

# Annual Report 2021/2022

---

28th March 2021 - 27th March 2022

# Contents

1.	About the Teaching Council	10
2.	Achieving strategic objectives	13
3.	The Register of Teachers	20
4.	Initial Teacher Education and Induction	24
5.	Ensuring high standards of professional conduct and practice	28
6.	Teachers’ Learning and Research	34
7.	Promoting teaching as a profession	38
8.	Developing and maintaining an effective and efficient organisation	44

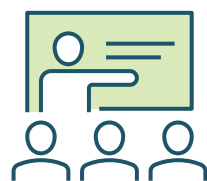
## Appendices

<b>Appendix 1</b>	Financial Statements	48
<b>Appendix 2</b>	Teaching Council members	72
<b>Appendix 3</b>	Committees and panels	74
<b>Appendix 4</b>	Council members’ expenses 2021	81

# A Snapshot:

28th March 2021 to 27th March 2022

112,878



Teachers registered with the Teaching Council

107,947



Teachers renewed their registration

102,779



Renewed their registration online

3 Learning for All webinars



In conjunction with Professional Development Service for Teachers (PDST)

8



Podcasts recorded

39



Fitness to teach complaints made to the Teaching Council

27,039



Teachers vetted through the e-vetting system

6,392



Teachers engaged in Droichead

1.5m

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

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

22 Cosán Workshops



Facilitated for schools in collaboration with Education Support Centres Ireland (ESCI)

56,372



Calls answered

92,918



Emails answered

19 ezines issued



including 5 research ezines

12



The number of practising teachers who facilitated Cosán workshops

9



Funded research projects showcased their research by video at FÉILTE 2021

17 e-books



Added to the online library and available free of charge to all registered teachers



# Chairperson’s Report

**Michelle Keane**  
Chairperson of the Teaching Council  
Cathaoirleach na Comhairle Mhúinteoireachta

**Gach lá sa seomra ranga, bíonn deis agus dúshlán íontach ag gach múinteoir aonair. Is é atá i gceist ná chun oiliúint a chur ar na leanaí agus ar na daoine óga, chun iad a mhúnlú, tionchar a imirt orthu agus iad a spreagadh. Is obair chrua í seo. Bíonn oideachas, ullmhúchán agus tiomantas ag teastáil ó thaobh an mhúinteora de. Chomh maith leis sin is gá tacaíocht a thabhairt dár múinteoirí agus go mbeidh léirthuiscint ar an ról atá acu.**

That role of teacher is one of unparalleled responsibility, trust, and consequence for the generations who we are educating. It shapes deeply the individual lives of students for years afterwards. It is a life of vocation and commitment for teachers. It is among the most honourable of professions and one that the Teaching Council exists not only to support, to promote and to regulate but also to celebrate as well.

This annual report covers the period of March 2021 – March 2022 which encompasses the second year of the pandemic – a time of continuing challenge and uncertainty which gave way to hope and a return to

a ‘new normal’ as the national vaccination programme took effect and society gradually reopened.

Throughout the pandemic, teachers provided the most steadfast reassurance and determination in the interests of their students and their wider communities. In very difficult and stressful circumstances, teachers stepped up to the plate, serving most admirably to ensure the resilience and continuity of education and learning for our young people throughout Ireland.

I’m very passionate about the profession of teaching, its essential and formative role among our young people and its integral contribution to the wellbeing and success of our society and our country.

The integrity and high standards of our profession are key to this responsibility. The role of the Council, therefore, is to uphold the status and high quality of the teaching profession on a systemic basis and in a manner that underpins and enhances the trust that society correctly affords to teachers.

The membership of the Council is representative of the teaching profession and key stakeholders in learning and education. As detailed in this report, the work of the Council is extensive and varied in line with our statutory remit, with a growing register of over 113,800 teachers. This requires our input, guidance, participation, and direction across a wide range of policy areas, combined with the delivery of registration and regulatory services.

The Teaching Council is fortunate to have a board of members (the Council) who provide dedicated and diligent service in fulfilling their responsibilities and who represent a broad range of stakeholder interests in learning and education. This includes teacher representatives elected from the primary and post-primary sectors and who form a critically important element of the composition and work of the Council, the full membership of which can be viewed in the appendices to this report.

While the Teaching Council has no role in guiding or defining employment arrangements for its members, and who serve on the Council in a voluntary capacity, our work is dependent on the availability of members as a collective and also in the various important committees on which they serve. To date, the Council has benefited from, and has been grateful for, the discretion and flexibility exercised by employers, including school patrons and boards of management, in facilitating leave from school and attendance at meetings by members of the Council. It is essential that the importance of this facilitation and co-operation should continue to be understood by all stakeholders who have an interest in the work of the Teaching Council.

The Council also funds collaborative research and promotes best practice, continuous professional development and learning across a range of programmes and initiatives, including webinars, publications and events, and FÉILTE, our showcase in teaching excellence.

During the year under review, the Teaching Council received EU support for a two-year project to progress an innovative model of local school community engagement. With nearly 4,000 schools in Ireland, this project aims to enhance education policy making and enactment by strengthening the relationships between education, the wider community and society. This is with a view to fostering future innovation in education - based around the needs of citizens and communities. This compliments the Teaching Council’s existing BEACONS process which sees a diverse group of stakeholders coming together for conversations on education, connecting local and regional perspectives with the national policy agenda.

The EU has also engaged the Organisation for Economic Co-operation and Development (OECD) to support this exciting project and we will look forward to reporting on its outcomes over the years ahead.

On behalf of the Council, I very warmly acknowledge the excellent contribution of former Chairperson Seán McMahon, and former Deputy Chairperson, Noelle Moran who held their positions during the reporting period 28 March 2021 to 27 March 2022. I thank them for their dedication and commitment to our profession and to the Council throughout their appointments, and I wish them the very best for the future.

I welcome Ann Mulcahy as Deputy Chairperson and look forward to working closely with all members of the Council.

We are very grateful to our former Director Tomás Ó Ruairc who served the Council with distinction for ten years. Mr. Ó Ruairc has been appointed an Assistant Secretary General with the Department of Education. Ms. Phil Fox has been appointed Acting Director of the Teaching Council pending a recruitment process for a successor to Mr. Ó Ruairc.

**We thank all staff of the Teaching Council for their excellent work - in spite of the pandemic and during which many important initiatives continued to be progressed. This includes the successful implementation and launch of a major new database for the Register of Teachers. This new system positions the Teaching Council as an innovator in the field of professional regulation and streamlined service delivery, including digitisation. It has significantly enhanced overall convenience and ease of use for teachers registering and renewing their registrations, as well as enhancing the Council’s modelling processes for current and future teacher supply.**

Following extensive consultation with stakeholders, and building on multi-annual plans to date, in December 2021 the Teaching Council launched its Strategic Plan for 2022-2027. This will focus on the continuing development and enhancement of teacher registration and supply, the promotion of professional collaboration in teaching and learning, the ongoing evolution of our regulatory functions and overall sustainable ways of working.

As Chairperson, my vision for the Teaching Council is that it will continue to uphold the integrity and high standards of the teaching profession, while promoting public understanding of the values, high quality, and immense contribution that the profession provides for our people and our country.

I look forward to working with all partners and stakeholders in the continuing best interests of the teaching profession and the communities we serve.

*Michelle Keane*  
**Michelle Keane**  
Chairperson



### Phil Fox

Acting Director of the Teaching Council  
Stiúrthóir Gníomhach na Comhairle Mhúinteoireachta

For teachers, teaching remotely was one challenge and teaching in class was another. Observing public health guidelines was imperative and so too was the need to resume school life as normally as possible – a very difficult balance to achieve. While undoubtedly a stressful experience, there was an extraordinary spirit of resilience and determination evident among teachers and principals. They were personally brave, ensuring that the vital service of education was delivered in spite of all the circumstances. I have no doubt in saying that this resolve and commitment has further elevated the esteem in which teachers are held by school communities and the general public, and I also say this from personal experience as a parent of school going children.

This report is aligned to the completion of the Council's 2018-2020 Strategic Plan. Notwithstanding the disruption caused by the pandemic, considerable progress was achieved in the past year across all strategic and operational programmes as detailed in the following pages.

# Acting Director's Report

**Fáilte go dtí Tuarascáil Bhliantúil na Comhairle Múinteoireachta don tréimhse ó mhí an Mhárta 2021 - mí an Mhárta 2022. San áireamh anseo tá an dara bliain den phaindéim - tréimhse ina raibh dúshlán tromchúiseach ann do mhúinteoirí, scoláirí, scoileanna, teaghlaigh, foireann na Comhairle agus an daonra uile. I rith na bliana, thugamar tús áite do sheachadadh na seirbhísí ar an iomlán agus dhíríomar go háirithe ar na fadhbanna a bhain le soláthar múinteoirí, agus ag an am céanna leanamar ar aghaidh ag tabhairt faoinár riachtanais straitéiseacha agus reachtúla chun tacú leis an ngairm agus leis an bpobal.**

Responding to the impacts of the pandemic, the Teaching Council continued to progress initiatives aimed at increasing the supply of registered teachers to fill vacancies, including supervision and substitution roles, on an ongoing basis throughout the 2021/22 school year. Resources were allocated, and also diverted from other functions, towards streamlining and expediting the registration and vetting processes for eligible teachers, while continuing to adhere to statutory requirements. This included the signing of a statutory regulation order by the Minister for Education, Norma Foley TD, enabling teachers who qualified abroad to complete their induction in Ireland. It followed a similar initiative adopted in 2020 on a time-bound basis.

Additional measures included direct communication with the entire register of teachers, working with the higher education institutions (HEIs) to accelerate the availability and registration under Route 3 further education of eligible student teachers completing the Professional Master of Education (PME) programme, and encouragement of teachers approaching registration expiry to stay registered and to make themselves available for supervision and substitution or to fill vacancies.

We continued our fast-track summer registration process to ensure that Newly Qualified Teachers (NQTs) were registered well in advance of the new school year.

A further amendment to the Teaching Council Registration Regulations was also signed into law by the Minister for Education. This permits student teachers (primary and post-primary), who have successfully completed the first two years of an accredited initial teacher education programme, to register with the Council, thereby enabling them to provide supervision and substitute cover for schools. This followed extensive collaboration between the Council and the Department of Education with stakeholders in education and in particular with the HEIs who provide Initial Teacher Education. These measures are also subject to all other statutory requirements for registration being fulfilled.

2021 marked the fifth and final year of the growth and implementation phases of Droichead – the Professional Induction Framework for all NQTs. This is now the sole route of induction for NQTs, marking a significant system change in Irish education. The Teaching Council wishes to acknowledge the role of all stakeholders in the success of Droichead - including the National Induction Programme for Teachers and the Professional Support Teams supporting NQTs in schools.

During the reporting year, we launched our new My Registration portal providing teachers with access to a fully online multi-service registration portal. This has further supported the efficiency and speed of our registration processes, including for NQTs. The new system will continue to further evolve as we work constantly to enhance service delivery for our registrants. As the Chairperson has mentioned, in December 2021, the Teaching Council published its strategic plan for the five-year period, 2022 - 2027. The plan sets out the Council's strategic goals in relation to its statutory role in upholding standards and promoting the continuing excellence of the teaching profession in Ireland. It is available online on our website.

This plan sees the completion of the growth phase of Droichead, the integrated professional induction framework for NQTs. It also marks the revision of the standards for Initial Teacher Education in Céim and sets the ambition for the systemic implementation of Cosán, the national framework for teachers' learning. Research will continue to form a key element of our activities including our CROÍ Research Series, the John Coolahan Research Support Framework (which supports innovative and collaborative research among teachers), and other initiatives. This emphasis will also include the commissioning of longitudinal research

exploring the professional journeys of teachers in Ireland. It follows from the DEEPEN research project which explored teachers' experiences of the Droichead professional induction framework, and details of which are also available online.

The Council has set the plan into a five-year timeframe to ensure further consistent development of these and other areas. Taking into account the many changes that have taken place for the teaching profession over the course of the pandemic, the strategic plan strikes a balance between the changed environment while seeking to ensure that the best qualities of teaching and learning - that have always served us well - continue to do so.

The plan prioritises the Council's continued goal of ensuring a sufficient supply of registered and vetted teachers to meet the identified needs of the school system. The Council now maintains a register of over 113,800 teachers for a school system of almost 4,000 schools and one million learners. The Register has grown each year since 2006. At present an average of 5,500 teachers apply for registration each year, resulting in a net growth of 3,000 registrants annually. We will continue to emphasise the importance of collaborative practice where all education stakeholders will have an essential role in developing and implementing innovative policy responses to our collective systemic needs. We will also continually promote overall sustainability objectives, diversity and inclusivity within teaching, schools and society in general.

I thank the Chairperson, Deputy Chairperson, Members of Council, and all of my colleagues for their dedication and commitment to the role of the Teaching Council. I also thank our former Director, Tomás Ó Ruairc for his leadership of our organisation over many years and join with all of our colleagues in wishing him the very best for the future. There is a very high level of public trust and confidence in teaching in Ireland. The Council will continue to play a key role in promoting the highest standards in teacher education and professionalism through the implementation of effective policies and regulation.

Collaboration, consultation, communication, and ongoing engagement with key stakeholders will remain at the heart of all our initiatives as, collectively within and throughout the profession, we work to enhance and to ensure quality teaching and learning for all.

**Phil Fox**  
Acting Director





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 a register of teachers
- determine the education and training and qualifications required for registration
- review and accredit programmes of initial teacher education and training for the purpose of registration
- process applications for registration, extension requests for registrations subject to conditions and registration renewals in line with the Registration Regulations and associated procedures
- receive vetting disclosures for registration and employment purposes
- act as the competent authority for the recognition of qualifications for teachers who qualify outside of Ireland
- establish procedures and criteria for the induction of NQTs
- 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
- advise the Minister in relation to all or any of the following: the minimum standards of educational qualifications required for entry into programmes of teacher education, teacher supply, professional development of teachers and any matters relating to the functions of the Council as requested by the Minister.

Strategic Plan 2022 - 2027

On 15 December 2021, the Teaching Council published its strategic plan for the five-year period, 2022 - 2027. The plan follows extensive consultation with a wide community of stakeholders in education and builds further on previous multi-annual plans to date.

This annual report, which covers the period from 27 March 2021 to 28 March 2022, reports on activities and follows the statement of purpose as set out in the Teaching Council Strategic Plan 2018 to 2020.

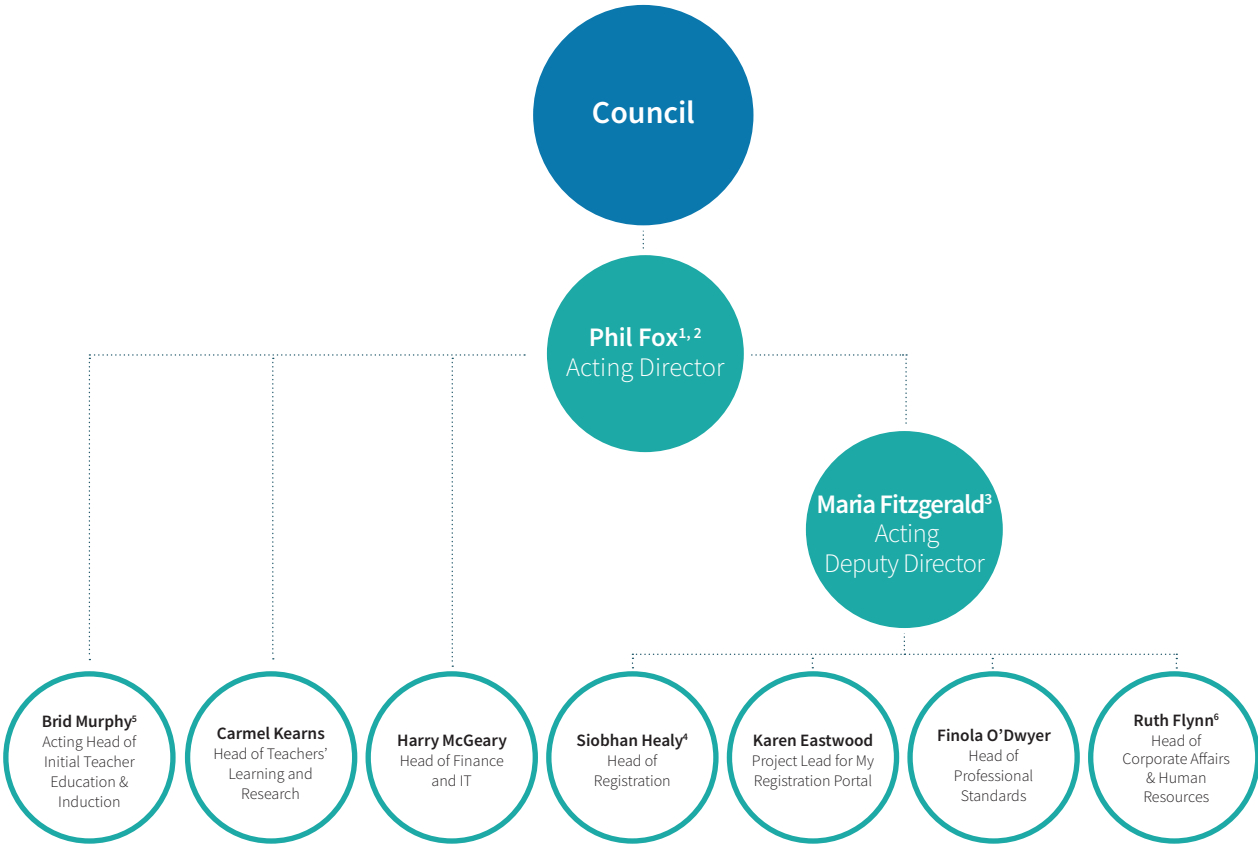


The Teaching Council develops, promotes and verifies high standards in teacher education and teachers’ professionalism through effective policies, regulation, and research. We seek to support shared learning, wellbeing, growth and innovation for all teachers and learners. In this way, we seek to foster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



1. Tomás Ó Ruairc resigned as Director effective 16 January 2022  
2. Phil Fox appointed Acting Director effective 17 January 2022  
3. Maria Fitzgerald appointed Acting Deputy Director effective 18 January 2022  
4. Siobhan Healy appointed Interim Head of Registration from 14 February 2022  
5. Brid Murphy appointed Acting Head of Initial Teacher Education & Induction effective 1 October 2021  
6. Ruth Flynn appointed in September 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.

**Droichead is now the sole route of induction for all NQTs**



The Council continues actively to engage with the National Induction Programme for Teachers (NIPT)

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

- Droichead, the Council’s integrated professional induction framework for NQTs, entered the fifth and final year of its growth phase during the 2020/2021 school year. Droichead is now the sole route of induction for all NQTs. The Council continues to actively engage with the National Induction Programme for Teachers (NIPT) who support the professional learning of NQTs undertaking the Droichead process, as well as the professional development of Professional Support Teams that support NQTs in 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 during the pandemic.



- DEEPEN (Droichead: Exploring and Eliciting Perspectives, Experiences and Narratives): The DEEPEN research team presented its final report to Council in October 2021. The final report was published on the Teaching Council's website and the research will inform the Council's review of Droichead.
- Longitudinal research: Planning for the longitudinal research project to explore the professional journey of new teachers in Ireland continued. As part of that process, there was extensive engagement with the Department of Education (DoE), and a pre-procurement market sounding exercise was conducted. At the end of the reporting year, project documentation was being updated to take account of the feedback received from that process.
- The Cosán Workshop Programme continued, and details can be found on page 15.



## 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, chaired by the Director of the Council, continued its work promoting the profession in line with the Teacher Supply Action Plan including attendance at 26 events throughout both the Republic and Northern Ireland. These included attending career fairs, graduate fairs, open days in colleges and universities, jobs expos and presentations.
- Under the Communications Working Group, the Council worked with the Department of Education in hosting the fifth National Consultative Forum on Teacher Supply. In May 2021, the forum was held online for the first time.
- The Council continued to collaborate with guidance organisations to support their work of identifying and promoting pathways to teaching.
- The Council has engaged extensively with the Department of Education as part of the Teacher Supply Data Working Group. The data held by the Council was identified as one of the most comprehensive sources of teacher supply data available in the State. Following extensive collaboration, the Data Working Group's updated report *Developing a Teacher Demand and Supply Model for Ireland 2021-2038: A Technical Report* was published in May 2021.

- In line with Action 12 of the Teacher Supply Action plan (2018), the Higher Education Authority (HEA) engaged with the Initial Teacher Education (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 (Maths, Physics, Chemistry, Computer Science, French, German, Spanish, Italian, Irish, Home Economics). The Council reviewed and accredited one concurrent four-year post-primary programme. The addition of Computer Science to four accredited post-primary programmes was also approved by Council.
- The Report and Action Plan of the School Placement Working Group was published in March 2021. On the publication of the report, the Council confirmed revised timelines for the establishment of the working groups as recommended and which focus on priority actions 1 and 2 of the report. The Placement System Working Group was established in Q2 2021 and met five times in the reporting year. The Treoraithe Professional Learning Group was established in Q4 2021 and met once in the reporting year.
- 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 suitably qualified teachers who 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. The Council accepted applications for a second time between 14 June and 29 October 2021.
- To enhance the supply of teachers available for supervision and substitution, the Council continued to encourage teachers to register their availability on Sub Seeker via [www.educationposts.ie](http://www.educationposts.ie)
- Consultations took place with the HEIs to identify mechanisms to facilitate the availability of registered teachers on school placement also to be available to schools, as an additional resource for supervision and substitution purposes.

- An amendment to the Teaching Council Registration Regulations was approved and signed into law by the Minister for Education, together with the Chairperson and the Director of the Teaching Council, in December 2021. This amendment enables student teachers who have successfully completed the first two years of an accredited undergraduate Initial Teacher Education programme (primary and post-primary) to apply for registration with the Teaching Council. This new route of registration will enhance the supply of teachers available for supervision and substitution.

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

- The second series of Cosán workshops was redesigned in an online format and hosted by the Teaching Council in collaboration with 12 Education Support Centres. Additional facilitators were recruited in advance of the third series of workshops which was at planning stage at the end of the reporting year, in collaboration with 18 Education Support Centres. A Cosán video and infographic were in development at the end of the reporting year, and a series of introductory webinars for school leaders was at planning stage.
- The Council worked with a number of education stakeholders to support them in aligning existing learning opportunities with Cosán.
- Some 25 projects were awarded funding under the fourth round of the John Coolahan Research Support Framework, of which 12 were by individuals, and 13 were collaborative.
- Following a review by the Council, applications were invited for the fifth round of the John Coolahan Research Support Framework. The redesigned framework now consists of two separate but complementary schemes:
  - the Research Bursary Scheme (RBS) for individuals and groups who wish to conduct new research, and
  - the Researchers in Residence Scheme (RiRS) for schools wishing to explore existing research.



Some 41 applications were received under the Research Bursary Scheme (RBS) and were being considered by the appointed Research Support Framework (RSF) review panel at the end of the reporting year.

- The Researchers in Residence Scheme (RiRS) was launched in early 2022. The RiRS aims to enhance and support the application of existing research in schools. Six panels of HEI-based researchers were established during the year to support the scheme.

**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**

- All new programmes of primary and post-primary ITE seeking accreditation must be aligned with Céim: Standards for Initial Teacher Education. All existing programmes of primary and post-primary ITE must be aligned with Céim for commencement in September 2022 for first year student teacher intakes.
- In November 2021, the Council commenced Cycle 2 accreditation of existing programmes of primary and post-primary ITE. This involves a scheduled review of 68 programmes in 14 providers between 2021 and 2023.
- Following an extensive 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. During the reporting year, Council approved the addition of Polish, Portuguese, Lithuanian and Mandarin Chinese to the revised subject requirements.

- In light of the continued impact of the pandemic, several flexibilities introduced to mitigate the impact of Covid-19 on the registration processes continued. These measures included IT system development to support NQT summer registrations, modified requirements for NQTs registering with languages, increased use of electronic communications and introduction of online submission of applications/ documentation for vetting, renewal of registration and conditions.
- The Teaching Council launched its new MyRegistration portal in October 2021, providing enhanced on-line, self-service functionalities to registered teachers and new applicants. The new and improved MyRegistration portal has increased processing capabilities across many of the registration functions. The new self-service portal also provides teachers and applicants with improved access to registration services.

**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 legislation. Complaints and inquiries were progressed in an online and hybrid 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.



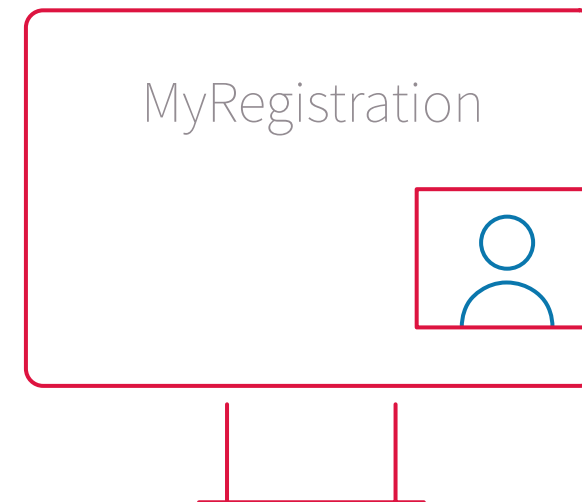


- Engagement continued with the Department of Education to finalise regulations to be consented to and signed by the Minister under section 37 of the Teaching Council Acts 2001-2015 and published as a Statutory Instrument. Regulations under section 37 of the Act, once they take effect, will oblige employers to notify the Teaching Council when a teacher is dismissed or has resigned following a complaint or a disciplinary process at school level.

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

- FÉILTE, The Teaching Council's Festival of Education In Learning and Teaching Excellence, took place online on 2 October 2021, with over 800 attending on the day.
- Nineteen ezines were issued during the year.
- Three 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).
- The Council increased its followers across all its social channels including Twitter, Facebook, LinkedIn and Instagram.
- Eight episodes of the podcast series "Lighting a Fire" All things Teaching and Learning with the Teaching Council were published. The series is designed to stimulate conversations in education 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 further expanded. Three ePostcards were issued, to highlight the availability of curated resources on the themes of Inclusion, Leadership and ICT respectively.

- The Council produced a special edition ezine to mark World Book Day in March 2022.
- BEACONS (Bringing Education Alive for our Communities On a National Scale), the Council's innovative process of facilitated conversations, led at the community level which brings all voices together to support more and better conversations between stakeholders in education continued to grow. An online event was held in April 2021 in collaboration with Dublin West Education Centre to support the Dublin 10 community which discussed the topic of DEIS schools.
- Following a successful application to the EU Structural Reform Support Programme in December 2020 and building on BEACONS, extensive engagement took place between the Council, the Directorate-General for Structural Reform (DG-REFORM), the Organisation for Economic Co-operation and Development (OECD) and national stakeholders to develop a model of local community engagement to strengthen education policymaking and implementation in Ireland. The OECD has been commissioned by the EU to research, design, pilot and assess various models of local school engagement with a specific focus on curricular reform and inclusive education in the piloting process.
- The Council is a member of the Wellbeing for All (WFA) group. The group is made up of representatives from across the school community including the National Parents Council Primary, the Irish Primary Principals' Network, the National Association of Principals and Deputy Principals and the Ombudsman for Children's Office. In November 2021 the WFA group held a roundtable discussion online. Attendees explored the topic of wellbeing in the context of the whole school community. On the day there were presentations from across all voices in education; teacher, parent, young person and a community representative.
- The Council attended Department of Education Inter-agency Wellbeing Group meetings which are chaired by the National Educational Psychological Service (NEPS).



**The Teaching Council launched its new MyRegistration portal in October 2021, providing enhanced on-line, self-service functionalities to registered teachers and new applicants. The new and improved MyRegistration portal has increased processing capabilities across many of the registration functions. The new self-service portal also provides teachers and applicants with improved access to registration services.**

## 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 Teaching Council launched its new Registration Database including its My Registration portal in October 2021. The portal provides enhanced online, self-service functions for registered teachers and new applicants across a range of registration processes. Work has continued to refine the system to support the efficient and effective registration of teachers while complying with the relevant legislation. Teachers can now submit applications for registration, qualification assessments documentation and extension requests online in addition to completing registration renewal, Droichead and vetting applications. The portal provides teachers with easy and secure access to their registration records including certificates of registration.

- The Council continued to strengthen the security of its IT infrastructure and to support business continuity throughout the pandemic. The organisation is well placed to support hybrid working arrangements.
- Throughout the year, the Council continued to operate strong financial management policies and procedures governing income and expenditure.
- An Internal Audit Plan is in place to ensure that compliance is observed in the work of the Council.
- The Council's low risk investment portfolio performed strongly again in 2021. The investment climate in 2022 is expected to be more challenging.
- An immediate staffing requirement review was undertaken in Q2 2021 and a request for additional staff was submitted to the Department of Education in July 2021 following Council approval. This was followed with a supplementary request for staff in January 2022 to enable the Route 5 Student Teacher registration process.



# 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 or entry to the Register.

Route of Registration	Number
Route 1 Primary	52,351
Route 2 Post-primary	47,570
Route 3 Further Education	16,648
Route 4 Other	1,374

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

### Registrations

A total of 112,878 teachers were registered with the Teaching Council on 27 March 2022. Overall, there were 6,436 new registrants entered onto the Register, including 3,579 new graduates who completed or updated their registrations during the summer registration period.

The Council operates a fast-track NQT registration process. A total of 3,579 graduate registrations were finalised under this process in a prompt and timely manner during summer 2021.

Over this 12-month period, 2,780 teachers lapsed from the Register. Of these, 293 teachers lapsed from the Register for not addressing their conditions, of which five subsequently re-registered. 1,952 teachers lapsed for non-payment of renewal fee, with 34 teachers subsequently re-registering. Of the teachers requested to complete re-vetting, 276 were removed for non-compliance. Separately 259 teachers voluntarily removed themselves from the Register during this timeframe. This is in line with typical annual trends.

Approximately 77% of registered teachers are female and 23% are male. This is consistent with the teaching profession in other countries.

The Registration Committee and the Registration Review Group met on six occasions during the year under review. The Registration Review Group considered 16 cases.

### Accessing information on the Register

The search the register facility on the Council’s website allows members of the public to search for a registered teacher using various search criteria.

The Council provides registration information to 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.



### 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, 107,947 teachers renewed their registrations with approximately 95% selecting the online payment option.

### Registration with Conditions

From time to time, in line with required professional standards, conditions are applied within the registration and renewals process for teachers. Within the timeframe, 4,982 conditions were fulfilled, and teachers’ registrations updated during this period.

A total of 3,044 teachers with expiring registration conditions were processed, of whom 755 fulfilled their conditions, 1,461 were granted extensions of time, 348 removed a route of registration, 25 requested voluntary removal and 293 lapsed from the register.

The Registration Panel carries out the assessment of extension requests on behalf of the Council. The panel met on fifteen occasions and considered 377 cases and ratified a further 1,305 cases during this reporting year.

### Professional Master in Education Verification Project

The Council supports student teachers undertaking a Professional Master in Education (PME) in post-primary to verify that their undergraduate subjects meet the Council’s requirements for teaching at least one post-primary curricular 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 PME student teachers’ eligibility to register with the Council on completion of their PME studies and speeds up the summer registration process. A total of 81% of PME student teachers (post-primary) who commenced their two-year programme in 2021 availed of this free process.



Route 5 – Student Teachers

An amendment to the Teaching Council Registration Regulations was approved and signed into law by the Minister for Education, together with the Chairperson and the Director of the Teaching Council, in December 2021. This amendment enables student teachers who have successfully completed the first two years of an accredited undergraduate Initial Teacher Education programme (primary and post-primary) to apply for registration with the Teaching Council.

System development and testing was carried out during this reporting year to facilitate the transfer of student data from each course provider to the Council which subsequently issues online applications to applicable students. Extensive engagement was undertaken with the HEIs to ensure the implementation of an efficient process that adhered to the legislative requirements.

Droichead

Droichead, the Council’s integrated professional induction framework, is now the only route of induction for all primary and post-primary NQTs.

Interim measures were put in place in the 2020/2021 and 2021/2022 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.

Additional temporary measures were introduced on an emergency time bound basis in December 2021 due to the impact of Covid-19 on schools. The measures allowed NQTs to apply for Droichead where they were employed on a continuous basis (i.e., 5 days a week) under the supply panel provision or covering principal release days.

In addition, during the 2021/2022 academic year Droichead applications were accepted for those employed under the Covid Learning and Support Scheme (CLASS) provision, once the Droichead policy requirements were met. Information on these provisions was published on the Councils website.

The new My Registration portal, launched in October 2021, provided further efficiencies for administration of the Droichead process in respect of both the application process for Droichead and submission of the Form D on completion of the process.

During the reporting year a total of 6,392 teachers engaged in the Droichead process across the two academic years.

Of the 3,394 NQTs across 1,669 schools who participated in 2020/2021, 744 NQTs completed the process in advance of the reporting year, one NQT banked elements of the process for completion later and the remaining 2,649 teachers completed the process at the end of the academic year.

Table: Overview of Droichead 2020/2021

School Type	NQTs	Schools
Primary	1,830*	1,115
Post-primary	1,564	554
Total	3,394	1,669

\*Including 1 NQT who partially completed Droichead.

In the academic year 2021/2022, 3,956 NQTs commenced the process in 1,845 schools across the country.

Table: Overview of Droichead 2020/2021

School Type	NQTs	Schools
Primary	2,281	1,252
Post-primary	1,675	593
Total	3,956	1,845

Growth was prominent in both post-primary and primary NQTs in comparison to the previous year. An additional 111 post-primary NQTs engaged in the process in 39 additional schools, while an additional 451 primary NQTs engaged in the process in 137 additional schools.

Garda Vetting

The Teaching Council administers the vetting of teachers for initial registration, registration renewal and employment purposes. During the reporting year, 27,039 teachers were vetted. Of these teachers, 30% were vetted for initial registration or employment purposes; 70% were vetted as part of the Council’s policy of re-vetting registered teachers on a three-year cycle.

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 12 occasions and considered 31 vetting disclosures in respect of applicants for registration or renewal of registration. A further 145 cases were presented for ratification to the panel during the year. The panel was provided with an update on 19 teachers who had been approved for registration / re-registration with conditions as imposed by the panel. The panel also considered 7 submissions made by teachers as part of the re-vetting project.

Launch of the New My Registration Portal

System development, configuration, testing and training on the replacement Registration database continued throughout the 2021/2022 reporting year and this digital transformation saw the launch of the new database and My Registration portal on 14 October 2021 to almost 112,000 registered teachers. All registered teachers were notified, by email, of the launch of the system and were provided with a unique link to create their portal account.

The project has resulted in a user-friendly registration tool that delivers a feature-rich, self-service platform to meet the needs of the Council’s registered teachers and new applicants. It is a system that can be scaled in line with the Council’s growing registrant numbers and has radically improved digital processes and efficiencies across the organisation.

Robust reporting tools have also been implemented to enable the Council to better manage and analyse the data held on the Register.



# 4 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

Section 38 of the Teaching Council Acts 2001-2015 outlines the Council's remit in reviewing and accrediting programmes of Initial Teacher Education (ITE) and is supported by the Council's Policy on the Continuum of Teacher Education (2011). The accreditation standards for primary and post-primary programmes of ITE are set out in Céim: Standards for Initial Teacher Education (2020).

The Procedures for the Professional Accreditation of Programmes of Initial Teacher Education (2021) outlines the processes and procedures by which the Teaching Council exercises its role in reviewing and accrediting programmes of initial teacher education.

## 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).

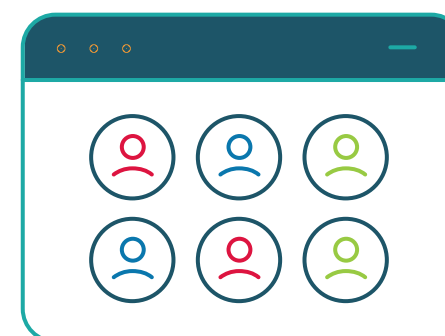
Between March 2021 and March 2022, a new programme of post-primary initial teacher education was approved - Bachelor of Education (Honours) in Art and Design & Communication Graphics at Galway-Mayo Institute of Technology - incorporated into Atlantic Technological University (1 April 2022).

The subject of Computer Science was added to four accredited programmes of post-primary ITE at National University of Ireland Galway, University of Limerick, Maynooth University and University College Dublin.

In November 2021, the Teaching Council commenced Cycle 2 accreditation of existing programmes in accordance with Céim: Standards for Initial Teacher Education and the Procedures for the Professional Accreditation of Programmes of ITE. This involves a scheduled review of 68 programmes of primary and post-primary ITE in 14 HEIs, between 2021 and 2023.

In March 2022, four programmes of initial teacher education at St. Angela's College, Sligo were approved in accordance with Céim.

The Council also received submissions for two concurrent post-primary programmes and one further education programme which at the time of publication of this report are progressing through the review and accreditation process.



## School Placement

The 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 (SPWG) on 19 March 2021.

### The report and action plan outlined 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. On publication of the report, the Council confirmed revised timelines which focused on priority actions 1 and 2 and working groups were established in this regard in 2021.

The Placement System Working Group held five meetings in the reporting year. The Treoraithe Professional Learning Group held one meeting in the reporting year.

## School Placement Innovation Report

In September 2021, the Minister for Education, launched the School Placement Innovation Report, which was compiled by the Teaching Council. The report provides an analysis of how the HEIs adapted and managed the crucially important process of school placements for student teachers throughout the Covid-19 pandemic. It chronicles the experience of the HEIs and identifies processes that could be retained and enhanced for the future. All fourteen HEIs contributed their experiences and recommendations to the report.



## 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. In the reporting year, 569 applications for qualification assessment were approved for registration. Of these, 241 were primary applications and 328 were post-primary applications.

## COVID-19 Amendment Regulation 2021

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 (Teaching Council (Registration) (Amendment) Regulations 2021. S.I. No. 266 of 2021) enabling, 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 for the second time from 14 June 2021 to 29 October 2021. A total of 121 applications were received with 86 of these applicants obtaining registration with conditions during the reporting year.

## Curricular Subject Registration Requirements

Following an extensive consultation process with key stakeholders between June 2018 and April 2019, revised [Curricular Subject Requirements](#) were published on 11 November 2020. The revised requirements are currently in effect for purposes of Initial Teacher Education programme accreditation and will come into effect from January 2023 for applicants applying for registration with the Council.

During the reporting year, the Council approved the addition of Polish, Portuguese, Lithuanian and Mandarin Chinese to the curricular subject requirements.

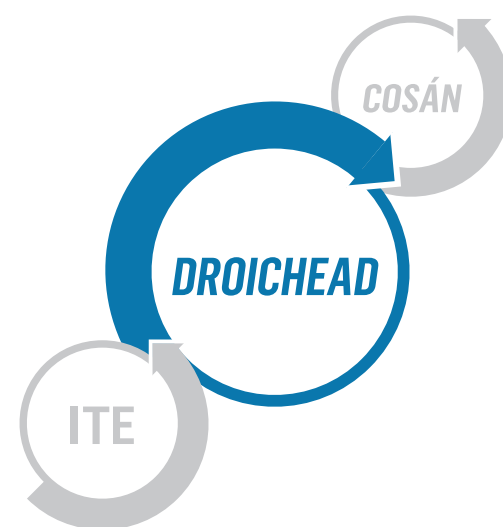
## Droichead

The fifth and final year of the growth phase of Droichead, the Council's integrated induction framework for NQTs, 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. Operational detail on the Droichead process is outlined in section 3 - The Register of Teachers.

## Droichead Quality Assurance Process for 2020/2021

The sixth cycle of the Droichead Quality Assurance (DQA) process was carried out during this reporting year. The DQA panel engaged with 24 schools, 12 primary and 12 post-primary, in order to report to the Teaching Council on findings in relation to the operation of Droichead and the quality of the process in those schools. Twenty-Four schools were selected randomly which presented a reasonable balance of school types given the small sample number overall. School visits were facilitated both onsite and online, depending on the school context in relation to Covid-19.

DQA reports are available to view on the Teaching Council website.





# 5 | Ensuring high standards of professional conduct and practice

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 Teaching Council's Fitness to Teach functions (Part 5 of the Teaching Council Acts 2001-2015) 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 fitness to teach 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 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.

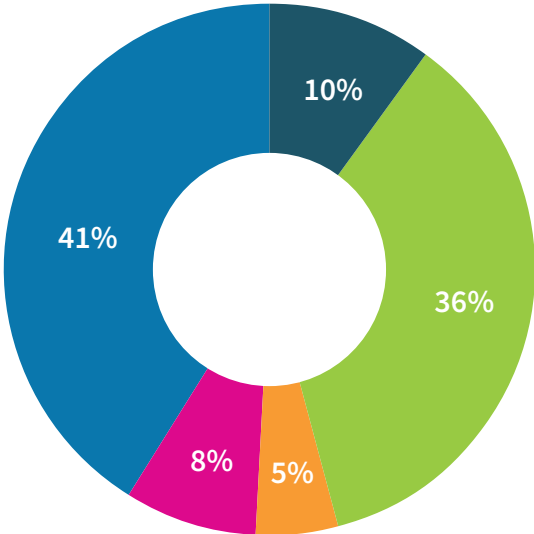
The implementation of procedures under section 28 of the Education Act 1998 would provide for a formalised parental complaints procedure at school level, allowing grievances or complaints to be dealt with, without engaging with Fitness to Teach procedures. In this regard, the Council continued to engage 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 Education (Student and Parent Charter) Bill, 2019 or by whatever means the Minister sees fit.

## Investigation of Fitness to Teach Complaints / Investigating Committee

At the start of the reporting year, 42 complaints were live before the Investigating Committee, having been carried forward from the previous reporting year.

A further 39 individual complaints were received during the current reporting year, 28 March 2021 to 27 March 2022. Three teachers were complained about more than once. Four of the 39 complaints received during the reporting year, were refused at Director's review stage as they were deemed to be frivolous.

## Progress of 39 complaints received by end of reporting period



- Refused at Director Review Stage
- Not considered by Investigating Committee as they did not meet the requirements of the Teaching Council Acts
- Referred to Disciplinary Committee
- Reached final decision not to refer to Disciplinary Committee
- Investigations still ongoing

“

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.



## Analysis of teachers complained of – route of registration

Route of Registration	No. of teachers complained about
Primary	12
Post-primary	23
Further Education	1
Other	0
Total	36*

\*39 complaints were received during the reporting year in relation to 36 teachers. (3 teachers were complained about more than once)

Complaints carried over from previous reporting periods

Complaint Group	Amount
No. of complaints still under consideration by Investigating Committee, having been carried forward from the previous reporting year	42
No. of complaints from previous reporting year which were referred to the Disciplinary Committee for inquiry during the current reporting year	9

Grounds of Complaint

The Council can investigate 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 11 times.

- Four complaints of the 39 received were refused at Director’s review stage. The Investigating Committee decided that it could not consider 14 of the remaining 35 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 the matter), 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, two of the remaining 21 complaints were referred to the Disciplinary Committee for inquiry (nine other complaints were referred to inquiry during the reporting year, having been received during previous reporting years).
- Of the remaining 19 complaints received during the reporting year, the Investigating Committee decided that three of these did not warrant referral to inquiry.
- The remaining 16 complaints received during the reporting year were still under investigation by the committee at the end of the reporting period.
- Zero complaints received during the reporting year were withdrawn however, the Investigating Committee considered and accepted the withdrawal of three complaints which had been received in previous reporting years.
- Three of the 39 complaints related to conduct that occurred prior to the commencement of Part 5 of the Teaching Council Acts 2001-2015.

Source of complaint

Complaint Group	Amount
Parents	32
The Teaching Council via the Executive Committee, the complaint having come to the attention of the Council through the media or otherwise	3
Other parties (3 other teachers/colleagues, 1 member of the public/not a parent)	4
School management authorities / Boards of management	0

Categories of Complaint

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

Complaint Group	Amount
Conduct/behaviour*	33
Competence/performance/practice	5
Medical concerns	0
Criminal convictions	1
Dishonesty/professional integrity	4
Breach of Code of Professional Conduct for Teachers	39

**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.

Inquiries generally take place in public, and witnesses give evidence under oath, but a 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 was one inquiry 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. Where the inquiry is held in public, members of the media and general public 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, 11 inquiries were at planning stage, having been referred and carried forward from previous reporting periods.

A further 11 complaints were referred to the Disciplinary Committee for inquiry in the 2021/2022 reporting year.

The subject matter of these complaints ranged from conviction cases to incidents of professional misconduct, poor professional performance, and a breach of the Teaching Council’s 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 continuing on a secure online platform. Seven preliminary hearings and five inquiries were held online (including one inquiry referred to above, conducted by examination of documents). Three of the five inquiries held extended beyond a single day.

Four applications for confirmation of sanction were made to the High Court and, in each case the relevant sanction was confirmed. In all four of these cases, the teacher was removed from the Register.

Following findings and sanction at inquiries, website notices are published from time to time on the Fitness to Teach area of the Teaching Council website. There were five such notices published during the reporting year.

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 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. Four of these alerts related to the removal of four registered teachers from the Register and one related to an interim suspension Order by the High Court (section 47 of Teaching Council Acts 2001-2015).

“

A further 11 complaints were referred to the disciplinary committee for inquiry in the 2021/2022 reporting year.

The subject matter of these complaints ranged from conviction cases to incidents of professional misconduct, poor professional performance, and a breach of the Teaching Council’s code of professional conduct for teachers.

During the 2021/2022 reporting year	Amount
Inquiries at planning stage at start of reporting year	11
Further complaints referred to inquiry	11
Online preliminary hearings held	7
Online inquires held	5
Number of sanction decisions confirmed by the High Court (all four were removals from Register)	4
Number of EU alerts made (including one interim suspension order)	5
Number of website publications	5

Executive Committee

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

Section 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 either a member of the public or a Board of Management notifies the Council of a concern relating to a registered teacher but does not submit a formal complaint. The Executive Committee (having been delegated this function by Council), decided that Council should become the complainant with regard to three complaints during the reporting year.

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.

Stakeholder engagement regarding Fitness to Teach matters

The Council actively engages with stakeholders on a regular basis. The Professional Standards Section continued to communicate with stakeholders in the context of Fitness to Teach. Engagement also continued with the Department of Education, Tusla – Child and Family Agency, 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

Following the UK’s withdrawal from the EU in January 2021, the UK teacher regulatory bodies fell outside the scope of the EU IMI Alert System, whereby regulators in Member States notify each other of cases where teachers are prohibited from teaching or have their practice restricted.

During the reporting period, the High Court therefore consented to the Teaching Council notifying UK regulatory counterparts in relation to restrictions and prohibitions on teachers’ practice on four occasions. In all of these cases, the High Court confirmed a sanction of removal from the Teaching Council register, following a fitness to teach inquiry. The High Court afforded similar permission to the Council following the granting of an interim (section 47) suspension order, and in that case, the Court consented to the Teaching Council notifying a teaching regulator outside of the UK and the EU.





# 6 | Teachers' Learning and Research



The second series of Cosán workshops for schools was facilitated during the reporting year in collaboration with the Education Support Centres Ireland (ESCI).



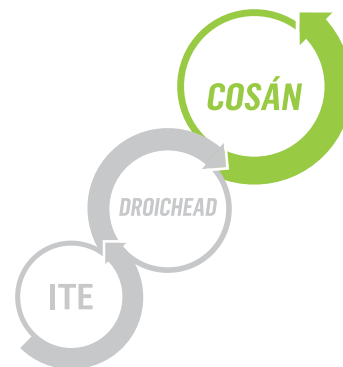
The workshops are designed for primary, post-primary and further education teachers

## Teachers' Learning

### Cosán

The second series of Cosán 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 in one of 12 education support centres.



Due to Covid-19, the workshops were redesigned and provided in an online format due to public health advice and government guidelines. At the workshops, participants engaged in small group discussions and were introduced to various models and practical tools to support them in reflecting on their learning.

Following the completion of the second series of workshops in April 2021, workshop participants were offered the opportunity to complete an online survey. In addition, the workshop facilitators also completed an online survey and participated in an online shared learning session with directors of Education Support Centres Ireland (ESCI) and directors and staff from the Council's Teachers' Research and Learning section. Data gathered during this process provided valuable feedback that will enhance the development and delivery of the third series of workshops.

Planning for the third series of Cosán workshops began in June 2021, when eight additional Cosán facilitators were recruited, and six additional Education Support Centres (Athlone, Monaghan, Galway, Sligo, Waterford and Wexford) agreed to host the Cosán Workshop Programme as part of their programmes of local courses.

In December 2021, the Council provided a one-day professional development programme for new and existing facilitators.

The Teaching Council and the Department of Education (DoE) co-hosted a virtual Cosán Stakeholder Event in October, 2021, for Department of Education support services, Higher Education Institutions (HEIs), Education Support Centres and other stakeholders supporting teachers' learning. The Cosán event highlighted the strategic importance of Cosán in the education system and progress made to date. Dr. Brendan Cropley, Professor of Sports Coaching, School of Health, Sport and Professional Practice at the University of South Wales, delivered the keynote address. At the event, Cosán facilitators identified how Cosán and the workshop programme have impacted on their professional learning within their school context.

During the event, the Cosán Action Plan was launched. This marked the transition of Cosán from its development process to a growth phase aimed at ensuring its systemic implementation.

At the end of the reporting year, planning was underway for a number of Cosán promotional opportunities. These included a series of webinars for school leaders in collaboration with the ESCI, Centre for School Leadership, Irish Primary Principals' Network and National Association of Principals and Deputy Principals. The purpose of these sessions is to promote the next series of Cosán workshops for schools. Work also continued on the production of a Cosán video and infographic.

During the reporting year, the Council presented in relation to Cosán to a range of stakeholders including Education Support Centres Ireland (ESCI), Education and Training Boards Ireland (ETBI), the Further Education Support Service (FESS), the National Induction Programme for Teachers (NIPT), the Centre for School Leadership (CSL) and the Irish Primary Principals' Network (IPPN).

As part of the Council's exploration of how teachers' learning can best be supported, the Council facilitated teachers in accessing a free trial of the online personal and professional development platform, Zhrum, in the last quarter of 2021, and issued a special edition ezine to promote this in August 2021.

The Cosán Working Group met on four occasions during the reporting year and considered feedback from workshops and stakeholders to inform their ongoing work. It also contributed to the development of the Cosán Action Plan.

## Research

### Using Research in Our School

As part of the CROÍ Research Series, the Using Research in Our School feature on the Teaching Council website groups resources thematically. This makes it easier for schools to find relevant research in a format that suits them. The resources include webinars, ezines, ebooks, podcasts and journal articles, and schools are encouraged to choose a particular theme and explore the resources with colleagues as part of staff meetings. During the reporting year, resources on the themes of Inclusion, Leadership and ICT 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.

In early 2021, the Teaching Council undertook a review of the Framework to ensure it continues to meet its objectives. On foot of that review, the Framework was redesigned as two separate but complementary schemes:

1. the Research Bursary Scheme (RBS) for individuals and groups who wish to conduct new research, and
2. the Researchers in Residence Scheme (RiRS) for schools wishing to explore existing research.

In September 2021, applications were invited for the RBS. Some 41 applications were received and considered by the appointed review panel.

An online briefing session for HEIs took place in September 2021 to promote the RiRS. On foot of that event, expressions of interest were invited from HEI-based researchers interested in partnering with schools to explore existing research. Following a strong response by HEIs, six panels of HEI-based researchers were established and launched in January 2022, when applications were invited from schools.

Some 52 applications were received for the RiRS, and at the end of the reporting year, these were due to be considered by the framework review panel, and planning was underway for the online awards event in May 2022.

In addition to its adjudication work in relation to new RBS and RiRS applications, the review panel also met to consider the final reports received from recipients of funding under previous rounds of the framework who have completed their research projects. Some 20 final reports were received and, at the end of the reporting year, were being reviewed by the framework review panel. Approved reports will be published on the Research Support Framework: Completed Research webpage of the Teaching Council website.

## Comhrá Taighde

As part of FÉILTE, on 2 October 2021, a Comhrá Taighde (conversation about research) took place at which seven teachers who received funding under previous rounds of the John Coolahan Research Support Framework participated in a panel discussion about their research journeys and findings. In addition, nine researchers who were awarded funding under round 4 of the Research Support Framework produced videos about their projects and research journeys and these were showcased at FÉILTE.

## Research ezines

A special edition ezine to mark World Book Day issued in March 2022. This featured six eBooks selected from the Teaching Council's online library. The eBooks by Irish authors related to teaching and learning in the Irish context.

## 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. The platform also facilitates and supports conversations, collaborations and stronger connections between the spheres of research, policy and practice and between schools and HEIs. A previous phase of development of the platform was 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 and, during the reporting year, the Council's Education Committee considered two funding proposals seeking support for the final T-REX development phase.

## Commissioned Research

The DEEPEN (Droichead: Exploring and Eliciting Perspectives Experiences and Narratives) research team presented its final report to Council in October 2021. The research had been commissioned by the Teaching Council and carried out by researchers at Marino Institute of Education and Trinity College Dublin.

The research explored 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 had a particular focus on small schools, Gaelscoileanna, DEIS (Delivering Equality of Opportunity in Schools) schools and special education settings. The final report was published on the Teaching Council's website and the research will inform the Council's review of Droichead.

Work continued during the year in planning for longitudinal research that will explore the professional journeys of beginning teachers in Ireland, with a particular focus on the influence of initial teacher education on their experience. The process involved extensive engagement with the Department of Education to agree a joint commissioning arrangement.

In November 2021, a pre-procurement phase known as a market sounding exercise commenced. Five vendor responses were received and reviewed, and at the end of the reporting year, planning was underway to progress to the procurement phase.

## Research Engagement Group

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 to the My Registration portal from the Teaching Council website and select the Online Library section. During the year, a further eight e-books were purchased for inclusion in the library.





# 7 | Promoting Teaching as a Profession

**The Council implemented a number of measures to enhance the supply of teachers for supervision and substitution in the 2021/2022 academic year.**



These included implementing the Covid-19 Amendment Regulation 2021 (see page 14)

## Enhancing the Supply of Teachers

The Council implemented a number of measures to enhance the supply of teachers for supervision and substitution in the 2021/2022 academic year. These included implementing the Covid-19 Amendment Regulation 2021 (see page 14), legislation enabling registration of student teachers (route 5, see page 12) and communicating with the Register of Teachers to encourage availability for substitution and supervision cover. These measures formed part of ongoing measures co-ordinated by the Minister and Department of Education in consultation with all stakeholders in education.

## Communications Working Group

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. In May 2021, the Council and Department of Education jointly hosted the fifth National Consultative Forum on Teacher Supply. The forum was held online for the first time.

## Promoting Teaching as an Attractive Career Option

The Teaching Council continued to promote the profession by attending various events in both the Republic and Northern Ireland and continued to collaborate with career guidance organisations and career offices in HEIs. A meeting took place with the Association of Higher Education Career Services (AHECS) members in addition to a further meeting of the Council, the Department of Education, Institute of Guidance Counsellors, AHECS, and the Adult Guidance Association. In total, 26 events were attended including career fairs, graduate fairs, open days at colleges and universities and presentations on teaching as a career.

## Stakeholder Engagement

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 regulation and promotion of the profession of teaching, in the public interest. The Director and staff 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. The following is a non-exhaustive list of the types of stakeholder engagement activities the Council undertook during the year:

- The production of webinars on a variety of topics
- Hosting a Cosán Stakeholder Event in collaboration with the Department of Education
- Attendance at a range of conferences, seminars and other events
- Hosting drop-in Question and Answer sessions for teacher-researchers interested in applying for support under the Research Support Framework
- Stakeholder briefings/meetings relating to teacher supply
- Guest lectures to students on post-graduate teacher education programmes
- Participation on SCoTENS Steering Committee and sub-committees

## During the year, the Council:



**Hosted the annual FÉILTE event online on Saturday, 2 October 2021**



**Issued 31 ezines to each teacher on the Register**



**Recorded 1,478,874 page views on its website from over 263,654 users, 252,485 of whom were new**



**Increased its followers across its social media platforms**

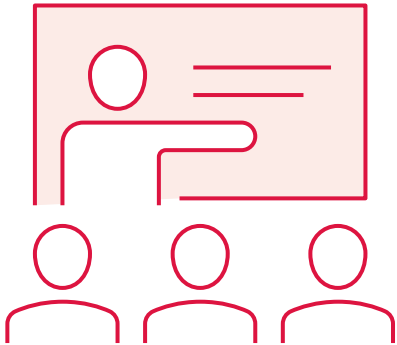


Attended a number of education conferences, seminars and meetings hosted by stakeholders, for example:

- Four Nations (Meetings of the Chairs and Chief Executives of the General Teaching Councils in Ireland, Northern Ireland, Scotland, and Wales)
- International Forum of Teacher Regulatory Authorities Conference 2021
- European Union Network of Education Councils General Assembly meeting
- OECD Stakeholder Engagement meeting
- Eurydice Network conference on “Teachers in Europe: Careers, Development and Well-Being”
- University College Dublin Innovation Academy Festival of Education
- University College Cork PME Research Symposium
- National Council for Special Education Research Conference 2021
- Inspectorate Spring Symposium
- Study visit by Stenden University in Netherlands
- Study visit by the Lithuanian National Agency for Education.

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.



Statements made by the Council during the reporting year included:

April 2021

The Teaching Council and the Department of Education publish further guidance on School Placement in 2020/2021

May 2021

Teaching Council announces exceptional measure to enhance supply of teachers for supervision and substitution in 2021/2022 academic year

August 2021

The Teaching Council and the Department of Education confirm the rollover of guidance on School Placement for the 2021/2022 academic year

September 2021

Minister Foley launches Teaching Council’s School Placement Innovation Report

Minister Foley launches Teaching Council’s FÉILTE 2021

December 2021

Statement on Droichead Temporary Measures

EU support granted for Ireland to develop a model of local community engagement led by the Teaching Council

Teaching Council Strategic Plan 2022–2027 launch

Statement on Covid Learning and Support Scheme (CLASS) and Droichead

January 2022

Statement on Teaching Council (Registration) (Amendment) (No.2) Regulations 2021

March 2022

2022 Residency Requirement for Graduates of Post-primary Languages programmes of Initial Teacher Education (ITE)

Statement on the Teaching Council’s support of the teachers and people of Ukraine

FÉILTE

FÉILTE, the Teaching Council’s annual Festival of Education In Learning and Teaching Excellence, took place as an online event on 2 October 2021. This was the second year that the event was held online, due to the pandemic, with over 800 attendees participating.

The festival theme *Transforming Teaching in a Sustainable World*, reflected the innovation that teachers have been leading on, particularly during the pandemic.

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.

Roddy Doyle, former teacher, co-founder of the Fighting Words charity, and author of 12 novels attended in person as the keynote speaker, stating that “teaching was the making of me and I still think that”, in a wide-ranging discussion with Director of the Teaching Council Tomás Ó Ruairc.

The event featured a programme of live and recorded content across a Main Stage, Live Sessions Area and Expo Area.

Three live panel discussions took place: *Teaching in a Sustainable World; Reimagining Creative Spaces in Schools, and Student Placement, Online and in the Classroom*. Following the panel discussions, the StudentMeet research booth opened, moderated by Dr Finn Ó Murchú, Head of the School of Education (post-primary) at MIC Thurles and final year student teachers also presented poster presentations of their final year research.



There was a range of meetings at FÉILTE 2021 which provided an opportunity for teachers to network and learn from each other. Attendees visited online Showcases, Workshops and TeachMeets covering a variety of themes including STEM, digital, collaborative practice, inclusion, cross curricular, languages, teaching methodologies, wellbeing and more.

In Comhrá Taighde, teachers discussed their experience of engaging in and with research on a range of topics relevant to teachers’ practice and learning. Their projects were funded under the Council’s John Coolahan Research Support Framework.

LeadershipMeet, hosted by the Centre for School Leadership, focused on the area of Middle Leadership. Middle leaders and leadership teams shared their stories, reflections, and learnings around how they function and how they develop the leadership capacity of the entire staff.

FÉILTE had a special performance by Cappabue National School from west Cork with their Schoolvision winning song We Create Magic, recorded on location at the school.

For a summary of the event please see the FÉILTE Innovations Report 2021. A highlights video and all video content from the event is also available on the Teaching Council website.



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

For a second year, the Teaching Council's BEACONS process moved online in response to the pandemic. On 28 April 2021, the Dublin 10 school community hosted an online BEACONS event enabling conversations on DEIS. Seven primary and post-primary schools from across the Dublin 10 area attended, including students, parents, teachers, and principals.

On 3 March 2022, the BEACONS model of conversation was used to support National Council for Curriculum Assessment (NCCA) consultations on the draft Primary Curriculum Framework. Over 70 people attended the event in Dublin including three primary schools. A report from the event is being compiled to further support the NCCA in its consultations.

### EU/OECD Project to develop a model of local school community engagement to strengthen education policy making and implementation

Following a successful application to the EU Technical Support Instrument in 2020, and which builds on the Teaching Council's BEACONS process, the OECD was commissioned by the EU to research, design, pilot and evaluate various models of local school engagement with a specific focus on curricular reform and inclusive education. The Council and several national

stakeholder bodies are working with the OECD and the European Commission to support the project. The aim is to support models of engagement that strengthen education policymaking and implementation in Ireland.

National stakeholder bodies who partnered with the Council in the original application include:

- Department of Education
- National Council for Curriculum and Assessment
- National Council for Special Education
- Department of Children, Equality, Disability, Integration and Youth
- Ombudsman for Children's Office
- National Parents Council Primary

To assist the project, a Project Advisory Group consisting of the DG-REFORM, OECD, and the Teaching Council has been established. A 28 member Project Working Group was also formed and met on two occasions online, in June 2021 and December 2021.

Following the formal inception of the project in June 2021, the OECD undertook an analysis of engagement processes in the Irish education system, including examples of international models of engagement. To support the analysis, the OECD conducted research including a questionnaire and several stakeholder focus groups. The analysis is due to be completed in Q3 of 2022.

The stages of the project are provided below and will involve a pilot, where a series of engagement events will be designed, run, and evaluated in Q4 2022 and Q1 2023.



### Introducing final year student teachers to the Teaching Council

Each year the Teaching Council engages on two separate occasions with final year student teachers. The Council, along with the National Induction Programme for Teachers (NIPT), visits final year student teachers to brief them on the role and functions of the Teaching Council, and the Droichead process for NQTs. The Council's registration team also visit student teachers to provide them with guidance on the Council's fast-track registration process for NQTs.

Regrettably, due to the pandemic, these on-site visits could not proceed in person in 2021. Instead, the Council and the NIPT hosted webinars for all student teachers on these topics in April 2021 and March 2022. Prior to these webinars, staff engaged with final year students, via their programme providers, to collate their questions which were then answered as part of the presentations. This was further enhanced with additional communications regarding updated online registration processes and frequently asked questions.

### Accessibility of Communications

#### Accessibility Audit

The Teaching Council is committed to ensuring the information provided on its website is as accessible as possible to all in accordance with the European Union (Accessibility of Websites and Mobile Applications of Public Sector Bodies) Regulations 2020.

The Council's website was analysed for accessibility issues on 15 December 2021 and the 'Web Accessibility Evaluation Tool' (WAVE) was used to identify accessibility errors. As a result of this accessibility scan, all accessibility fixes were applied on 4 February 2022.

#### 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 and by ensuring that Council e-zines and publications in general are made available in Irish. Correspondence received in the Irish language was responded to in Irish.

## PROJECT PLAN







**The Teaching Council's expenditure in the 2021 financial year was €8.16 million, an increase of €0.94 million compared to 2020.**



This was driven by higher staffing and legal costs.

## Finance

The Teaching Council's expenditure in the 2021 financial year was €8.16 million, an increase of €0.94 million compared to 2020. This was driven by higher staffing and legal costs. The Council's income (including investment and net rental income less tax) was €8.41 million, an increase of €0.43 million over 2020. The increase is due in part to the growth in the number of teachers on the register but is mainly attributable to the increase in the value of financial assets. Investment assets held by the Teaching Council realised positive returns in 2021. The Council continues to focus on cost management to consolidate its financial position.

## Information and Communications Technology

The Teaching Council's ICT infrastructure enabled hybrid working and full business continuity throughout the year. Security was a key priority. The implementation of a new and enhanced online My Registration portal, which went live in October

2021, was a particular highlight. This should improve efficiency and deliver a better service for registrants.

## Data Protection

As the professional standards body for the teaching profession, the Teaching 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 of 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) which subsequently commenced an inquiry into the matter. A final decision was issued by the DPC on 2 December 2021 which the Teaching Council did not appeal.

## Ombudsman

The Teaching 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 with an outcome of not upheld.

## Freedom of Information

The Teaching 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. Details of all non-personal requests are published quarterly on the Council's Website.





Gender Balance in Council Membership

As of 27 March 2022, the Council (the Board of the Teaching Council) had 50% female and 50% male members with one position vacant. The Council therefore meets the Government target of a minimum of 40% representation of each gender in the membership of State Boards.

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

The Teaching Council is committed to eliminating discrimination, protecting human rights, and promoting equality among our staff and users of our service. The 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 Council has an internal Code of Conduct for Members of Council and staff based on the following principles:

- Integrity
- Information
- Obligations
- Loyalty
- Fairness
- Work and external environment
- Responsibility
- 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

Teaching Council members and staff 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 Teaching Council’s Customer Service Charter has been developed to reflect the Council’s commitment to provide high standards of service in accordance with quality customer service initiatives approved by the 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.

Appendices



Appendix 1

Financial statements

01



Appendix 2

Teaching Council members

02



Appendix 3

Committees and panels

03



Appendix 4

Council members’ expenses 2021

04

# Appendix 1

## An Chomhairle Mhúinteoireachta The Teaching Council

### Financial Statements

for the year ended 31 December 2021

**Chairperson:**

Seán McMahon

**Council Members:**

Asiya Al-Tawash

Sinead Brett

Geoffrey Browne

Kathleen Burke

Noel Cronin

Catherine Cross

Mary Curley

Michael Delargey

Charles Dolan

Brendan Doody

Catherine Doolan

Niall Duddy

John Holian

Anne Howard

Rosena Jordan

Michelle Keane

Mary Kelly

**Deputy-Chairperson:**

Noelle Moran

David Leahy

Gerry Leydon

Dr. Anthony Malone

Claire Markey

Peter McCabe

Prof. Marie McLoughlin (resigned 11 October 2021)

Paul Moroney

Catherine Moynihan

Anne Mulcahy

Dr. Melanie Ní Dhuinn

Seán Ó Dubhlaing

Deirdre O'Connor

Ciaran James O'Donnell

Séamus Ó Fearraigh

Seán O'Neill

Eamonn Shaughnessy

Tracie Tobin

**Auditors**

Crowleys DFK Unlimited Company  
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 Ireland  
The Capel Building  
Mary's Abbey  
Dublin 7

**Contents**

Governance Statement and Council Members' Report	<b>50-54</b>
Statement on Internal Control	<b>55-57</b>
Independent Auditors' Report	<b>58-60</b>
Income and Expenditure Account	<b>61</b>
Balance Sheet	<b>62</b>
Cash Flow Statement	<b>63</b>
Notes to the Financial Statements	<b>64-71</b>



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 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 2021.

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.

Consultancy Costs		
	2021	2020
	€	€
Legal advice	157,729	180,223
Pension administration	13,250	9,102
Data Protection	3,625	17,538
Health & Safety	6,642	484
Internal control & internal audit	24,785	7,865
Communications	39,567	35,233
ICT	24,269	13,767
Human Resources	26,477	-
Strategic planning	19,284	-
Procurement	5,541	-
	321,169	264,212

Other Legal Costs		
	2021	2020
	€	€
Legal Costs – Registration	111,405	144,381
Legal Costs – Professional Standards	785,511	439,765
	896,916	584,146

Travel & Subsistence Expenditure		
	2021	2020
	€	€
Domestic		
– Council Members	47,717	41,450
– Staff	6,690	15,476
International		
– Council Members	-	-
– Staff	-	194
	54,407	57,120

Hospitality Expenditure		
	2021	2020
	€	€
Staff welfare	940	5,092



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 2021. The outstanding work centres on Customer Service requirements.

Future Developments

The Council plans to continue its present activities.

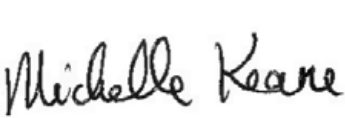
Accounting Records

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.

On behalf of the Council



Michelle Keane  
Chairperson

Date: 4 July 2022

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.



Phil Fox  
Acting 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 2021 and up to the date of approval of the financial statements.

Capacity to Handle Risk

During 2021, The Teaching Council had an Audit and Risk Committee comprising five Council members and two independent external members. The Committee met four times in 2021.

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 2021 The Teaching Council complied with those procedures with the exception of the items noted below.

- 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 €16k in 2021.

- 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. A tender process for a new panel of agencies was commenced in Q2 2021 and completed in Q4 2021 with two agencies appointed in the Framework. The value of payments made to the agencies in 2021 prior to the establishment of this framework was approximately €135k.
- The company engaged to circulate email reminders to registrants had 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 2020 and the new contract was activated at the launch of the new Database in October 2021. The value of this expenditure in 2021 was €95k.

Data Breach

In early 2020 the Council was the victim of a cyberattack which resulted in a data breach. This was reported to the Data Protection Commissioner’s office. Following an investigation by the Data Protection Commissioner, a fine of €60,000 was levied on the Council in December 2021.

Provision for the fine has been made in these financial statements. In addition, significant work has been undertaken by the Council to further strengthen IT security and to implement all the recommendations in the Data Protection Commissioner’s report.

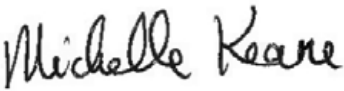
Covid-19 Risk/Remote Working

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.

On behalf of the Council



Michelle Keane  
Chairperson

Date: 4 July 2022

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 2021.

Internal Control Issues

No significant weaknesses in internal control were identified in relation to 2021 that require disclosure in the financial statements.



# Report on the Audit of the Financial Statements

## Opinion

We have audited the financial statements of Teaching Council for the year ended 31 December 2021 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 2021 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 1  
6/17 College Green,  
Dublin 2

**Date: 4 July 2022**

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.

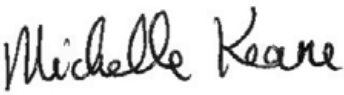
Income and Expenditure Account for the year ended 31 December 2021

		2021	2020
		€	€
Income	Notes		
Registration and Assessment Fees		7,553,822	7,475,337
Total Income	2	7,553,822	7,475,337
Expenditure			
Accommodation Costs		(156,113)	(106,465)
Staffing Costs		(4,860,376)	(4,340,529)
Professional Standards Costs		(853,301)	(473,578)
Other Administration Costs		(754,647)	(810,039)
Meeting Costs		(93,064)	(59,801)
Registration Costs		(197,912)	(131,430)
Information Technology Costs		(310,833)	(279,463)
Communications, Education and Research Costs	7	(608,253)	(711,313)
Depreciation		(329,905)	(309,933)
Total Expenditure		(8,164,404)	(7,222,551)
(Deficit)/Surplus on Ordinary Activities		(610,582)	252,786
Proceeds from Insurance Claim		-	47,450
Investment income		92,891	103,419
Fair value movement in Financial Assets		592,896	170,208
Property Rental Income		211,306	211,306
Property Management Costs		(36,854)	(26,967)
Surplus before taxation	3	249,657	758,202
Taxation	6	-	-
Surplus before taxation		249,657	758,202

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 64 to 71 form part of these financial statements.

The financial statements were approved by the Council on 4 July 2022 and signed on its behalf by

  
Michelle Keane  
Chairperson

  
Phil Fox  
Acting Director



Balance Sheet as at 31 December 2021

		2021		2020	
	Notes	€	€	€	€
<b>Non-Current Assets</b>					
Tangible assets	7		4,722,874		4,499,386
Financial Assets	8		13,311,318		12,625,531
			<b>18,034,192</b>		<b>17,124,917</b>
<b>Current Assets</b>					
Receivables and Prepayments	9	11,466		61,582	
Cash and Cash Equivalents		840,034		1,383,091	
		<b>851,500</b>		<b>1,444,673</b>	
<b>Current Liabilities: Amounts falling due within one year</b>	<b>10</b>	<b>(471,522)</b>		<b>(405,077)</b>	
<b>Net Current Assets</b>			<b>379,978</b>		<b>1,039,596</b>
<b>Total Assets Less Current Liabilities</b>			<b>18,414,170</b>		<b>18,164,513</b>
<b>Reserves</b>					
Designated Reserve	11	-	4,000,000		4,000,000
General Reserves	11		14,414,170		14,164,513
<b>Total Funds</b>			<b>18,414,170</b>		<b>18,164,513</b>

The notes on pages 64 to 71 form part of these financial statements.

The financial statements were approved by the Council on 4 July 2022 and signed on its behalf by

Michelle Keane

Michelle Keane  
Chairperson

Phil Fox

Phil Fox  
Acting Director

Cash Flow Statement for the year ended 31 December 2021

		2021	2020
	Notes	€	€
<b>Reconciliation of operating deficit to net Cash flow from operating activities</b>			
Operating surplus (before interest received and tax)		249,657	758,202
Depreciation	3	329,905	309,933
Decrease/ (Increase) in debtors	9	50,116	(8,780)
Increase in creditors	10	66,445	156,898
<b>Net cash flow from operating activities</b>		<b>696,123</b>	<b>1,216,253</b>
<b>Cash Flow from Investing Activities</b>			
Interest received		-	-
Income from investment portfolio	13	(92,891)	(103,419)
Fair Value movement in investment portfolio	13	(592,896)	(170,208)
Taxation	13	-	-
Capital expenditure	13	(553,393)	(645,996)
<b>Net cash flow from investing activities</b>		<b>(1,239,180)</b>	<b>(919,623)</b>
<b>Reconciliation of net cash flow to movement in cash and cash equivalents (Note 14)</b>			
Net (Decrease)/Increase in cash and cash equivalents in the year		(543,057)	296,630
Net cash and cash equivalents at 1 January 2021		1,383,091	1,086,461
<b>Net cash and cash equivalents at 31 December 2021</b>	<b>13</b>	<b>840,034</b>	<b>1,383,091</b>

The financial statements were approved by the Council on 4 July 2022 and signed on its behalf by

Michelle Keane

Michelle Keane  
Chairperson

Phil Fox

Phil Fox  
Acting Director

Notes to the Financial Statements for the year ended 31 December 2021

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 organisations’ 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.

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.

3. Operating Surplus/(Deficit)	2021	2020
	€	€
Operating surplus/(deficit) is stated after charging:		
Depreciation	329,905	309,933
4. Staffing and Remuneration		
Staffing costs	2021	2020
	€	€
Wages and salaries	2,506,674	2,367,158
Social welfare costs	229,255	212,708
Pension costs	492,577	468,308
Managed Services & Agency staff cost	1,512,680	1,166,128
Recruitment, Training & Staff Welfare costs	113,640	116,866
Sundry staff costs	5,550	9,361
	4,860,376	4,340,529
(A) Aggregate Employee Benefits	2021	2020
	€	€
Staff short-term benefits	2,506,674	2,367,158
Retirement benefit costs	492,577	468,308
Employer's contribution to social welfare	229,255	212,708
	3,228,506	3,048,174

The total number of staff employed (WTE) at year end was 54.4 (2020: 51.4).

(B) Staff Short-Term Benefits	2021	2020
	€	€
Basic pay	2,505,482	2,352,672
Overtime	1,192	5,159
Allowances	-	9,327
	2,506,674	2,367,158

(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:

	2021	2020
	€	€
Salary	659,035	638,576
	659,035	638,576

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

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

(D) Director’s Salary and Benefits

	2021	2020
	€	€
Basic pay	118,407	114,199
	118,407	114,199

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 From	To	No. of Employees 2021	No. of Employees 2020
€60,000	€69,999	2	6
€70,000	€79,999	2	0
€80,000	€89,999	1	3
€90,000	€99,999	3	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	2021	2020
	€	€
Current Year Taxation	-	-
DIRT	-	-

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

7. Tangible Assets

	Premises	Fixtures & Fittings	Computer Software	Computer Equipment	Total
	€	€	€	€	€
Cost					
At 1 January 2021	3,691,937	1,541,474	1,145,693	715,957	7,095,061
Additions	-		543,119	10,274	553,393
Disposals	-	-	-	(144,291)	(144,291)
At 31 December 2021	3,691,937	1,541,474	1,688,812	581,940	7,504,163
Depreciation					
At 1 January 2021	553,788	838,855	612,884	590,148	2,595,675
On disposals	-	-	-	(144,291)	(144,291)
Charge for the year	92,298	139,858	38,029	59,720	329,905
At 31 December 2021	646,086	978,713	650,913	505,577	2,781,289
Net book values					
At 31 December 2021	3,045,851	562,761	1,037,899	76,363	4,722,874
At 31 December 2020	3,138,149	702,619	532,809	125,809	4,499,386

8. Financial Assets

	2021	2020
	€	€
Fair value		
At 1 January	12,625,531	12,351,904
Funds to portfolio	-	-
Fair value movement in financial assets	592,896	170,208
Investment income	92,891	103,419
At 31 December 2021	13,311,318	12,625,531



9. Receivables and Prepayments

	2021	2020
	€	€
Other receivables	11,466	61,582
	11,466	61,582

10. Payables: Amounts falling due within one year

	2021	2020
	€	€
Other taxes and social security costs	70,946	157,905
Accruals	400,576	247,172
	471,522	405,077

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.

	2021	2020
Included in other taxes and social security costs:	€	€
PAYE/PRSI	70,847	79,454
PSWT	-	25,315
RCT	99	1,409
VAT	-	51,727
	70,946	157,905

11. Reserves	General Reserve	Designated Reserve	Total
	€	€	€
Other taxes and social security costs	14,164,513	4,000,000	18,164,513
Accruals	249,657	-	249,657
Closing Reserves	14,414,170	4,000,000	18,414,170

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	€	€
	2021	2020
Returns on Investments and Servicing of Finance	-	-
Taxation		
DIRT	-	-

Capital Expenditure and financial investment		
Payments to acquire tangible assets	(553,393)	(645,996)
Income from investment portfolio	(92,891)	(103,419)
Fair Value movement in investment portfolio	(592,896)	(170,208)
	(1,239,180)	(919,623)

14. Analysis of Changes in Net Cash and Cash Equivalents			
	Opening balance	Cash flows	Closing balance
	€	€	€
Cash at bank and in hand	1,383,091	(543,057)	840,034
Net Cash and Cash Equivalents	1,383,091	(543,057)	840,034

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 4 July 2022 and signed on its behalf by

Michelle Keane

Michelle Keane  
Chairperson

Phil Fox

Phil Fox  
Acting Director

# Appendix 2

## Teaching Council Members

The Council has 37 voluntary members, as follows:

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

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

Ms Asiya Al Tawash	8
Ms Sinead Brett	8
Mr Geoffrey Browne	7
Ms Kathleen Burke	6
Mr Noel Cronin	8
Ms Catherine Cross	6
Ms Mary Curley	7
Mr Michael Delargey	7
Mr Charles Dolan	5
Mr Brendan Doody	7
Ms Catherine Doolan	8
Mr Niall Duddy	8
Ms Niamh Fortune*	1
Mr John Holian	8
Ms Anne Howard	7
Ms Rosena Jordan	7
Ms Michelle Keane	8
Ms Mary Kelly	7
Mr David Leahy	8
Mr Gerry Leydon	4
Dr Anthony Malone	6
Ms Claire Markey	8
Mr Peter McCabe	6
Prof. Marie McLoughlin*	1
Mr Seán McMahon (Chairperson)	8
Ms Noelle Moran (Deputy Chairperson)	8
Mr Paul Moroney	8
Ms Catherine Moynihan	8
Ms Anne Mulcahy	7
Dr Melanie Ní Dhuinn	7
Mr Seán Ó Dubhlaing	7
Mr Séamus Ó Fearraigh	8
Ms Deirdre O'Connor	8
Mr Ciaran James O'Donnell	5
Mr Seán O'Neill	3
Mr Eamonn Shaughnessy	7
Ms Tracie Tobin	8

\* Prof Marie McLoughlin was replaced by Ms Niamh Fortune during the reporting year



# Appendix 3

## Committees and Panels

The Teaching Council has established a number of committees and panels to facilitate its work. There are three statutory committees, four standing committees overseeing policy, procedures, and governance with three panels dealing with individual teacher registration, vetting and qualification matters.

### 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 10 occasions during the year. The attendances for these meetings are set out below.

Mr Geoffrey Browne	10
Mr Michael Delargey	6
Mr Brendan Doody	9
Ms Rosena Jordan	8
Ms Mary Kelly	8
Ms Claire Markey	10
Mr Seán McMahon (Chairperson)	10
Ms Noelle Moran	8
Mr Séamus Ó Fearraigh	10
Ms Deirdre O'Connor	7
Mr Seán O'Neill	2

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

Ms Asiya Al Tawash	6
Mr Geoffrey Browne	9
Ms Mary Curley	11
Mr Michael Delargey	8
Mr Niall Duddy	0
Ms Michelle Keane	11
Mr Peter McCabe	11
Ms Noelle Moran (Chairperson)	6
Ms Catherine Moynihan	10
Ms Anne Mulcahy	11
Mr Séamus Ó Fearraigh	10

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

Ms Kathleen Burke	4
Mr Noel Cronin	3
Ms Catherine Cross	2
Mr Charles Dolan	3
Ms Catherine Doolan	2
Ms Anne Howard	3
Ms Rosena Jordan	3
Mr David Leahy	4
Mr Gerry Leydon	3
Mr Paul Moroney	4
Dr Melanie Ní Dhuinn	2
Mr Seán O'Neill	1
Ms Tracie Tobin (Chairperson)	3

Disciplinary Inquiry Panels

In addition to attendance at scheduled committee meetings, a number of committee members attended at Fitness to Teach preliminary inquiries/inquiries (17 days in total). The attendances for these meetings are set out below:

Ms Kathleen Burke	4
Mr Noel Cronin	10
Ms Catherine Cross	5
Mr Charles Dolan	8
Ms Catherine Doolan	3
Ms Anne Howard	4
Ms Rosena Jordan	1
Mr David Leahy	3
Mr Gerry Leydon	1
Mr Paul Moroney	6
Dr Melanie Ní Dhuinn	6
Mr Seán O'Neill	0
Ms Tracie Tobin	0

Registration Committee

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

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

Ms Asiya Al Tawash	4
Ms Mary Curley	6
Mr Brendan Doody	4
Mr Niall Duddy	1
Mr John Holian	6
Ms Anne Howard	5
Ms Rosena Jordan (Chairperson)	6
Mr David Leahy	6
Mr Gerry Leydon	5
Dr Anthony Malone	5
Mr Peter McCabe	5
Prof. Marie McLoughlin	1
Mr Ciaran James O'Donnell	4

Registration Review Group

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

Ms Asiya Al Tawash	4
Ms Mary Curley	5
Mr Brendan Doody	4
Mr Niall Duddy	1
Mr John Holian	5
Ms Anne Howard	5
Ms Rosena Jordan (Chairperson)	5
Mr David Leahy	5
Mr Gerry Leydon	4
Dr Anthony Malone	4
Mr Peter McCabe	5
Prof. Marie McLoughlin	1
Mr Ciaran James O'Donnell	3

Registration Panel

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

The panel, which consists of seven members, met on 15 occasions during the year. The attendances for these meetings are set out below:

Mr Charles Dolan	14
Mr John Holian (Chairperson)	15
Ms Mary Kelly	9
Dr Melanie Ní Dhuinn	6
Mr Seán Ó Dubhlaing	10
Mr Séamus Ó Fearraigh	5
Mr Eamonn Shaughnessy	9



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

Ms Asiya Al Tawash	5
Ms Kathleen Burke	4
Mr Noel Cronin**	5
Mr Brendan Doody	5
Ms Catherine Doolan	4
Ms Michelle Keane	4
Ms Mary Kelly	4
Ms Claire Markey	5
Mr Paul Moroney	4
Ms Catherine Moynihan	5
Dr Melanie Ní Dhuinn	5
Mr Seán O'Neill (Chairperson)*	2

\*Mr Seán O’Neill resigned as a member of Committee on 01 November 2021 and was replaced by Ms Noelle Moran.

\*\*Mr Noel Cronin was appointed as Chairperson from September to January 2022.

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.

Ms Claire Markey (Chairperson)	5
Ms Anne Mulcahy	4
Mr John Holian	5
Mr Seán Ó Dubhlaing	2
Mr Gerry Leydon	4
Mr David Leahy	3
Dr Anthony Malone	3

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

Ms Sinead Brett	2
Ms Kathleen Burke	2
Mr Brendan Doody	1
Ms Deirdre O'Connor	0
Mr Ciaran James O' Donnell	0

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

Ms Sinead Brett	9
Mr Geoffrey Browne (Chairperson)	12
Ms Noelle Moran	7
Dr Melanie Ní Dhuinn	6
Mr Seán Ó Dubhlaing	9
Mr Ciaran James O'Donnell	11
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 13 occasions during the year. The attendances for these meetings are set out below

Mr Michael Delargey	10
Mr Niall Duddy	1
Dr Anthony Malone	12
Prof. Marie McLoughlin	1
Ms Anne Mulcahy	9
Mr Eamonn Shaughnessy (Chairperson)	11
Ms Tracie Tobin	10

Droichead Quality Assurance Process

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

Ms Mary Curley	1
Ms Rosena Jordan	1
Ms Michelle Keane	1
Ms Noelle Moran	1
Mr Eamonn Shaughnessy	1

Cosán Working Group

The Cosán Working Group is comprised of teachers and relevant stakeholders tasked with promoting and co-ordinating the Cosán Development Process. A number of the members of this Working Group are Council members. It met on four occasions during the reporting year. Council members’ attendance for these meetings is set out below:

Mr Noel Cronin	3
Ms Catherine Cross	2
Ms Catherine Doolan	2
Mr Niall Duddy	1
Ms Claire Markey	3
Mr Peter McCabe	3
Mr Paul Moroney	3
Ms Catherine Moynihan	4
Mr Seán O’Neill	2

FÉILTE Working Group

The FÉILTE Working Group is comprised of external stakeholders and members of Council. The group met on four occasions.

Ms Catherine Doolan	1
Mr Seán McMahon	2
Ms Noelle Moran	1
Mr Eamonn Shaughnessy	4
Ms Tracie Tobin	0

Appendix 4  
Meeting Expenses – Financial Year 2021

Member	Expenses Claimed	Meetings Attended
Ms Asiya Al Tawash	€0	27
Ms Sinead Brett	€150.79	19
Mr Geoffrey Browne	€5,326.21	38
Ms Kathleen Burke	€107.50	20
Mr Noel Cronin	€0	29
Ms Catherine Cross	€0	15
Ms Mary Curley	€1,669.58	30
Mr Michael Delargey	€0	31
Mr Charles Dolan	€0	30
Mr Brendan Doody	€0	30
Ms Catherine Doolan	€0	20
Mr Niall Duddy	€1,493.02	12
Ms Niamh Fortune*	€0	1
Mr John Holian	€1,897.29	39
Ms Anne Howard	€830.57	24
Ms Rosena Jordan	€2,029.97	31
Ms Michelle Keane	€1,067.78	24
Ms Mary Kelly	€0	28
Mr David Leahy	€243.43	29
Mr Gerry Leydon	€0	21
Dr Anthony Malone	€0	30
Ms Claire Markey	€0	31
Mr Peter McCabe	€571.84	30
Prof. Marie McLoughlin*	€0	4
Mr Seán McMahon (Chairperson)	€11,859.64	20
Ms Noelle Moran (Deputy Chairperson)	€4,133.68	31
Mr Paul Moroney	€2,465.13	25
Ms Catherine Moynihan	€0	27
Ms Anne Mulcahy	€0	31
Dr Melanie Ní Dhuinn	€0	32
Mr Seán Ó Dubhlaing	€2,410.23	28
Mr Séamus Ó Fearraigh	€5,906.65	33
Ms Deirdre O’Connor	€0	15
Mr Ciaran James O’Donnell	€604.65	23
Mr Seán O’Neill	€0	10
Mr Eamonn Shaughnessy	€1,512.73	32
Ms Tracie Tobin	€3,270.54	29





**An Chomhairle  
Mhúinteoireachta**  
The Teaching Council



**An Chomhairle Mhúinteoireachta**  
The Teaching Council

Block A, Maynooth Business Campus,  
Maynooth, Co. Kildare, Ireland, W23 Y7X0

**Telephone:** +353 1 651 7900  
**Email:** [info@teachingcouncil.ie](mailto:info@teachingcouncil.ie)