

An Chomhairle
Mhúinteoireachta



The Teaching Council

Teaching Council Strategic Plan 2018 – 2020

The Teaching Council is the professional standards body for teaching in Ireland. Under the Teaching Council Acts 2001–2015, it promotes and regulates the profession of teaching. Our work is focused on setting standards to support and enhance the quality of teaching and learning for our children, young people and adult learners.

The Council's mandate to both promote and regulate the profession of teaching is grounded in the concept of standards. The Council is responsible for setting the standards for the profession of teaching, and verifying to both the public and the profession that they are being upheld. It also seeks to empower others in contributing to the maintenance and enhancement of those standards, including the profession. All aspects of the Council's work, in both promotion and regulation, are designed to ensure the highest of standards in all phases of teaching and learning.

The Teaching Council is a self-funding body, with its main income derived from the annual registration renewal fees of registered teachers, and is not in receipt of any State funding. This includes all staffing costs. The Council's core staff allocation is subject to approval by the Minister for Education and Skills. A Workforce Plan which takes account of the Council's Statement of Strategy (2018 – 2020) and available resources is being developed as part of the publication of this strategy.



The Council has previously identified three pillars which support our work across all areas, as well as that of teachers:

Research



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



Reflective practice

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



Relationships

"All learning is understanding relationships."
(George Washington Carver)

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

Progress under Strategic Plan 2015–2017

The Council's four goals which we set for the period 2015–2017 covered the following areas:

- (a) the promotion of a culture of shared learning
- (b) standards for teacher education and effective registration processes
- (c) teachers' learning (including Continuing Professional Development)
- (d) Fitness to Teach.

We have made significant progress under each of these strategic goals over the course of the last three years.

- > Further to its pilot phase from 2013–2016, *Droichead*, the integrated professional induction framework for Newly Qualified Teachers, has commenced its growth phase towards full implementation.
- > A number of programmes of Initial Teacher Education were accredited and monitored.
- > The first national framework for teachers' learning, *Cosán*, was approved and published in March 2016.
- > Over 40,000 vetting applications were processed in 2017 alone. This marked significant progress towards a fully vetted register of teachers.
- > There were almost 100,000 teachers on the register by December 2017.
- > Updated Registration Regulations were commenced in July 2016.
- > The Council's Fitness to Teach role was commenced in July 2016 and the first inquiry took place in November 2017.
- > The Council launched the CROÍ Research Series, (Collaboration and Research for Ongoing Innovation) reflecting the fact that research is at the heart of teaching and learning.

Realising the Continuum of Teacher Education

The last three years have seen a remarkable amount and pace of change in teacher education across the continuum. It is acknowledged that the landscape of teacher education and teachers' professionalism has been transformed as a result of these developments, all within the national policy framework as set out by the Minister for Education and Skills. We would like to thank all stakeholders for their engagement and collaboration with us in ensuring that the outcomes continue to support quality teaching and learning.

We believe that the emphasis in this Strategic Plan should be on consolidating and communicating the significant progress that has been made to date. We wish to fully embed the structures which we have developed for teacher education and to support teachers' professionalism.

In this context, parents, students and the wider public can continue to have confidence in the high quality of education which teachers provide.

Statement of Purpose

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.



Strategic Goals

2018 – 2020

1 Consolidate and communicate the progress made towards a seamless Continuum of Teacher Education.

- › Review and update standards for Initial Teacher Education
- › Continue the growth of *Droichead*, the integrated professional induction framework for newly qualified teachers
- › Support the further development of Cosán, the national framework for teachers' learning
- › Continue the implementation of Fitness to Teach
- › Ensure that registration standards and processes continue to support confidence of the public and the profession in standards of teachers' learning and professionalism
- › Consolidate and enhance engagement by teachers and the public with *FÉILTE*, Festival of Education in Learning and Teaching Excellence
- › Continue to support and enhance teachers' engagement with CROÍ Research Series

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

- › Engage with the Department of Education and Skills to progress implementation of the recommendations set out in the Striking the Balance report, including future iterations
- › Facilitate conversations between stakeholders to progress innovative and sustainable solutions
- › Continue to provide evidence-informed advice to the Minister supported by ongoing research
- › Promote and highlight the importance of restoring pay equality and tackling casualisation to help attract new entrants to the profession while raising morale and protecting the reputation of the profession.

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

- › Embed *Droichead* as the Integrated Professional Induction Framework for newly qualified teachers
- › Facilitate enhanced understanding and ensure the ongoing development of Cosán, the national framework for teachers' learning
- › Through the CROÍ Research Series (Collaboration and Research for Ongoing Innovation), support engagement in and with research, to develop stronger connections between research, policy and classroom practice.

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.

- Collaborate with Higher Education Institutions in ensuring that the central role of teacher education in enhancing all teaching and learning is acknowledged and supported
- Review standards and update processes for accreditation of programmes of initial teacher education, including qualifications assessment
- Review and, as appropriate, accredit programmes of initial teacher education
- Streamline registration processes to deliver enhanced efficiencies and improved user experience.
- Review underpinning legislation including working towards a Single Renewal Date
- Develop and implement a new database to underpin the registration functions of the Council
- Implement the periodic re-vetting of teachers

5

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

- Review underpinning legislation to ensure ongoing relevance, including implementation of Section 28 of the Education Act 1998, having regard to developments within the regulatory environment
- Collaborate with the Department of Education and Skills and stakeholders to further refine processes and procedures for dealing with complaints relating to registered teachers
- Continue to communicate about Fitness to Teach process to teachers, stakeholders and the wider public

6

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

- Promote public trust in, and support for, the teaching profession
- Promote enhanced understanding of the Council's work in enhancing teachers' professionalism, including FÉILTE and the CROÍ Research Series.
- Work to foster an inclusive and holistic approach to enhancing the wellbeing of all members of the school community – teachers, parents and students / pupils, including collaboration with stakeholders.
- Enhance and diversify our channels of communications so as to augment engagement with
 - Teachers and schools
 - Students, parents and the wider public
 - Department of Education and Skills
 - Education stakeholders

7

Ensure that the Teaching Council has sufficient resources, including from other sources, to support:

- efficient ways of working
- compliance with corporate governance
- development of effective policies.

- Continue the implementation of the ICT Strategy to ensure the ongoing integrity and effectiveness of the Council's IT systems
- Finalise and update a workforce plan which best matches Council's functions and human resources
- Maintain compliance with the Code of Practice for the Governance of State Bodies.
- Inform the deliberations of Council by conducting and commissioning research to support the work of the Council across all goals
- Meet the compliance requirements of the General Data Protection Regulation (GDPR)

