2017, commenced in February 2020 and was suspended in March 2020 due to the outbreak of Covid-19. This was recommenced in October 2020.

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

The Council's Evidence of Character Panel met on 11 occasions and considered 38 vetting disclosures in respect of applicants for registration or renewal of registration. A further 148 cases were presented for ratification to the panel during the year. The Panel was provided with an update on 18 teachers who had been approved for registration / re-registration with conditions as imposed by the Panel. The Panel also considered 10 submissions made by teachers as part of the re-vetting project.

4 Ensuring high 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.

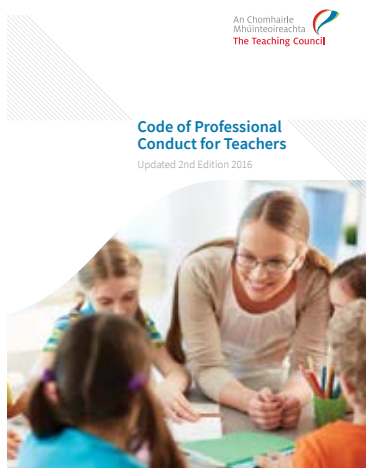
The second edition of the Code of Professional Conduct (updated in 2016) sets out the standards of professional knowledge, skill, competence and conduct that are expected of registered teachers. The Code is a statement of what good teaching should look and feel like. It is a statutory document that acts 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 investigate complaints made in relation to registered teachers regarding 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 inquiry, 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 all complaints should initially 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, in the first instance, to the attention of An Garda Síochána and Tusla - The Child and Family Agency, and subsequently to the attention of the Teaching Council.

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 and Department of Education in relation to the need to implement procedures under section 28 of the Education Act 1998, whether this is by means of procedures under the recently published Bill regarding the Parent and Student Charter or by whatever means the Minister sees fit.



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 to finalise regulations to be consented to and signed by the Minister under section 37 of the Teaching Council Acts 2001-2015 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.

Investigation of Fitness to Teach Complaints/Investigating Committee

At the start of the reporting year, 28 complaints were live before the Investigating Committee, having been carried forward from previous reporting periods. A further 24 individual complaints were received during the current reporting year, 28 March 2020 to 27 March 2021. There were zero complaints received in relation to multiple teachers in the current reporting year.

Two of the 24 complaints were refused at Director's review stage as they were deemed to be frivolous under section 42(3)(b) of the Teaching Council Acts 2001 to 2015 (the "Act").

Analysis of teachers complained of – route of registration

Of the 24 teachers complained about in the reporting year, seven were teachers in post-primary, 15 were teachers in primary and two were teachers in further education.

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 2001-2015, 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.

During the reporting year, the Investigating Committee met 9 times.

- ▶ The Investigating Committee decided that it could not consider 5 of the 24 complaints received. These complaints were refused as they did not meet the requirements of the Teaching Council Acts 2001-2015, 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 by the Investigating Committee, one of the remaining 19 complaints was referred to the Disciplinary Committee for inquiry.
- ▶ The remaining 18 complaints received had not reached the point of a final decision by the Investigating Committee by the end of the reporting year.
- ▶ The Investigating Committee considered zero withdrawals of a complaint during the reporting year.
- ▶ Two of the 24 complaints related to conduct that occurred prior to the commencement of Part 5.

Source of complaint

Complaint Group	Amount
Parents	12
The Teaching Council via the Executive Committee, the complaint having come to the attention of the Council through the media or otherwise	6
Other parties	6
School management authorities	0

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*	12
Competence/performance/practice	4
Medical concerns	2
Criminal convictions	1
Dishonesty/professional integrity	7
Breach of Code of Professional Conduct for Teachers	5

Note: More than one category of complaint can be attached to any individual complaint. Therefore, the categories 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.*

Fitness to Teach Inquiries/Disciplinary Committee

The Teaching Council's Fitness to Teach function commenced on 25 July 2016 and from that date, the Council could 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. 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. There were no inquiries conducted by examination of documents during the reporting year.

In most cases, an oral hearing will take place, especially where facts or allegations 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.

At the start of the reporting year, six inquiries were at planning stage, having been referred and carried forward from previous reporting periods. Preparations to hold inquiries were underway in these six matters. A further seven complaints were referred to the Disciplinary Committee for inquiry in the 2020/2021 reporting year.

The issues central to these complaints ranged from conviction cases to cases relating to alleged incidents of professional misconduct, poor professional performance, and a breach of the Teaching Council Code of Professional Conduct for Teachers.

Despite the restrictions imposed as a result of the Covid-19 pandemic, the work of inquiry panels continued throughout the reporting year with proceedings moving to a secure online platform. Four preliminary hearings, relating to three separate complaints and a two-day private inquiry, were held online.

Two applications for confirmation of sanction were made to the High Court. These related to inquiries concluded in the previous reporting period, and in both cases, the relevant sanction was confirmed. In one of these cases the teacher was removed from the Register. In the second case, the teacher was retained on the Register subject to a fitness to teach condition. Website notices are published from time to time by Council in relation to concluded inquiries and these can be seen on the Fitness to Teach area of the Teaching Council website.

In accordance with Statutory Instrument S. I. No 8 of 2017 European Union (Recognition of Professional Qualifications) Regulations 2017, The Teaching Council, as a Competent Authority under EU Directive 2013/55/EU, is obliged to notify the competent authorities in all other EU Member States, where the practice of a registered person is prohibited or restricted by a national authority or court. During the reporting year, The Teaching Council issued alerts in relation to five registered teachers.

Executive Committee

The Executive Committee is a statutory committee of Council, which performs functions conferred on it by The Teaching Council Acts 2001-2015; 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 2001-2015.

Section 47 of The Teaching Council Acts 2001-2015 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 application in the reporting year and decided to apply to the High Court for a section 47 Order. This application was granted by the High Court.

Section 42(1) of the Teaching Council Acts 2001-2015 provides that the Council may make a complaint to the Investigating Committee. 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. The Executive Committee (having been delegated this function by Council), decided that Council should become the complainant with regard to six complaints during the reporting year.

Stakeholder engagement regarding fitness to teach matters

The Council actively engages with stakeholders on a regular basis. Council continued to communicate with stakeholders in the context of Fitness to Teach.

Engagement also continued with the Department of Education, 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

Discussions continued with the UK teaching regulators to progress Data Sharing Agreements, to allow for a potential sharing of data in terms of both incoming and outgoing information, in the context of fitness to teach information. This was necessitated by Brexit, after which the UK's membership of the EU ceased.

On 09 February 2021 (which was Global Safer Internet Day), the Director of the Teaching Council launched the Council's '*Guidance for Registered Teachers about the use of Social Media and Electronic Communications*'.

This guidance document was approved by Council on 14 December 2020 following extensive consultation with stakeholders. The guidance was launched through an ezine which issued to all registered teachers. Additionally, the guidance was published on the Teaching Council website, circulated to stakeholders by e-mail, published on the Council's social media platforms and in union magazines.

5 Initial Teacher Education and 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 begin when a teacher enters initial teacher education and continue throughout the teacher's career.

Review and Accreditation of Initial Teacher Education (ITE) Programmes

Céim: Standards for Initial Teacher Education (ITE)

Section 38 of the Teaching Council Acts 2001- 2015 outlines the Council's remit in accrediting programmes of Initial Teacher Education (ITE) and is supported by the Council's Policy on the Continuum of Teacher Education. In 2011, the Teaching Council published the first edition of accreditation standards for programmes of ITE, Initial Teacher Education: Criteria and Guidelines for Programme Providers. The first cycle of programme accreditation was completed in 2015.

In preparation for the next cycle of the review and accreditation process, the Council initiated a review of the accreditation standards, which was carried out in three phases between 2015 and 2020.

The review was informed by an impact consultation exercise, commissioned research on school placement, an extensive consultation process with key stakeholders and an independent (external) review of written submissions received. The revised accreditation standards are now set out in Céim: Standards for Initial Teacher Education, which was approved by Council in October 2020. All new programmes seeking accreditation must now be aligned with Céim while all existing programmes must be aligned with Céim from September 2022 for first year intakes.

Procedures for the Professional Accreditation of Programmes of Initial Teacher Education

Following the approval of Céim, the *ITE: Strategy of the Review and Professional Accreditation of Existing Programmes (2011)* was reviewed. The revised document, *Procedures for the Professional Accreditation of Programmes of Initial Teacher Education (2021)* sets out the processes and procedures by which the Teaching Council exercises its role in reviewing and accrediting programmes of initial teacher education and was approved by Council in March 2021.

The drafting of the Procedures was informed by the Céim review and also a literature review case study exercise on international and national regulatory accreditation processes. A literature review was also conducted in relation to the development of a formula for calculation of the Staff/Student Ratio, piloting of the formula and consultation with ITE Heads of Education and academic staff in the HEIs and a discussion group with current Review Panel members.

Programmes of ITE

Action twelve in the Department of Education's Teacher Supply Action plan (2018) requested the HEA to engage with the ITE programme providers to ensure that additional 4-year concurrent post primary ITE programmes are in place which qualify teachers in two subject areas, including targeted subjects (Maths, Physics, Chemistry, Computer Science, French, German, Spanish, Italian, Irish, Home Economics).

The Teaching Council accredited four concurrent four-year post-primary programmes during the reporting period, three of which were in the target areas of Gaeilge, Maths and Modern Foreign Languages. The Council also accredited a four-year concurrent post-primary programme in Art and Design. The Council received two additional submissions for four-year concurrent programmes, which at the time of writing are progressing through the review and accreditation process.

School Placement

Minister for Education Norma Foley TD and the Teaching Council announced the publication of the *Report and Action Plan of the School Placement Working Group* on Friday, 19 March 2021.

The School Placement Working Group (SPWG) was convened by the Teaching Council in November 2018 to review the implementation of school placement guidelines and the recommendations of Teaching Council commissioned research on school placement. The Group was also requested to convey recommendations, including a costed action plan, to the Department of Education's Teacher Supply Implementation Group.

The Group identified a number of key challenges with regard to school placement, including the sourcing and administration of school placement, the financial cost of school placement, and the roles and responsibilities of stakeholders (with a particular focus on supporting teachers who host student teachers). These challenges formed the basis of an *Action Plan on School Placement* and the final report outlines three priority action areas:

- 1. the creation of a national central school placement system and integrated online portal**
- 2. the launching of a demonstration model to include piloting of the placement system and professional learning programme to support *Treoraithe* (previously called co-operating teachers)**
- 3. Support for the development of school-HEI partnerships in the area of research and recognition for the work of all those involved in school placement.**

The SPWG recommended that a number of working groups be established to progress actions in each of these areas. Due to the impact of Covid-19 on system resources and work practices, the working groups were established in 2021. On publication of the report in March 2021, the Council also confirmed revised timelines which focus on priority actions 1 and 2 and include the establishment of the following:

- ▶ School Placement Project Team (Teaching Council, DE, Inspectorate) (Q1 2021)
- ▶ Placement System Working Group (to commence in Q2 2021)
- ▶ Treoraithe Professional Learning Working Group (to commence in Q4 2021)

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 2016. All applications for registration from teachers who qualified outside of the EU/EEA are also assessed on an individual basis.

550 applications for qualification assessment were approved for registration. Of these, 235 were primary applications and 315 were post-primary applications.

COVID-19 Amendment Regulation 2020

In the context of Covid-19, the Council introduced a range of measures to support teaching and school communities with the re-opening of schools and keeping them open during the 2020/2021 school year. One of these interventions included an amendment regulation which enabled, on an exceptional and time-bound basis, some teachers who had qualified in another country to complete induction in Ireland.

The Teaching Council accepted applications for registration under this amendment regulation from 10 August to 30 October 2020. A total of 109 applications were received under the amendment regulation with 85 of these applicants obtaining conditional registration.

Subject criteria review

In the context of a range of factors including ongoing developments in the continuum of teacher education, teacher supply issues and Junior Cycle reform, the Council initiated a review of its Curricular Subject Requirements at Post-primary level in 2018. This included an extensive consultation process with all key stakeholders between June 2018 and April 2019.

The revised curricular subject requirements were published on 11 November 2020. The revised requirements are currently in effect for ITE programme accreditation purposes and will come into effect from January 2023 for applicants applying for registration with the Council. The requirements 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.

Requirements for the two new Leaving Certificate subjects of Politics and Society and Computer Science were also published in November 2020 and came into effect from January 2021.

Droichead

The fifth and final 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 2020/2021 academic year. From September 2020, Droichead was the only route of induction for all primary and post-primary NQTs. Interim measures were put in place in the 2019/2020 and 2020/2021 academic years to offer additional flexibility to NQTs whose Droichead process was impacted by the Covid-19 pandemic. The Post-qualification Professional Practice Conditions – Transitional Arrangements were updated accordingly to outline the flexibility put in place to support the NQTs, schools and Professional Support Teams involved.

More operational detail on the Droichead process is outlined in section 3 - The Register of Teachers.

Droichead Quality Assurance Process for 2019/2020

The fifth cycle of the Droichead Quality Assurance (DQA) process was carried out during this reporting year. The DQA panel engaged with 28 schools, 14 primary and 14 post-primary, in order to report to the Teaching Council on the findings in relation to the operation of Droichead and the quality of the process in those schools. 24 schools were selected by a random process and as the DQA process for the school year 2019/2020 had been disrupted by Covid-19, four schools where the process was completed during the lockdown in 2020/2021 were purposefully selected. The questions asked in schools were reviewed and updated from the previous year by the panel in order to obtain more specific and detailed information on the process which had taken place in the schools in 2019/2020. The selection of 28 schools contained a reasonable balance of school types in both sectors given the small sample number overall. All schools approached were very willing to co-operate with the DQA process. The focus of the DQA as in previous processes is placed on consistency rather than uniformity in the operation of Droichead in schools. The findings from the process, give a good indication of how schools are continuing to develop the Droichead process and achieving the balance between uniformity and consistency within the individual school context. All DQA reports are available to view on the Teaching Council website.

6 Teachers' Learning and Research



Teachers' learning

Cosán

As part of the Cosán Development Process, a programme of workshops for schools was facilitated during the reporting year in collaboration with the Education Support Centres Ireland (ESCI). The workshops are designed for primary, post-primary and further education teachers to attend with colleagues from their school, to collaboratively explore the Cosán framework and how it can be used in their particular context. The programme consists of three workshops and a number of collaborative school-based activities. Schools were invited to nominate three teachers (including a senior or middle leader) to attend the workshop programme. At the workshops, participants engaged in small group discussion in relation to their learning and were introduced to various models and practical tools to support them in reflecting on their learning. In March 2020 due to Covid-19, the workshops remaining in Series 1 were postponed until June 2020.

The final of the three workshops was re-designed and provided in an online format due to the public health advice and government guidelines in the context of the Covid-19 pandemic.

Following the completion of Series 1, the workshop facilitators completed an online survey and participated in an online shared learning session,

both of which provided valuable feedback regarding their experience of the programme to help support the rollout of Series 2.

Planning for Series 2 of the Cosán Workshop Programme began in October 2020, when the Council invited an additional 6 Education Centres (Blackrock, Carrick-on-Shannon, Cork, Drumcondra, Kildare and Laois) to host the Cosán Workshop Programme as part of their programmes of local courses.

In November 2020, the Teaching Council, in collaboration with the Education Support Centres of Ireland (ESCI) hosted a webinar on the topic of Supporting Teachers' Learning, in the context of Cosán.

Following the webinar, Series 2 of the Cosán Workshop Programme began and by the end of the reporting year, 22 workshops had taken place in 12 Education Centres throughout the country.

The Cosán Working Group met during the reporting year and considered feedback from workshops and stakeholder engagement to inform their ongoing work in relation to the Cosán Development Process. It also considered a number of iterations of a draft Cosán Action Plan which had been developed by the Department of Education in consultation with Teaching Council staff.

Research

Using Research in Our School

As part of the CROÍ Research Series, a new Using Research in Our School feature on the Teaching Council website was launched in September 2020. This groups resources thematically to make it easier for schools to find relevant research in a format that suits them. The resources include webinars, ezines, ebooks and journal articles, and schools are encouraged to choose a particular theme and explore the resources with colleagues as part of a staff meeting. During the reporting year, resources on the themes of Reflection and Wellbeing were published. These topics are aligned to the Learning Areas of Cosán, the National Framework for Teachers' Learning. Additional topics will be added to the bank of resources over time, and it is envisaged that it will become a valuable resource for teachers and schools.

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 fourth round of the John Coolahan Research Support Framework in June 2020. Some 52 applications were received and considered by the appointed review panel. An online awards event took place in December 2020, at which 12 individual and 13 collaborative projects were awarded funding, with more than €68,750 awarded in total.

In addition to its adjudication work in relation to Round 4 of the framework, the Research Support Framework review panel also met to consider the final reports received from researchers who had received funding under previous rounds of the framework. On foot of that process, final payments were arranged for seven projects, and reports were published on the Research Support Framework: Completed Research webpage of the Teaching Council website.

Nine researchers who were awarded funding under previous rounds of the John Coolahan Research Support Framework presented a video on their projects and research journeys at FÉILTE's ResearchMeet in October 2020.

To ensure it continues to meet its objectives, a review of the John Coolahan Research Support Framework took place ahead of the launch of Round 5. At the end of the reporting year, an updated framework was being considered by Council.

Croí eBook

The CROÍ eBook was published in June 2020 to promote CROÍ, the Council's research series. The ebook includes a collection of short videos which provide a brief overview of the Council's CROÍ resources such as the Online Library, Research Webinars, Research Ezines and T-REX. These resources will be useful for teachers wishing to engage in and with research and in particular those seeking to make an application under the John Coolahan Research Support Framework.

Research Ezines

A special research ezine to support Online Teaching and Learning issued in January 2021. It highlighted some of the latest research and supports including resources available from the Teaching Council Online Library.

A special edition ezine to mark World Book Day issued in March 2021. This featured eight eBooks selected from the Teaching Council's online library. The eBooks were chosen to align with the Learning Areas set out in Cosán, the National Framework for Teachers' Learning.

Teachers' Research Exchange (T-REX)

T-REX (Teachers' Research Exchange) is an online platform to support engagement in and with research by teachers and other educational researchers. It offers support in accessing and sharing the latest insights from cutting-edge research. It also facilitates and supports conversations, collaborations and stronger connections between research, policy, practice and between schools and HEIs. The platform is funded jointly by the Teaching Council, 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. As a co-funder, the Council is represented on the T-REX Steering Committee which met five times during the reporting year.



Commissioned Research

Work continued on the DEEPEN (*Droichead: Exploring and Eliciting Perspectives Experiences and Narratives*) research project, which was commissioned by the Teaching Council and is being carried out by the Marino Institute of Education and Trinity College. The research is exploring teachers' experiences of the Droichead professional induction framework, with particular reference to 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 Droichead and initial teacher education. It has a particular focus on small schools, Gaelscoileanna, DEIS (Delivering Equality of Opportunity in Schools) schools and special education settings.

In November 2020, an online survey was issued to all Droichead schools and this provided an important opportunity for teachers to influence how Droichead develops in the future. The online survey sought feedback from newly qualified teachers, members of the school's professional support team, school leaders and other teaching colleagues who have supported the Droichead process. The feedback captured from the online survey will be reflected in the final report and will inform the Council's review of Droichead in 2021.

In parallel, work continued during the year in relation to longitudinal research that will explore the professional journeys of beginning teachers in Ireland. As part of the process, there was extensive engagement with the Department of Education with a view to agreeing a joint commissioning arrangement.

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 participated on the John Coolahan Research Support Framework review panel, reviewed content for the Using Research in Our School resource and provided feedback to inform the review of the John Coolahan Research Support Framework. The group met online three times during the reporting year.

Online Library

The Teaching Council provides all registered teachers with free access to an online library of journals and eBooks under the CROÍ research series. To access the library, registered teachers must log in by using their Teaching Council Registration Number. Instructional videos on how to access and search the online library are also published on the Teaching Council's website. During the year, a further 23 e-books were purchased for inclusion in the library.

7 Promoting teaching as a profession

Teacher Supply

The Communications Working Group, which is chaired by the Director of the Council, continued its work promoting the profession in line with the Teacher Supply Action Plan through its attendance at various events in both the Republic and Northern Ireland. In total, 32 events were attended including career fairs, graduate fairs, open days and presentations.

Stakeholder Engagement Including Promoting the Profession Teacher Supply

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

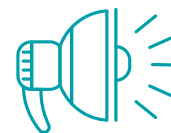
During the year, the Council:

- ▶ **Hosted the eighth annual FÉILTE event online on Saturday, 3 October 2020. A total of 1,533 attended.**
- ▶ **Issued 31 ezines with an average open rate of 78.26%.**
- ▶ **Had 2,011,039 page views on its website from over 428,506 users, 423,280 of whom were new.**
- ▶ **Increased Twitter followers by over 1,237 to a total of 31,837.**
- ▶ **Had an increase of 1,494 Facebook followers to 8,952.**
- ▶ **Attended a number of education conferences, seminars and meetings hosted by stakeholders, for example:**
 - ▶ Four Nations (Teaching Council of Ireland and UK) meetings
 - ▶ NCCA Leading Out seminar
 - ▶ OECD OPS 2020 Stakeholder Engagement meeting
 - ▶ Study Visit by the Flemish Ministry of Education
 - ▶ EUNEC Education Summit 2020
 - ▶ OECD Innovation Conference
 - ▶ Centre for School Leadership (CSL) Steering Committee meeting
 - ▶ Language of Interculturalism - Laois Education Centre
 - ▶ Judge for Young Social Innovators Awards 2020
 - ▶ Irish Primary Principals' Network (IPPN) and National Association of Principal's and Deputy Principal's (NAPD) regarding their joint collaborative project
 - ▶ OECD Stakeholder Engagement meeting
 - ▶ CLEAR 2020 Annual Educational Conference
 - ▶ LGBT+ Celebration Campaign Working Group meeting.

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 outreach, as well as responding to queries from the media. Throughout the year media releases were issued and articles placed on a range of topics, including the newly elected Chairperson of the Council, school placement, Droichead, FÉILTE, measures announced to enhance supply of teachers for supervision and substitute cover, launch of Céim; standards for initial teacher education, guidance for registered teachers about the use of social media and electronic communication, residency requirements for graduates of post-primary languages programmes of Initial teacher education, the report and action plan of the school placement working group and other commentaries.

As part of its strategy to promote the profession and increase understanding of the Council's work, the Council engages in proactive media outreach



Statements made by the Council during the reporting year included:

Month	Statement
April 2020	Covid-19 notice for Newly Qualified Teachers
April 2020	Re-vetting notice
June 2020	Statement regarding updated Interim Measures for Droichead and Probation for school year 2019/2020
June 2020	New Chairperson elected to the Teaching Council
June 2020	Statement regarding School Placement
August 2020	Teaching Council announces measures to enhance the supply of teachers for supervision and substitution as schools reopen
September 2020	The Teaching Council launches FÉILTE 2020
November 2020	Launch of Céim: Standards for Initial Teacher Education and Revised Curricular Subject Requirements from 1 January 2023
February 2021	Are you undertaking Droichead in the 2020/2021 academic year?
March 2021	Report and Action Plan of the School Placement Working Group



FÉILTE

FÉILTE, the Council's annual Festival of Education In Learning and Teaching Excellence, took place as an online event on Saturday 3rd October 2020. The theme of the festival was 'Collaborating to Connect: Empathy with our Communities'. The event featured a programme of live and recorded content across a Main Stage, Live Sessions Area and Expo Area.

1,533 teachers, delegates and participants attended with an average attendee time of three hours and seven minutes. Throughout the day a total of 2,642 comments were received through the chat features.

The event began with a welcome from Phil Fox, Deputy Director of The Teaching Council, followed by opening addresses by Minister for Education Norma Foley TD and Seán McMahon, Chairperson of the Teaching Council. Former President of Ireland, Mary Robinson shared her views and experiences in a dialogue with the Council's Director, Tomás Ó Ruairc.

Panel discussions included 'Teaching and Learning During a Pandemic: Challenges and Opportunities' together with live workshops, video workshops, showcases and TeachMeets which gave teachers the opportunity to share insights demonstrating the innovation happening within teaching and learning.

During FÉILTE 2020 there were a range of Meets which provided an opportunity for teachers to network and learn from each other.

ResearchMeet involved nine video contributions from teachers and other researchers who were awarded funding by the Teaching Council under the John Coolahan Research Support Framework.

Participants in LeadershipMeet shared reflections and learnings around the 'Excellence through Collaborative Leadership and Management' initiative.

The StudentMeet Panel Discussion, 'From the Lecture Room to the Classroom: How Research Enhances Practice across the Teaching Continuum', was chaired by Jean Harrington, Teaching Council Associate. A panel of NQTs and principals from primary, post-primary and further education discussed the impact that research has on their teaching practice. Following the panel discussion, the StudentMeet Research Booth, moderated by Finn Ó Murchú, hosted research in the form of poster presentations from Newly Qualified Teachers.



During the event attendees enjoyed a recorded rendition of Rock 'n' Roll Kids, sung in a collated multi-video format by schools and communities across the country, in collaboration with Paul Harrington.

Papers and publications

In a further initiative to promote the profession of teaching, the Director of the Council and representatives of the Council regularly made presentations on issues related to the Council's work, engaging with a wide range of stakeholders, teachers, parents and the wider public, including:

- ▶ **Webinars on a variety of topics**
- ▶ **Conferences focused on teachers' wellbeing**
- ▶ **Events promoting research conducted by and for teachers**
- ▶ **Panel Discussion at UCD Innovation Academy's Festival of Education**
- ▶ **Stakeholder briefings/meetings relating to Teacher Supply**
- ▶ **Guest lectures to students on post-graduate teacher education programmes**
- ▶ **Participation on SCoTENS Steering Committee**
- ▶ **Participation on OurKidsCode Steering Committee.**



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

For the first time, BEACONS moved online in response to the Covid-19 pandemic. On 26 November, Laois Education Support Centre brought over 50 people from the Portlaoise community together online with a focus on intercultural education. Using the BEACONS process, conversations were facilitated among nine schools with students, parents, teachers, and members of the wider school community present.

This event was followed by an online report launch on 11 March 2021 by Rotimi Adebare. Rotimi is a Nigerian-born Irish citizen living in Portlaoise who made history in 2007 when he became the first African to be elected Mayor in the Republic of Ireland.

The Council is also delighted to announce that an application to the European Union for support to explore and develop further models of local community engagement was successful. Under the EU Technical Support Instrument, the Council was granted support to the value of €400,000.

The two-year project, supported by the Directorate-General for Structural Reform Support (DG REFORM) of the European Commission and the OECD, will seek to build stronger school communities through more and better engagement at local level.

Introducing student teachers to the Teaching Council

Each year the Council engages on two separate occasions with the final year student teachers. The Council and the National Induction Programme for Teachers (NIPT) visit the final year student teachers in the Higher Education Institutions (HEIs) to brief them on the role and functions of the Teaching Council, and the Droichead process for newly qualified teachers. Due to the pandemic, most of these on-site visits could not proceed in 2020.

Instead, the Council and the NIPT hosted a webinar in June 2020 for all final year students who had not received a visit. Due to the ongoing pandemic, the Council and the NIPT also hosted a webinar for all student teachers on these topics in March 2021.

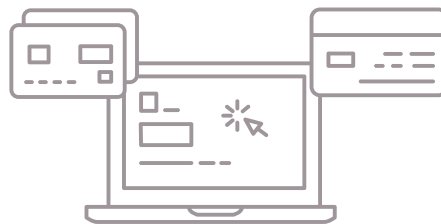
As with the Council/NIPT visits, the Council's annual registration presentations to final year student teachers did not progress as planned. In order to ensure the continued provision of guidance and support on the summer registration process and registration requirements, an updated NQT guidance video was developed and circulated via the HEIs to their final year student teachers. This was further enhanced with additional communications regarding the updated online registration process and revised Frequently Asked Questions.

Website

The Council's website had over 2 million page views from over 428,506 unique users, 77% of which were from new visitors.

Gaeilge

The Teaching Council came under the auspices of the Official Languages Act 2003 on foot of statutory instrument 230 of 2020, which came into effect on 25 June 2020. In line with obligations set out in the Official Languages Act 2003, the Council continued to deliver its services in the Irish language through the Council's website, ensuring that Council e-zines and publications in general are made available in Irish. All communications received by email or post in the Irish language were responded to in Irish.



The Council's website had over **2 million** page views from over **428,506** unique users, 77% of which were from new visitors.

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 2020 financial year was €7.22 million, a decrease of €0.37 million compared to 2019. Higher staffing costs were offset by lower administrative and event costs. The Council's income (including interest and net rental income less tax) was €7.98 million, an increase of €0.36 million over 2019. The increase reflects the growth in the number of teachers on the Register along with an increase in net rental income. The investment portfolio enjoyed a strong performance in 2020 despite market volatility in the early part of the year. The Council's financial strategy and focus on cost control ensures that it continues in a financially strong position.

Information and Communications Technology

The Council moved quickly to facilitate remote working and to strengthen IT security amid increased vulnerability brought about by remote working. Enhanced security measures included the introduction of two-factor authentication and improved email filtering along with staff training and raising IT security awareness.

Data Protection

As the professional standards body for the teaching profession, the Council continues to promote high standards in data protection practices and takes its responsibilities very seriously in the processing of personal data in line with data protection legislation, including the General Data Protection Regulation (GDPR) and the Data Protection Act 2018. The Council continuously reviews all its practices where personal data is processed to ensure full compliance with data protection legislation and the safeguarding of personal data.

The Council's Privacy Policy is reviewed on an ongoing basis to ensure it adheres to legislation and best practice in the delivery of appropriate data protection procedures. Additionally, the Council ensures that robust data processing agreements are in place with all suppliers that process personal data.

Following a cyber-attack in March 2020 that affected a small number of email accounts, the Teaching Council reported a security incident to the Data Protection Commission (DPC) who subsequently commenced an inquiry into the matter. This inquiry remains in progress and the Council has fully cooperated with the DPC throughout the process. A full and thorough review of the incident internally has resulted in the implementation of further measures (to supplement existing measures) to help avoid such incidences in the future. We also continue to provide ongoing training for all staff.



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 eight Freedom of Information (FOI) requests during the year.

Gender Balance in the Council Membership

As of 27 March 2021, the Council had 50% female and 50% male members with 1 position vacant.

The Council therefore meets the Government target of a minimum of 40% representation of each gender in the membership of State Boards.



As of 27 March 2021,
the Council had

50% female and
50% male members

Section 42 of the Irish Human Rights and Equality Commission Act 2014 — Public Sector Equality and Human Rights Duty (the Duty)

The Teaching Council has put in place measures to ensure that consideration is given to human rights and equality in the development of policies, procedures, and engagement with stakeholders. The Teaching Council website content along with other published information is designed with regard to the principles of plain English.

The Teaching Council has an internal Code of Conduct for Members of Council and Staff based on the following principles:

- 1. Integrity**
- 2. Information**
- 3. Obligations**
- 4. Loyalty**
- 5. Fairness**
- 6. Work and external environment**
- 7. Responsibility**
- 8. Review**

This code states that the Council is committed to promoting fairness by:

- ▶ complying with employment equality and equal status legislation; and
- ▶ aiming for fairness and equality of treatment in all of its dealings with the public.

These codes as well as all relevant legislation including the Irish Human Rights and Equality Commission Act 2014, the Employment Equality Acts 1998-2015 and Equal Status Acts 2000– 2018 shape the culture of the Teaching Council. The Teaching Council carries out its Public Sector Equality and Human Rights Duty in accordance with guidance from the Irish Human Rights and Equality Commission.

Ethics in Public Office Acts 1995 & 2001

Council members and staff members holding designated positions are obliged to comply with the provisions of the Ethics in Public Office Act 1995, and the Standards in Public Office Act 2001, and to furnish a Statement of Interests to the Standards in Public Office Commission where there may be a material influence on their performance of Council matters.

Customer Service Charter

The Customer Service Charter has been developed to reflect the Council's commitment to providing high standards of service in accordance with Quality Customer Service initiatives approved by Government.

Employment Equality Acts, 1998–2015

The Teaching Council is committed to a policy of equal opportunity and adopts a positive approach to equality in the organisation. The Teaching Council has in place policies that provide staff with options in relation to meeting their career and personal needs, such as continuous personal development opportunities, study leave, reduced working hours and career breaks. A Bullying and Harassment and Dignity at Work Policy is in operation and has been communicated to all staff.

Registration Database Project

The Registration Database replacement project continued throughout the 2020/2021 annual report year. This project relates to the replacement of the Council's current registration database system and self-service portal.

Commencement of the implementation stage in January 2020 continued through to March 2021. The arrival of the pandemic in March 2020 immediately moved all workshop sessions, training and testing online, enabling the project to continue.

The go-live date for the system is expected to be Q4 2021.

- ▶ The new system will drive significant efficiencies and cost savings and will lead to enhanced customer service. Teachers and applicants will see a new and improved self-service portal that will allow for online registration applications, enhanced conditions management, adding additional subjects/qualifications and completion of the Droichead induction process.

Ombudsman

The Council comes under the remit of the Ombudsman and during the reporting year a total of six queries were received. Following the submission of information all cases were withdrawn/ discontinued or returned an outcome of not upheld.

Appendices

Appendix 1 Financial Statements

Appendix 2 Teaching Council members

Appendix 3 Committees and panels

Appendix 4 Council members' expenses 2020

Appendix 1

The Teaching Council Financial Statements

Chairperson:

Seán McMahon

Deputy-Chairperson:

Noelle Moran

Council Members:

Asiya Al-Tawash	Seamus Lahart (resigned 12 October 2020)
Sinead Brett	David Leahy (appointed 4 November 2020)
Geoffrey Browne	Gerry Leydon (appointed 27 November 2020)
Kathleen Burke	Dr. Anthony Malone
Noel Cronin	Claire Markey
Catherine Cross	Peter McCabe
Mary Curley	Prof. Marie McLoughlin
Michael Delargey	Paul Moroney
Charles Dolan	Catherine Moynihan
Brendan Doody	Anne Mulcahy
Catherine Doolan	Dr. Melanie Ní Dhuinn
Niall Duddy	Seán Ó Dubhlaing
Pat Gilmore (resigned 12 October 2020)	Deirdre O'Connor
John Holian	Ciaran James O'Donnell
Anne Howard	Séamus Ó Fearraigh (appointed 4 November 2020)
Rosena Jordan	Seán O'Neill
Michelle Keane	Eamonn Shaughnessy
Mary Kelly	Tracie Tobin

Auditors

Crowleys DFK
Chartered Accountants and
Statutory Audit Firm
16/17 College Green
Dublin 2

Business Address

Block A
Maynooth Business Campus
Maynooth
Co. Kildare

Bankers

Bank of Ireland
Main Street
Maynooth
Co. Kildare

Solicitors

Fieldfisher (formerly 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 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 and the senior management team. The Director 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 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 2020.

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)

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.

	2020 €'000	2019 €'000
Legal advice	180,223	79,278
Pension administration	9,102	16,429
Data Protection	17,538	-
Health & Safety	484	-
Internal control & internal audit	7,865	14,391
Communications	35,233	78,756
ICT	13,767	7,503
Human Resources	-	5,535
Project Management (Registration Database replacement project)	-	53,201
Investment management	-	17,938
Total	264,212	273,031

Other Legal Costs

	2020 €'000	2019 €'000
Legal Costs – Registration	144,381	293,474
Legal Costs – Professional Standards	439,765	362,143
	584,146	655,617

Travel & Subsistence Expenditure

	2020 €'000	2019 €'000
Domestic		
- Council members	41,450	146,244
- Staff	15,476	62,109
International		
- Council members	-	1,273
- Staff	194	10,383
	57,120	220,009

Hospitality Expenditure

	2020 €'000	2019 €'000
Staff welfare	5,092	1,239

Statement of Compliance

The Council has adopted the Code of Practice for the Governance of State Bodies (2016). During 2017 the Council undertook a gap analysis exercise to identify the areas to be addressed. Most of these were addressed by 2020. The outstanding work centres on Customer Service requirements.

Future Developments

The Council plans to continue its present activities.

Accounting Records

The Council is responsible under Section 18 of the Teaching Council Act, 2001, for keeping adequate accounting records 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 accounting records of The Teaching Council are maintained at Maynooth Business Campus, Maynooth, Co. Kildare.

Auditors

The auditors, Crowleys DFK Unlimited Company (Chartered Accountants and Statutory Audit Firm) have indicated their willingness to continue in office.

Going Concern

The council members have prepared budgets and cash flows for a period of at least twelve months from the date of the approval of the financial statements which demonstrate that there is no material uncertainty regarding the organisation's ability to meet its liabilities as they fall due, and to continue as a going concern. On this basis the council members consider it appropriate to prepare the financial statements on a going concern basis. Accordingly, these financial statements do not include any adjustments to the carrying amounts and the classification of the assets and liabilities that may arise if the organisation was unable to continue as a going concern.

Post Balance Sheet Events

There were no events subsequent to the year end that would impact on or require disclosure in the financial statements or in the notes thereto.

Statement on Relevant Audit Information

There is no relevant audit information of which the statutory auditors are unaware. The council members have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and they have established that the statutory auditors are aware of that information.

On behalf of the Council

Seán McMahon

Chairperson

Date: 5 July 2021

Tomás Ó Ruairc

Director

Statement on Internal Control

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 2020 and up to the date of approval of the financial statements.

Capacity to Handle Risk

During 2020, The Teaching Council had an Audit and Risk Committee comprising five Council members and two independent external members. The Committee met three times in 2020.

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 regular 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
- ▶ 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 2020 The Teaching Council complied with those procedures with the exception of the items noted below.

- ▶ The Council used agency staff, recruited from a panel of three agencies, to fill short-term resourcing gaps. No procurement process was undertaken to establish the panel of three agencies. The value of payments made to the agencies during 2020 was €137k. It is the Council's intention to tender for a panel of agencies in Quarter 2, 2021.
- ▶ The company engaged to circulate email reminders to registrants has been in place for a number of years. The service was expanded to include distribution of eZines without tendering, as the plan was to go to the market when the new Registration Database was being developed. Tendering took place in early 2021 and the new contract will be activated in line with the launch of the new database in May 2021. The value of this expenditure in 2020 was €76k.
- ▶ The Council used an organisation for Executive Coaching without tendering for same as it was felt that the organisation provided a unique offering. The expenditure involved was €26k in 2020.

Covid-19 Risk/Remote Working

In March 2020, the senior management team established a Covid-19 steering group to review and manage the impact of Covid-19 on the organisation.

Plans were developed to facilitate all employees to work remotely while ensuring that ICT and financial controls continued to operate effectively and to mitigate the risk of fraud or error. To mitigate ICT risks posed by remote working the ICT section provided ongoing training and guidance to staff on cyber security threats and strengthened the security of the IT infrastructure.

Throughout the financial year the Finance Department successfully recorded and processed financial transactions without interruption. All financial transactions continued to require mandated signatories to authorise transactions and only authorised personnel had access to the company's financial and banking systems. The management are satisfied that, notwithstanding the difficulties posed by the pandemic, routine financial controls and procedures continued to operate effectively throughout the financial year.

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 2020.

Internal Control Issues

No significant weaknesses in internal control were identified in relation to 2020 that require disclosure in the financial statements.

On behalf of Council

Seán McMahon
Chairperson

Date: 5 July 2021

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

Opinion

We have audited the financial statements of Teaching Council for the year ended 31 December 2020 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 2020 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

In auditing the financial statements, we have concluded that the council members' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the council's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the council members' with respect to going concern are described in the relevant sections of this report.

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.

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

Crowleys DFK Unlimited Company
Chartered Accountants and Statutory Audit Firm
16/17 College Green
Dublin 2

Date: 5 July 2021

Appendix to the Independent Auditors' Report

Further information regarding the scope of our responsibilities as auditor

As part of an audit in accordance with ISAs (Ireland), we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- ▶ Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ▶ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organisation's internal control.
- ▶ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Council members.
- ▶ Conclude on the appropriateness of the Council members' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the organisation's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our Auditor's Report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our Auditor's Report. However, future events or conditions may cause the organisation to cease to continue as a going concern.
- ▶ Evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Income and Expenditure Account

for the year ended 31 December 2020

	Notes	2020 €	2019 €
Income			
Registration and Assessment Fees		7,475,337	7,152,917
Total Income	2	7,475,337	7,152,917
Expenditure			
Accommodation Costs		(106,465)	(153,436)
Staffing Costs		(4,340,529)	(4,175,344)
Professional Standards Costs		(473,578)	(384,920)
Other Administration Costs		(810,039)	(1,106,273)
Meeting Costs		(59,801)	(184,436)
Registration Costs		(131,430)	(190,462)
Information Technology Costs		(279,463)	(287,130)
Communications, Education and Research Costs		(711,313)	(776,072)
Depreciation	7	(309,933)	(334,213)
Total Expenditure		(7,222,551)	(7,592,286)
Surplus/(Deficit) on Ordinary Activities		252,786	(439,369)
Interest receivable and similar income		-	296
Proceeds from Insurance Claim		47,450	-
Investment income		103,419	57,626
Fair value movement in Financial Assets		170,208	294,278
Property Rental Income		211,306	192,360
Property Management Costs		(26,967)	(73,021)
Surplus before taxation	3	758,202	32,170
Taxation	6	-	(104)
Surplus after taxation		758,202	32,066

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 56 to 62 form part of these financial statements.

The financial statements were approved by the Council on 5th July 2021 and signed on its behalf by

Seán McMahon
Chairperson

Tomás Ó Ruairc
Director

Balance Sheet

as at 31 December 2020

	Notes	2020		2019	
		€	€	€	€
Non-Current Assets					
Tangible assets	7		4,499,386		4,163,323
Financial Assets	9		12,625,531		12,351,904
			17,124,917		16,515,227
Current Assets					
Receivables and Prepayments	9	61,582		52,802	
Cash and Cash Equivalents		1,383,091		1,086,461	
		1,444,673		1,139,263	
Current Liabilities:					
Amounts falling due within one year	10	(405,077)		(248,179)	
			1,039,596		891,084
Net Current Assets			18,164,513		17,406,311
Total Assets Less Current Liabilities					
Reserves					
Designated Reserve			4,000,000		4,000,000
General Reserves	6		14,164,513		13,406,311
Total Funds			18,164,513		13,406,311

The notes on pages 56 to 62 form part of these financial statements.

The financial statements were approved by the Council on 5th July 2021 and signed on its behalf by

Cash Flow Statement

for the year ended 31 December 2020

	Notes	2020 €	2019 €
Reconciliation of operating deficit to net			
Cash flow from operating activities			
Operating surplus (before interest received and tax)		31,874	16,429
Depreciation	3	334,213	7,152,917
(Increase) in debtors	9	(8,780)	(21,820)
Increase in creditors	10	156,898	59,812
		<u>1,216,253</u>	<u>404,079</u>
Cash Flow from Investing Activities			
Interest received	13	-	296
Income from investment portfolio	13	(103,419)	(57,626)
Fair Value movement in investment portfolio	13	(170,208)	(294,278)
Funds transferred to investment portfolio	13	-	(12,000,000)
Taxation	13	-	(104)
Capital expenditure	13	(645,996)	(63,386)
Net cash flow from investing activities		<u>(919,623)</u>	<u>(12,415,098)</u>
Reconciliation of net cash flow to movement in cash and cash equivalents			
	14		
Net Increase/(Decrease) in cash and cash equivalents in the year		296,630	(12,011,019)
Net cash and cash equivalents at 1 January 2020	6	1,086,461	13,097,480
Net cash and cash equivalents at 31 December 2020	14	<u>1,383,091</u>	<u>1,086,461</u>

The financial statements were approved by the Council on 5th July 2021 and signed on its behalf by

Seán McMahon
Chairperson

Tomás Ó Ruairc
Director

Notes to the Financial Statements

for the year ended 31 December 2020

1. Accounting Policies

1.1. Basis of preparation

The financial statements are prepared on the going concern basis in accordance with FRS 102 “The Financial Reporting Standard applicable in the UK and Republic of Ireland” issued by the Financial Reporting Council (FRC). The following accounting policies have been applied consistently in dealing with items which are considered material in relation to the organisation’s financial statements.

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.

At the end of each reporting period, the organisation assesses whether there is objective evidence of impairment of any financial assets that are measured at cost or amortised cost included unlisted investments, investments, loans, trade debtors and cash. If there is objective evidence of impairment, impairment losses are recognised in the Income and Expenditure in that financial year

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.

Notes to the Financial Statements

for the year ended 31 December 2020

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 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. 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.

1.7. Financial Assets

Financial assets held as non-current assets are stated at their market value. Any surplus or deficit is accounted for through the Income and Expenditure Account. Income from Financial Assets is recognised in the Income and Expenditure account in the year in which it is received.

1.8. Receivables

Receivables are measured at transaction price, less any impairment. Loans receivable are measured initially at fair value, net of transaction costs, and are measured subsequently at amortised cost using the effective interest method, less any impairment.

1.9. Payables

Payables are initially recognised at fair value and thereafter stated at amortised cost using the effective interest rate method, unless the effect of discounting would be immaterial, in which case they are stated at cost.

1.10. Cash at bank and in hand

Cash at bank and in hand comprises cash on deposit at banks requiring less than three months' notice of withdrawal.

2. Income

The income of the organisation for the year has been derived from its principal activity wholly undertaken in Ireland.

Notes to the Financial Statements

for the year ended 31 December 2020

3. Operating Surplus/(Deficit)

	2020 €	2019 €
Operating surplus/(deficit) is stated after charging:		
Depreciation	309,933	334,213

4. Staffing and Remuneration

Staffing costs	2020 €	2019 €
Wages and salaries	2,367,158	2,119,223
Social welfare costs	212,708	185,169
Pension costs	468,308	450,380
Managed Services & Agency staff cost	1,166,128	1,342,900
Recruitment, Training & Staff Welfare costs	116,866	72,224
Sundry staff costs	9,361	5,448
Depreciation	4,340,529	4,175,344

(A) Aggregate Employee Benefits	2020 €	2019 €
Staff short-term benefits	2,367,158	2,119,223
Retirement benefit costs	468,308	450,380
Employer's contribution to social welfare	212,708	185,169
	3,048,174	2,754,772

(B) Staff Short-Term Benefits	2020 €	2019 €
Basic pay	2,352,672	2,105,252
Overtime	5,159	3,464
Allowances	9,327	10,507
	2,367,158	2,119,223

(C) Key Management Personnel

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

	2020 €	2019 €
Salary	638,576	618,996
	638,576	618,996

Notes to the Financial Statements

for the year ended 31 December 2020

(D) Director's Salary and Benefits

	2020	2019
	€	€
Basic pay	114,199	115,503
	114,119	115,503

The Director is seconded to the Teaching Council from the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media 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	
		2020	2019
From	To		
€ 60,000	€ 69,999	6	3
€ 70,000	€ 79,999	0	4
€ 80,000	€ 89,999	3	1
€ 90,000	€ 99,999	1	1
€100,000	€109,999	0	0
€110,000	€119,999	1	1

5. Pension Costs

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

6. Taxation

	2020	2019
	€	€
Current Year Taxation		
DIRT	-	104

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.

Notes to the Financial Statements

for the year ended 31 December 2020

7. Tangible Assets

	Premises	Fixtures & Fittings	Computer Software	Computer Equipment €	Total €
Cost					
At 1 January 2020	3,691,937	1,540,042	619,321	597,765	6,449,065
Additions	-	1,432	526,372	118,192	645,996
Disposals	-	-	-	-	-
At 31 December 2020	3,691,937	1,541,474	1,145,693	715,957	7,095,061
Depreciation					
At 1 January 2020	461,490	698,467	596,170	529,615	2,285,742
On disposals	-	-	-	-	-
Charge for the year	92,298	140,388	16,714	60,533	309,933
At 31 December 2020	553,788	838,855	612,884	590,148	2,595,675
Net book values					
At 31 December 2020	138,149	702,619	532,809	125,809	4,499,386
At 31 December 2019	3,230,447	841,575	23,151	68,150	4,163,323

8. Financial Assets

	2020 €	2019 €
Fair value		
At 1 January	12,351,904	-
Funds to portfolio	-	12,000,000
Fair value movement in financial assets	170,208	294,278
Investment income	103,419	57,626
At 31 December 2020	12,625,531	12,351,904

9. Receivables and Prepayments

	2020 €	2019 €
Other receivables	61,582	52,802
	61,582	52,802

The other receivables figure consists of proceeds receivable from an insurance claim and refund of salary costs due in relation to the redeployment of a staff member.

Notes to the Financial Statements

for the year ended 31 December 2020

10. Payables: Amounts falling due within one year

	2020 €	2019 €
Other taxes and social security costs	157,905	90,459
Accruals	247,172	157,720
	405,077	248,179

Tax and social insurance are subject to the terms of the relevant legislation. Interest accrues on late payment. No interest was due at the financial year end date.

The terms of accruals are based on the underlying contracts. The repayment terms of trade creditors vary.

	2020 €	2019 €
Included in other taxes and social security costs:		
PAYE/PRSI	79,454	62,357
PSWT	25,315	21,731
RCT	1,409	6,371
VAT	51,727	-
	157,905	90,459

11. Reserves

	General Reserve €	Designated Reserve €	Total €
Opening Reserves	13,406,311	4,000,000	17,406,311
Surplus for the year	758,202	-	758,202
Closing Reserves	14,164,513	4,000,000	18,164,513

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.

12. 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.

13. Gross Cash Flows

	2020 €	2019 €
Returns on Investments and Servicing of Finance		
Interest received	-	296
Taxation		
DIRT	-	(104)
Capital Expenditure and financial investment		
Payments to acquire tangible assets	(645,996)	(63,386)
Transfer to investment portfolio	-	(12,000,000)
Income from investment portfolio	(103,419)	(57,626)
Fair Value movement in investment portfolio	(170,208)	(294,278)
	(919,623)	(12,415,290)

14. Analysis of Changes in Net Cash and Cash Equivalents

	Opening balance €	Cash flows €	Closing balance €
Cash at bank and in hand	1,086,461	296,630	1,383,091
Net Cash and Cash Equivalents	1,086,461	296,630	1,383,091

15. Post Balance Sheet Events

There were no events subsequent to the year end that would impact on or require disclosure in the financial statements or in the notes thereto.

16. Approval of Financial Statements

The financial statements were approved by the Council on 5th July 2021 and signed on its behalf by

Seán McMahon
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 (including one representing each of IBEC and the ICTU).

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

Ms Asiya Al-Tawash	8
Ms Sinead Brett	7
Mr Geoffrey Browne	4
Ms Kathleen Burke	8
Mr Noel Cronin	8
Ms Catherine Cross	8
Ms Mary Curley	8
Mr Michael Delargey	8
Mr Charles Dolan	8
Mr Brendan Doody	7
Ms Catherine Doolan	7
Mr Niall Duddy	8
Mr Pat Gilmore*	2
Mr John Holian	8
Ms Anne Howard	8
Ms Rosena Jordan	7
Ms Michelle Keane	8
Dr Mary Kelly	8
Mr Séamus Lahart**	5
Mr David Leahy*	3
Mr Gerry Leydon	4
Dr Anthony Malone	8
Ms Claire Markey	8
Mr Peter McCabe	8
Prof Marie McLoughlin	7
Mr Seán McMahon (Chairperson)	8
Ms Noelle Moran (Deputy Chairperson)	7
Mr Paul Moroney	7
Ms Catherine Moynihan	8
Ms Anne Mulcahy	8
Dr Melanie Ní Dhuinn	8
Mr Seán Ó Dubhlaing	6
Mr Séamus Ó Fearraigh**	3
Ms Deirdre O'Connor	7
Mr Ciaran James O'Donnell	5
Mr Seán O'Neill	8
Mr Eamonn Shaughnessy	7
Ms Tracie Tobin	8

*Mr Pat Gilmore was replaced by Mr David Leahy during the reporting year.

**Mr Séamus Lahart was replaced by Mr Séamus Ó Fearraigh 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 nine occasions during the year. The attendances for these meetings are set out below.

Mr Geoffrey Browne	8
Mr Michael Delargey	6
Mr Brendan Doody	8
Mr John Holian	2
Ms Rosena Jordan*	5
Dr Mary Kelly	8
Mr Séamus Lahart**	2
Ms Claire Markey***	6
Mr Seán McMahon (Chairperson)	9
Ms Noelle Moran (Deputy Chairperson)	8
Mr Séamus Ó Fearraigh****	3
Ms Deirdre O'Connor	9
Mr Seán O'Neill*****	7

*Ms Rosena Jordan was appointed to the Executive Committee during the reporting year

**Mr Séamus Lahart resigned from the Council during the reporting year

*** Ms Claire Markey was appointed to the Executive Committee during the reporting year

****Mr Séamus Ó Fearraigh was appointed to the Executive Committee during the reporting year

*****Mr Seán O'Neill was appointed to the Executive Committee 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 nine occasions during the year. The attendances for these meetings are set out below.

Ms Asiya Al-Tawash	9
Mr Geoffrey Browne	6
Ms Mary Curley	9
Mr Michael Delargey	9
Mr Niall Duddy	6
Ms Michelle Keane	9
Mr Séamus Lahart*	4
Mr Peter McCabe	9
Ms Noelle Moran (Chairperson)	8
Ms Catherine Moynihan	9
Ms Anne Mulcahy	9
Mr Séamus Ó Fearraigh**	4

*Mr Séamus Lahart resigned from the Council during the reporting year

** Mr Séamus Ó Fearraigh was appointed to the Investigating Committee 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 teachers' 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, met on eight occasions during the year (these eight consisted of scheduled meetings as well as training meetings). The attendances for these meetings are set out below:

Ms Kathleen Burke	7
Mr Noel Cronin	7
Ms Catherine Cross	7
Mr Charlie Dolan	7
Ms Catherine Doolan	8
Mr Pat Gilmore*	3
Ms Anne Howard	7
Ms Rosena Jordan	7
Mr David Leahy**	2
Mr Gerry Leydon***	3
Mr Paul Moroney	7
Dr Melanie Ní Dhuinn	5
Mr Seán O'Neill	7
Ms Tracie Tobin (Chairperson)	7

*Mr Pat Gilmore resigned from the Council during the reporting year

** Mr David Leahy was appointed to the Disciplinary Committee during the reporting year

*** Mr Gerry Leydon was appointed to the Disciplinary Committee during the reporting year

Disciplinary Inquiry Panels

In addition to attendance at scheduled Committee meetings, a number of Committee members attended at Fitness to Teach preliminary inquiries/ inquiries (18 days in total). The attendances for these meetings are set out below:

Ms Kathleen Burke	2
Ms Catherine Cross	4
Ms Rosena Jordan	2
Mr Gerry Leydon	2
Mr Paul Moroney	1
Dr Melanie Ní Dhuinn	1
Mr Seán O'Neill	3
Ms Tracie Tobin	3

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 12 members, met on four occasions during the year. The attendances for these meetings are set out below.

Ms Asiya Al-Tawash	4
Ms Mary Curley	4
Mr Brendan Doody	3
Mr Niall Duddy	2
Mr Pat Gilmore	0
Mr John Holian	4
Ms Anne Howard	4
Ms Rosena Jordan (Chairperson)	3
Mr David Leahy	2
Mr Gerry Leydon	2
Mr Anthony Malone	2
Mr Peter McCabe	4
Prof Marie McLoughlin	0
Mr Ciaran James O'Donnell	4

*Mr Pat Gilmore resigned from the Council during the reporting year

**Mr David Leahy was appointed to the Registration Committee during the reporting year

***Mr Gerry Leydon was appointed to the Registration Committee 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 four 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	4
Ms Mary Curley	4
Mr Brendan Doody	2
Mr Niall Duddy	2
Mr Pat Gilmore	0
Mr John Holian	4
Ms Anne Howard	0
Ms Rosena Jordan (Chairperson)	3
Mr David Leahy	0
Mr Gerry Leydon	3
Mr Anthony Malone	2
Mr Peter McCabe	3
Prof Marie McLoughlin	1
Mr Ciaran James O'Donnell	3

**Mr Pat Gilmore resigned from the Council during the reporting year*

***Mr David Leahy was appointed to the Registration Review Group during the reporting year*

**** Mr Gerry Leydon was appointed to the Registration Review Group during the reporting year*

Registration Panel

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 registrations.

The registration panel, which consists of seven members, met on nine occasions during the year. The attendances for these meetings are set out below:

Mr Charles Dolan	8
Mr John Holian (Chairperson)	9
Dr Mary Kelly	8
Mr Séamus Lahart*	1
Dr Melanie Ni Dhuinn	4
Mr Seán Ó Dubhlaing	3
Mr Séamus Ó Fearraigh**	3
Mr Eamonn Shaughnessy	9

**Mr Séamus Lahart resigned from the Council during the reporting year*

*** Mr Séamus Ó Fearraigh was appointed to Council during the reporting year*

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 reporting year. The attendances for these meetings are set out below:

Ms Asiya Al-Tawash	6
Ms Kathleen Burke	6
Mr Noel Cronin	6
Mr Brendan Doody	4
Ms Catherine Doolan	6
Ms Michelle Keane	5
Dr Mary Kelly	4
Ms Claire Markey	6
Mr Paul Moroney	6
Ms Catherine Moynihan	6
Dr Melanie Ní Dhuinn	5
Mr Seán O'Neill (Chairperson)	6

Finance Committee

The Finance Committee oversees the Council's financial affairs.

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

Mr Pat Gilmore*	2
Mr John Holian	5
Mr David Leahy**	2
Mr Gerry Leydon***	2
Dr Anthony Malone	6
Ms Claire Markey (Chairperson)	6
Ms Anne Mulcahy	6
Mr Seán Ó Dubhlaing	5

**Mr Pat Gilmore resigned from the Council during the reporting year*

*** Mr David Leahy was appointed to the Finance Committee during the reporting year*

**** Mr Gerry Leydon was appointed to the Finance Committee during the reporting year*

Audit and Risk Committee

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

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

Ms Sinead Brett	2
Ms Kathleen Burke	3
Ms Breda Cross	2
Mr Brendan Doody	4
Mr Liam Gallagher (Chairperson)	4
Ms Deirdre O'Connor	3
Mr Ciaran James O'Donnell	4

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 11 occasions during the year. The attendances for these meetings are set out below:

Ms Sinead Brett	11
Mr Geoffrey Browne (Chairperson)	10
Ms Noelle Moran	4
Ms Melanie Ní Dhuinn	6
Mr Seán Ó Dubhlaing	8
Mr Ciaran James O'Donnell	8
Ms Tracie Tobin	8

Qualifications Panel

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

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

Mr Michael Delargey	9
Mr Niall Duddy	5
Dr Anthony Malone	9
Prof Marie McLoughlin	2
Ms Anne Mulcahy	8
Mr Eamonn Shaughnessy (Chairperson)	9
Ms Tracie Tobin	6

Droichead Quality Assurance Process

The Droichead Quality Assurance Panel completed their professional learning sessions as follows:

Ms Kathleen Burke	1
Ms Mary Curley	1
Ms Anne Howard	1
Mr Eamonn Shaughnessy	1

Cosán Working Group

The Cosán Working Group is comprised of practising teachers and relevant stakeholders tasked with promoting and co-ordinating the Cosán Development Process.

Ms Aoife Costello	1
Mr Noel Cronin	1
Ms Catherine Cross	1
Ms Catherine Doolan	1
Mr Niall Duddy	1
Ms Mary Dunne	1
Dr Fiona King	1
Ms Dymphna Maher	1
Prof Kathy Hall	1
Ms Julie Lynch	0
Ms Judith Lyons	1
Ms Claire Markey	1
Mr Peter McCabe	1
Mr Paul Moroney	1
Ms Catherine Moynihan	1
Mr Stephen Murphy	0
Mr Seán O'Neill	1

FÉILTE Working Group

The FÉILTE Working Group is comprised of external stakeholders and members of Council.

Ms Catherine Doolan	1
Mr Niall Duddy	4
Mr Seán McMahon	5
Ms Noelle Moran	3
Mr Eamonn Shaughnessy	0
Ms Tracie Tobin	4

Appendix 4

Meeting Expenses – Financial Year 2019

The following table sets out the meeting expenses for the 2020 calendar year for members who served on the fifth Council, where the term of office ended on 03 April 2020.

Member	Expenses Claimed	Meetings Attended
Ms Elizabeth Cooney	641.46	6
Ms Karen Devine	658.64	2
Ms Patricia Duffy	0	1
Mr Peter Finnegan	376.04	2
Mr Colm Harte	459.50	7
Mr Gregor Kerr	0	2
Ms Máire Lineen	0	5
Mr Denis Magner	626.22	7
Mr Séamus O'Connor	1,347.07	2
Mr Gerry Quinn	194.92	1

The following table sets out the meeting expenses for the 2020 calendar year for members who served on the sixth Council, where the term of office commenced on 04 April 2020. Some of these members also served on the fifth Council, where the term of office ended on 03 April 2020.

Member	Expenses Claimed	Meetings Attended
Ms Asiya Al Tawash	€145.14	28
Ms Sinead Brett	0	16
Mr Geoffrey Browne	€1,874.57	24
Ms Kathleen Burke	0	18
Mr Noel Cronin	0	16
Ms Catherine Cross	0	17
Ms Mary Curley	0	19
Mr Michael Delargey	€2,204.98	26
Mr Charles Dolan	0	16
Mr Brendan Doody	0	23
Ms Catherine Doolan	0	20
Mr Niall Duddy	€1,651.95	28
Mr Pat Gilmore	€2,136.03	14
Mr John Holian	€2,526.87	32
Ms Anne Howard	0	14
Ms Rosena Jordan	0	17
Ms Michelle Keane	0	15
Dr Mary Kelly	0	22
Mr Séamus Lahart	0	12
Mr David Leahy	0	2
Mr Gerry Leydon	€282.20	13
Dr Anthony Malone	0	24
Ms Claire Markey	0	23
Mr Peter McCabe	0	17
Prof Marie McLoughlin	0	7
Mr Seán McMahon (Chairperson)	€8,775.63	22*
Ms Noelle Moran (Deputy Chairperson)	€7,485.16	27**
Mr Paul Moroney	0	15
Ms Catherine Moynihan	0	17
Ms Anne Mulcahy	0	23
Dr Melanie Ní Dhuinn	€120.87	23
Mr Seán Ó Dubhlaing	0	21
Mr Séamus Ó Fearraigh	€4,262.19	13
Ms Deirdre O'Connor	0	15
Mr Ciaran James O'Donnell	0	16
Mr Seán O'Neill	0	26
Mr Eamonn Shaughnessy	€3,684.43	25
Ms Tracie Tobin	€2,188.11	35

*The 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 period.

**Ms Noelle Moran was Chairperson until 6 June 2020

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