



September, 2018

2017 - 2018: A Snapshot

98,474

TEACHERS ON THE REGISTER



The Council issued 7 e-zines

and hosted 9 research webinars

36,977

TEACHERS WERE VETTED



1,759



TEACHERS PARTICIPATED IN DROICHEAD

EXPRESSIONS
OF INTEREST IN

COSÁN

600

50

FITNESS TO TEACH
COMPLAINTS WERE MADE
TO THE TEACHING COUNCIL



SEARCH THE
REGISTER USED
151,087 TIMES



86%
OF TEACHERS
RENEWED THEIR
REGISTRATION
ONLINE



THE COUNCIL'S WEBSITE HAD
MORE THAN
430,000
VISITORS

2.5 MILLION
PAGE VISITS

Foreword



By Ms Noelle Moran
Chairperson of the Teaching Council

I am delighted to present the Teaching Council's Annual Report 2017/2018. This was a very busy and significant year for the Council and I feel very privileged to represent the Teaching Council as Chairperson since my election last November. I would also like to take this opportunity to thank my predecessor, Mr Gerry Quinn, for his leadership in chairing the Council in the period after we took up office as a new Council in April 2016.

At the outset of this report I must acknowledge the excellent work that is being done right across Ireland in every school. We as teachers are helping to guide the next generation to become thoughtful, informed and positive members of society. The Teaching Council plays a very important part in supporting those teachers in delivering on that hugely significant role.

At the end of the reporting year there were 98,474 teachers on the Register, with 5,997 new entrants. The Teaching Council wants to encourage a greater number of able and talented people to come into the profession, and to give as much support as possible to our new teachers.

During the year I have watched closely the initial Fitness to Teach hearings. This work, which is undertaken to investigate complaints, and where merited bring them to a hearing, is crucial to the integrity of our profession and its professionals. It is highly important that all the teachers who are playing vital roles in their schools and communities are not undermined by a minute number of the profession who let standards slip. The introduction of the Fitness to Teach function was a challenging and high-profile new responsibility of the Council, but one that should prove to have positive implications for the profession over the months and years to come.

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

During the reporting year the Council's Strategic Plan for 2018 – 2020 was also finalised. There are key goals outlined in this plan that we will strive to achieve to ensure that we continue to promote and verify our high standards, to support and encourage shared learning, and also to nurture and promote well-being among our colleagues.

I am delighted to lead a team of Council members who are very dedicated and extremely hardworking, who work tirelessly to achieve Teaching Council objectives, and its aims to promote the highest of standards in the teaching profession. I want to thank them for their ongoing support. I also want to thank Tomás Ó Ruairc, the Director of the Teaching Council, Brendan O'Dea, the Deputy Director, and the management and staff of the Council for their hard work and ongoing support for both the Council and its work, and for me in my role as Chairperson.

Noelle Moran

Ms Noelle Moran

Director's Report



By Tomás Ó Ruairc

The 2017/2018 annual reporting year has been a significant and important year for the Teaching Council with many new developments in terms of teacher supports, new functions, and policy engagement with the Department of Education and Skills and stakeholder bodies. This report outlines many of the key areas of work that have been undertaken during the year.

Before looking at some of those new developments I want to acknowledge and salute our teachers who, in my experience, are both inspirational and innovative, as well as being professional and caring in how they help to guide and educate our future generations. I know that the role is pressurised and sometimes it seems undervalued. But I want to thank you all for your commitment to teaching and learning. Teaching is the most important profession in our society – its impact is profound, and underpins our social and economic progress. Your engagement with the Teaching Council during this past year has enabled us to achieve so much.

The inspiration and innovation of Irish teachers was on proud and clear display at FÉILTE, where the Teaching Council hosted our annual celebration of the very best that Irish teachers have to offer. This was another great success, with over 1,000 attendees, and inspirational keynote speakers like Joanne O’Riordan and Adam Harris, while Minister Bruton also joined us to see and hear the powerful stories of so many teachers. The enthusiasm at these events is inspirational and shows us what a wonderful profession we have.

FÉILTE is a huge undertaking each year and I would like to thank the Teaching Council team who helped to make it such a success.

A very significant development during the year was that all teachers registered with the Council who are teaching in our schools across the country completed Garda vetting. This is an important milestone, which demonstrates how we are continuing to promote the trust, standing and regard for the profession in our communities. I want to thank the teachers who have participated in this programme and also the staff of the Teaching Council who worked with the Garda Vetting Unit and the members of our profession to ensure that this occurred.

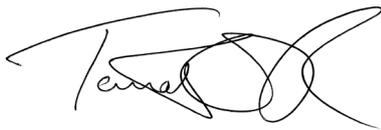
An important and high-profile issue during the year was that of teacher supply. Having completed an important body of work for the Department on this issue in 2015, this was an issue that the Council had deeply informed views on. Through the year I met with many teachers, policy makers and politicians to ensure that the Teaching Council’s views were both current and understood. The Council hosted a teacher supply forum to hear different views and suggestions in relation to this emerging crisis in the profession. The Council is represented on the Teacher Supply Steering Group established by the Minister and, as Director, I chair one of its working groups. There is much still to be done, but important progress has been made in informing and clarifying many issues for key stakeholders and policy decision makers. It is crucial that we all enhance our collaboration on this issue to ensure that our model of teacher education continues to ensure a sufficient supply of teachers to meet the identified needs of our pupils, students and the wider system.

Last year also saw us finalise our Strategic Plan up to 2020, which ensures that we have clear, defined and shared goals to achieve. We also launched the important CROÍ (Collaboration and Research for Ongoing Innovation) Research series to support the ongoing and crucial research ambitions of our members. In November 2017, we held our first Fitness to Teach hearings in our offices in Maynooth, which generated much media and public interest. This is a very complex function that the Council now manages, and I want to pay particular thanks to the team in the Council that oversees this area.

Last November saw the election of our new Chairperson, Noelle Moran, who succeeded Gerry Quinn in the role. I want to thank Gerry for all his work and dedication to the Council, and to thank Noelle for her engagement and support since her election. It has been a busy period for the Council and the support of the Chairperson is crucial to its success.

Finally, in January of this year the Council was delighted to rename the Council's Research Support Framework in honour of the late John Coolahan, who was an inspiration to all of us in the teaching profession. It was a wonderful occasion to have John at the funding awards event. We were very saddened to hear of his passing in June and we extend our sympathies to his family and friends.

In concluding, I want to say thank you to all my colleagues in the Council, both professional staff and members of the Council, for all their work, commitment and energy during the year in support of a profession of which we are all so justifiably proud.

A handwritten signature in black ink, appearing to read 'Tomás Ó Ruairc', with a stylized flourish at the end.

Tomás Ó Ruairc

Contents

1	About the Teaching Council	8
2	Achieving strategic objectives	10
3	The Register of Teachers	12
4	Enhancing standards of professional conduct and practice	14
5	Initial Teacher Education & Induction	18
6	Teaching, Learning and Research	20
7	Promoting teaching as a profession	23
8	Developing and maintaining an effective and efficient organisation	26

Appendices

Appendix 1	Financial statements	30
Appendix 2	Teaching Council members	48
Appendix 3	Committees and panels	49
Appendix 4	Council members' expenses 2017	53

About the Teaching Council

The Teaching Council was established on a statutory basis in March 2006. The Teaching Council is the professional standards body for the teaching profession, which promotes and regulates professional standards in teaching.

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

Membership of the Teaching Council

The Council has 37 members and 16 of these are registered teachers who are elected by teachers. In the first quarter of 2018, the process of seeking nominees from the bodies designated in the Teaching Council Acts, 2001-2015, was initiated to replace 16 outgoing nominated members whose term of office was due to expire on 4 April 2018. The nominating bodies include the higher education institutions, teacher unions, school management, and the National Parents' Councils. The Minister appointed the new members on April 2018.

The membership comprises:

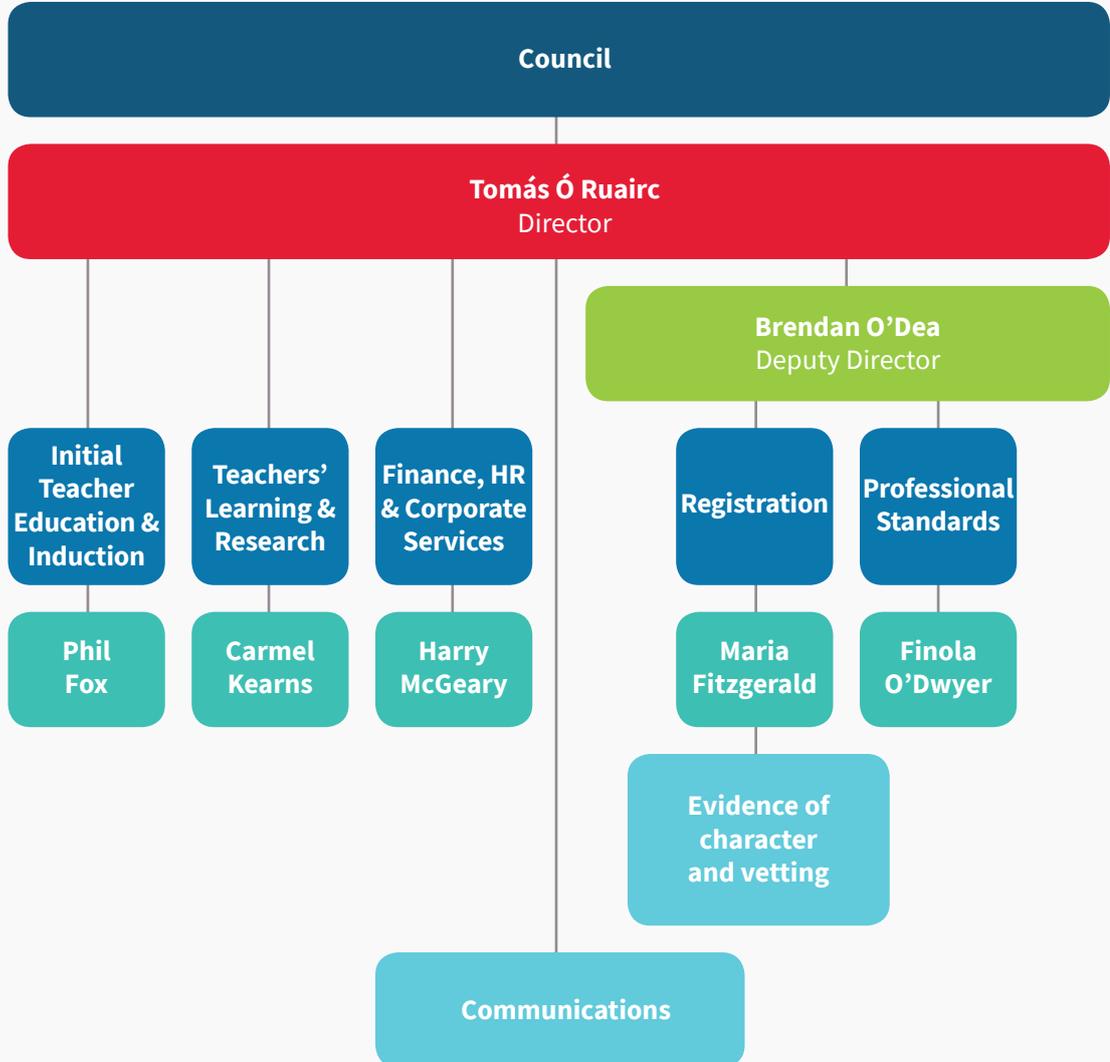
- eleven primary teachers, nine of whom are elected and two of whom are teacher union nominees
- eleven post-primary teachers, seven of whom are elected and four of whom are teacher union nominees
- two nominated by colleges of education
- two nominated by specified third-level bodies
- four nominated 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 and Skills, including one representing each of IBEC and ICTU.

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

Senior management team

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

Organisational chart



Achieving strategic objectives

Strategic Plan 2015 – 2017

The Teaching Council continued to make considerable progress during the reporting year developing the 2015 – 2017 Strategic Plan goals:

- 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
- five 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
- the Council’s Fitness to Teach role was commenced in July 2016 and the first inquiry took place in November 2017 and
- the Council launched the CROÍ (Collaboration and Research for Ongoing Innovation) Research series, reflecting the fact that research is at the heart of teaching and learning.

Strategic Plan 2018 – 2020

The draft Strategic Plan 2018 – 2020 was also produced during the reporting year. This plan sets out the Council’s 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.”



The plan also sets out seven strategic goals for 2018-2020:

1

Consolidate and communicate the progress made towards a seamless continuum of teacher education

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

3

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

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

5

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

6

Promote the teaching profession, including well-being, and enhance awareness of the Council's work through innovative and accessible communications

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 Register of Teachers

The Teaching Council is responsible for the registration of members of the teaching profession. This involves establishing and maintaining the Register of Teachers, setting standards for entry to the Register, and assessing applications for entry to the Register.

Registrations

On 27 March 2018 there were 98,474 teachers on the Register. This represents a net increase of over 3,546 on the previous year. Overall there were 5,997 new registrants entered onto the Register, with the largest increase (24%) occurring under Route 3 Further Education.

During the 2017 summer months, 3,069 newly qualified teachers applied for registration under Route 1 Primary, Route 2 Post-primary and Route 4 Other using the fast-track process.

The Register of Teachers is classified under Routes of Registration (formerly known as Regulations).

Route of Registration	Total Number of Registered Teachers
Route 1 – Primary	46,067
Route 2 – Post-primary	43,452
Route 3 – Further Education	11,918
Route 4 – Other	1,216

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

Over this 12-month period, 3,133 teachers lapsed from the Register for a variety of reasons, e.g., voluntary removal, non-payment of renewal fee, non-compliance with vetting, or conditions not addressed. Approximately 50 of these teachers subsequently re-applied for registration.

The overall gender breakdown remains at 23% male and 77% female, which is in line with international trends.

Registration Renewals

Since January 2014, registration with the Council is a requirement for a teacher to receive a State-funded salary. Registration lasts for one year and teachers must renew their registration each year in order to remain on the Register of Teachers. The registration renewal fee remains at €65 and income tax relief can be claimed. During the year, 93,680 teachers renewed their registration with 86% selecting the online payment option.

Registration with Conditions

Teachers are registered with conditions when they have not met all of the Council's requirements at initial registration. The conditions applied to a teacher's registration, and the methods and timelines for addressing these conditions, are outlined to the teacher when they register. Generally teachers are given three years to address the conditions of their registration and extensions can be sought in exceptional circumstances. A total of 1,993 teachers with outstanding conditions were contacted three months before the expiry dates and 1,195 requested and were granted extensions. During the year, 6,070 conditions were removed from teachers' registrations as they had been fulfilled.

From September 2017, the Council commenced the full administration of the Droichead professional induction process for newly qualified teachers. Previously, applications had been processed by Limerick Education Centre (LEC) on behalf of the Council. Overall, 1,759 teachers applied to commence the Droichead process across 651 primary, post-primary and special education schools.

PME Verification Project

This project allows first-year Professional Masters in Education (PME) post-primary student teachers to verify that their undergraduate subjects meet the Council's requirements for teaching at least one curricular subject. This confirms their eligibility to register with the Council on completion of their masters studies. A total of 77% of the student teachers availed of the process.

Ombudsman

The Council received two queries from the Ombudsman's office in relation to complaints submitted by teachers regarding registration matters. The Council provided all the relevant information and clarifications requested. In both cases the Ombudsman returned an outcome of not upheld and confirmed the Council's processes.

Accessing Information on the Register

Under the legislation it is a requirement of the Council to make the Register available for public inspection. This is done through an online 'Search the Register' facility on the Council's website. This facility was used 151,087 times during the year.

Garda Vetting

The Council administers the vetting of teachers for registration and employment purposes. A total of 36,977 vetting applications were completed during the reporting year. This represents an increase of 333% for the same period in 2015/2016 and 133% on 2016/2017.

In January 2017, the Council commenced the retrospective vetting of 32,000 registered teachers who had not been previously vetted by the Council. The requests to teachers to complete the process were scheduled throughout the year in line with registration renewal dates, which for the most part was 28 March 2018. On this date 99.7% of registered teachers had completed the vetting process. The remaining 0.3% were either awaiting the outcome of the vetting application, engaged in internal review processes, or scheduled for removal from the Register.

The Council is required to assess vetting disclosures, which are related to registration processes, for suitability of the individual as a "fit and proper person" for registration purposes. The Council's Evidence of Character Panel met on 11 occasions and considered 51 vetting disclosures in respect of applicants for registration and renewal of registration. A further 207 cases were presented for ratification to the panel during the year. This increase is a direct result of the increased volumes processed as part of the retrospective vetting process.



Enhancing standards of professional conduct and practice

The Teaching Council is responsible for maintaining and enhancing the quality of teaching in Ireland by promoting and ensuring high standards in the profession. This is achieved through the publication and promotion of a Code of Professional Conduct for Teachers, and the investigation of complaints.

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

The Council's [Fitness to Teach](#) functions (Part 5 of the Teaching Council Acts 2001-2015) were commenced in July 2016. The Council can now investigate complaints made against registered teachers on serious matters. Once a complaint is made, the Council will initiate an investigation and decide if it should be dealt with through the Council's formal disciplinary procedures.

The Council may, following a disciplinary hearing, decide to advise, admonish or censure the teacher in writing, impose conditions on the teacher's registration, or suspend or remove the teacher from the Register of Teachers. Where a teacher is suspended or removed from the Register, they are not eligible to be paid a State-funded salary.

The Council advises that complaints should be brought to the teacher's school before they are brought to the Teaching Council. However, where a child or vulnerable person is at risk, this should be brought to the attention of An Garda Síochána and Tusla – The Child and Family Agency. The implementation of procedures under section 28 of the Education Act 1998 would provide for a formalised complaints procedure at school level, allowing grievances or complaints to be dealt with without recourse to Fitness to Teach procedures.

Fitness to Teach Inquiries/ Disciplinary Committee

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

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

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

In most cases, an oral hearing will take place, especially where facts are disputed, or are at issue. Where the inquiry is held in public, members of the media are invited to attend. The inquiry panel may also decide to hold all or part of an inquiry in private. Alternatively, the panel can decide to anonymise the identity of people and locations connected to the inquiry if an inquiry proceeds in public.

Two inquiries were held in the 2017/2018 reporting year resulting in three inquiry days. Both inquiries were held in public with details of the teachers, witnesses and schools being anonymised.

Investigation of Fitness to Teach complaints – Investigating Committee Complaints

The Council received 50 complaints relating to registered teachers between 28 March 2017 and 27 March 2018.

Forty-eight of the complaints related to individual teachers, one complaint related to two teachers, and one complaint related to three teachers.

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

Grounds of complaint

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

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

Decisions of the Investigating Committee

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

- The Investigating Committee decided that it could not consider 14 complaints. These complaints were refused as they did not meet the requirements of the Teaching Council Acts, i.e., the conduct occurred prior to 25 July 2016 and the Investigating Committee did not have jurisdiction to consider same, they did not relate to the registered teacher's fitness to teach, or school-based procedures had not been concluded before the matter was raised with the Investigating Committee
- following a decision to investigate, the Committee refused to refer six complaints to the Disciplinary Committee
- the Investigating Committee considered one withdrawal of a complaint and decided that no further action was to be taken in relation to the matter or the subject of the complaint
- twenty-seven of the 50 complaints were still undergoing consideration by the Investigating Committee as at 27 March 2018 and
- seventeen of the 50 complaints relate to conduct that occurred prior to the commencement of Part 5.

Source of complaints

Complaint Group	Amount
Parents	38
The Teaching Council via the Executive Committee, the complaint having come to the attention of the Council through the media or otherwise	6
Other parties	5
School management authorities	1
Total	50

Sector

Of the 50 complaints received in the reporting year, 22 related to teachers in the post-primary sector and 28 related to teachers in the primary sector.

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

Complaint Type	Amount
Conduct/behaviour*	34
Competence/performance/practice	8
Medical concerns	2
Criminal convictions	2
Dishonesty/professional integrity	6
A teacher's failure to report/notify	7
Breach of Code of Professional Conduct for Teachers	1
Breach of the Specified Acts listed at s.42(1)(a) of the Teaching Council (Amendment) Act 2015	0

Note: More than one category of complaint can be attached to any individual complaint. Therefore, the grounds of complaint in the table above will not necessarily amount to the total number of 50 complaints received during the reporting year.

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

Executive Committee

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

Section 47 of the Teaching Council Acts provides that the Council, if it is satisfied that it is in the public interest, may apply to the High Court for an order to suspend the registration of a registered teacher for a specified period. The Executive Committee considered four such section 47 applications in the reporting year. Of these four applications, the Council applied to the High Court for one section 47 order and undertakings were agreed with the High Court judge in lieu of a section 47 High Court order being granted.

Section 42(1) of the Act provides that the Council may make a complaint to the Investigating Committee. In six of the 50 complaints received, the Executive Committee (having been delegated the function by Council), decided that Council should become the complainant with regard to those six complaints. This can arise where a registered teacher comes to the Council's attention via the media or where a member of the public or a board of management notify Council of a concern relating to a registered teacher.

Training regarding Fitness to Teach

Ongoing training is provided to the Investigating Committee, Disciplinary Committee and Executive Committee members in terms of Fitness to Teach, and with regard to the procedures supporting the operation of Part 5 (Fitness to Teach) of the Teaching Council Acts.

Stakeholder engagement regarding Fitness to Teach matters

The Council actively engages with stakeholders on a regular basis.

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

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

Plans were well underway at the end of the reporting year to convene a wider stakeholder engagement to address the Council's learnings around complaints and inquiries to date.

Initial Teacher Education & Induction

Promoting high standards across the continuum of teacher education is central to the work of the Teaching Council. The Council's functions in this area begin when a teacher enters initial teacher education (ITE), and continue throughout the teacher's career.

Review and accreditation of ITE programmes

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

As part of the review and accreditation of ITE programmes, four higher education institutions (HEIs) providing postgraduate ITE programmes were required to submit progress reports outlining the steps taken to implement changes required during the last cycle of accreditation. The submissions were reviewed by the progress report panel in February, and the views of the panel were presented to and noted by the Council's Education Committee in May 2018.

One HEI was required to submit a progress report in respect of two of its ITE programmes. An external panel was appointed to review the reports and make recommendations about the future accreditation status of those programmes. The submissions were reviewed by the progress report panel in February, and the views of the panel were presented to and noted by the Education Committee in May 2018.

One HEI submitted an application to have a currently accredited programme reviewed and accredited by the Teaching Council. The change in this instance was to the language profile of the programme and was deemed not to be a material change. The submissions were reviewed and accreditation was granted.

The Teaching Council implemented Phase 2 of the Impact Consultation Exercise to establish what the impact of the reconceptualised ITE programmes has been on teaching and learning in the classroom.

An online survey was circulated to all relevant stakeholders in December. An independent research consultant analysed the data and wrote a report based on the findings. Consultation sessions were organised and are scheduled to take place at the beginning of the next academic year.

School placement

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

Qualifications assessment

In accordance with EU Directive 2005/36/EC on the mutual recognition of qualifications (as amended), the Teaching Council is the competent authority in Ireland for assessing applications for registration from persons recognised as teachers in other EU/EEA countries. Applicants must meet the criteria as set out in The Teaching Council [Registration] Regulations.

All applications for registration received from teachers who qualified outside of the EU/EEA are also assessed on an individual basis. During the year, 523 applications for qualifications assessment were received by the Council.

A consultation process was initiated to draw up subject criteria for the Leaving Certificate curricular subjects Politics and Society and Computer Science. A project also commenced to revise the existing suite of subject criteria and to streamline the qualification assessment process for applicants. At the time of writing both projects are still ongoing.

Induction

The first year of the growth phase of Droichead, the Council's integrated induction framework for newly qualified teachers (NQTs), was implemented in primary and post-primary schools in the 2017/2018 academic year. Droichead was the only route of induction towards full registration for NQTs working in post-primary schools with 700+ students, special education settings and primary schools with 24 or more mainstream teachers.

Primary	Total
Number of schools	3,258
Number of schools registered for Droichead	704
Number of schools offering Droichead	560
Number of schools trained (partially trained)	560
Number of schools to be trained (registered)	135
Number of schools to be trained (unregistered)	2,553

Post-Primary	Total
Number of schools	714
Number of schools registered for Droichead	403
Number of schools offering Droichead	356
Number of schools trained (partially trained)	5
Number of schools to be trained (registered)	42
Number of schools to be trained (unregistered)	311

Three communications have been issued to date to all schools for the 2018/2019 school year advising them of the next phase in the growth of Droichead for NQTs.

Droichead Quality Assurance Process for 2016/2017

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

Droichead Shared Learning Bursary

Since January 2018, 131 schools (55 networks) have received funding. Of these schools 103 were Droichead schools at the time of application and 28 were not (four have since become Droichead schools).

Teachers' Learning and Research

Teachers' learning

Cosán

Cosán is the national framework for teachers' learning. Cosán recognises that teachers are already committed to their professional learning. It acknowledges the many ways in which teachers continuously learn. It thus provides a clear and accessible framework for ongoing professional learning to be recognised, in the context of teachers' status as registered professionals. It also provides a clear context for new conversations to happen about teaching and learning, between teachers, parents, students and all stakeholders.

During the year, submissions were received from more than 600 individuals, groups of teachers and schools, who expressed interest in participating in the Cosán Development Process. A video and booklet were made available on the Council's website to support engagement in the process.

A series of 11 Cosán Development Process workshops took place between November 2017 and February 2018. These workshops gave an opportunity for those who had completed the Cosán survey on the Teaching Council website, to discuss and plan their involvement in the Cosán Development Process with each other and with Teaching Council staff. The workshops took place at varying locations (Dublin, Cork, Athlone, Limerick, Sligo, Donegal, Galway, Navan, and Kilkenny) and more than 200 people registered to attend. Also during the reporting year, the Council facilitated a number of school-based workshops/ meetings. The workshops accounted for all sectors, i.e., primary, post-primary, further education, and special education settings.

The Council also met with a number of stakeholder bodies during the reporting year, to update them on progress with the Cosán Development Process, including teacher unions, Junior Cycle for Teachers (JCT), the Professional Development Service for Teachers (PDST), the Teacher Education Section (TES) of the Department of Education and Skills, and Education and

Training Board Ireland (ETBI). At the end of the reporting year, further meetings with other stakeholders were at the planning stage.

The Cosán Working Group, which co-ordinates the development process, met on six occasions in the reporting year.

Research

Webinars – opportunities for schools to support professional learning

In keeping with the Council's Framework for Teachers' Learning – Cosán, engagement with research webinars is recognised as a valuable professional learning opportunity. In that context, schools are encouraged to consider watching a webinar recording as a school-based professional learning community, or as a cluster of schools.

Nine webinars were hosted during the reporting year as part of the Council's CROÍ (Collaboration and Research for Ongoing Innovation) Research series. As with all research webinars, recordings are available on the research pages of the Council's website.

John Coolahan Research Support Framework

We were deeply saddened to learn of the death of Professor John Coolahan in June last. He was a pivotal figure in Irish education policy for more than 50 years. He was an academic, a researcher, an author, a primary and second-level teacher, and an adviser to successive governments on the drafting of educational policy. In many ways, he could be described as the father of Irish education. His work, life and energy will be an inspiration for all who care about teaching, learning and research.

In honour of Professor Coolahan's immense contribution to the field of education at home and abroad, the Chairperson of the Council announced the renaming of the Council's Research Support Framework in January 2018 after Professor Coolahan. We were honoured to have him attend the funding awards event.

For this framework, 100 applications were received and a review panel was appointed to consider them. The review panel selected 33 projects involving 68 researchers.

Applications were invited for the second round of the John Coolahan Research Support Framework in March 2018.

Research e-zines

As part of the Council's CROÍ Research series, seven e-zines were produced during the reporting year. Four of these were thematic emails, covering:

- research in initial teacher education
- building cultures of collaborative professionalism
- transitions in education and
- well-being.

Two others in January and March 2018 focused on forthcoming webinars, while the seventh was a special edition designed to promote the John Coolahan Research Support Framework.

Bursaries

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

Research Expertise Exchange (REX)

At its meeting on 19 February 2018, the Executive Committee of Council approved funding for the Research Expertise Exchange (REX) online platform over a two-year period, in conjunction with the Council's Research Alive! partners (the National Council for Curriculum and Assessment, and the Centre for Effective Services). REX aims to provide a national infrastructure for educational research collaboration, to provide recognition for the research that teachers are already doing and to highlight the transformative potential of teacher research. These aims align with the Council's research objectives as set out in its research strategy.

Commissioned research

There was ongoing quality assurance of commissioned research in relation to school placement.

A research brief was developed for research in relation to teachers' and schools' experience of Droichead and, at the end of the reporting year, an invitation to tender document was being finalised for publication on etenders.gov.ie.

A round table event in relation to planned longitudinal research, which had been due to take place during the reporting year, was postponed due to Storm Emma and, at the end of the reporting year, a rescheduled event was planned.

Research Engagement Group (REG)

The Research Engagement Group (REG) is comprised of registered teachers and others with experience of, and interest in, research in the areas of teaching, learning and/or assessment. The group represents a broad spectrum of teaching contexts, and research interests, and endeavours to:

- support the Council's work in the area of research, including facilitating critical access by teachers to research
- promote engagement by teachers in, and with, research and
- promote engagement between teachers and others engaging in research, including higher education institution-based researchers.

The REG met four times during the reporting year. During the year, members of the Group participated as panellists on Teaching Council webinars, and summarised articles for inclusion in its research e-zines. They also helped to shape the programme of webinars that is planned for 2019.



Promoting teaching as a profession

Teacher supply

The final report of the Technical Working Group on teacher supply, '[Striking the Balance](#)', was published in June 2017.

Further to the publication of this report, the Teaching Council met with all higher education institution (HEI) providers of initial teacher education (ITE) and school management bodies in June and July 2017. On foot of these meetings, the Council convened a national consultative forum of all stakeholders, including HEIs, school management and teacher unions, to discuss practical steps that could be taken to address at least some of the issues which schools are facing. The first meeting of the forum was held on 5 October 2017 and the second was held on 7 February 2018.

The Council has representation on the Teacher Supply Steering Group established by the Minister for Education and Skills and on its Implementation Group, and on three of the four established working groups. The Director of the Council also chairs the Communications Working Group.

Promoting the profession

The Teaching Council communicates with stakeholders to explain its role and responsibilities, to build understanding of what its work means, and to generate support for its efforts to regulate and promote the profession of teaching, in the public interest.

During the year, the Council:

- hosted the fifth annual FÉILTE event on Saturday, 7 October 2017
- issued 29 e-zines, including two video e-zines, with an average open rate of 77%
- had almost two-and-a-half million page views on its website from over 430,000 users, 75% of which were new
- increased its Twitter followers by over 5,000 to a total of 22,700
- received over 5,000 likes on its Facebook page
- launched new Teaching Council Instagram and Snapchat accounts
- attended a number of education conferences, seminars and meetings, e.g., NCSE Research Conference, Practitioner Research Seminar (NUIG), Seminar on ePortfolios (MIE), Symposium on Professional Learning (DCU), Distributed Leadership Symposium (MIC Thurles), NCCA Seminar on the Primary Curriculum, Hibernia College Research Conference, Education Studies Association of Ireland – Research Conference (UCD), and Standing Conference on Teacher Education, North and South (SCoTENS) and
- met with final-year teacher education students in 16 HEIs.

Media relations

As part of its strategy to promote the profession and increase understanding of the Council's work, the Council engages in proactive media engagement, as well as responding to queries from the media. During the year, media releases were issued, and articles placed, on a range of topics, including teacher supply, FÉILTE, the Cosán Development Process, implementation of the revised Droichead policy, Teaching Council webinars, bursaries awarded under the John Coolahan Research Support Framework, Fitness to Teach, and vetting.

As part of the Teaching Council’s strategy to build media relationships, the Council arranged a briefing session for media in relation to the Fitness to Teach process. This provided an opportunity to explain fully the Fitness to Teach process and answer any questions journalists had so that they could accurately report on the system.

FÉILTE

[FÉILTE](#) 2017 took place on Saturday, 7 October, in the RDS, Dublin. More than 1,000 teachers and members of the public engaged with the event, between on-site attendance and online viewing. The theme of the festival was Leading Learning for All. This sits within the overarching objective of FÉILTE – Sharing Teaching, Connecting Learning. Fifty showcases and workshops, spanning projects from across the education sector, demonstrated the innovation happening in teaching and learning in schools across the country.

The moderator on the day was Keelin Shanley. The speakers on the day were Adam Harris, who is a young social entrepreneur, autism advocate and founder-CEO of ASIAm, ie, an organisation committed to building a more autism-friendly society in Ireland, and Joanne O’Riordan, who is a criminology student in UCC and a disability campaigner.

The day featured two panel discussions, covering inclusive education and homework. Adam Harris and Joanne O’Riordan took part in the inclusive education panel.

The Minister for Education and Skills, Richard Bruton TD, was the keynote speaker at the event, and visited a number of the showcases.

Papers and publications

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

- teachers pursuing postgraduate study
- teachers engaging in professional support team (PST) training for Droichead

- organisations promoting overall well-being, including conferences focused on teachers’ well-being
- events promoting research conducted by and for teachers
- webinars on a variety of topics, which can be viewed [here](#)
- statutory bodies
- engaging with teachers in schools about innovative ideas they are implementing
- presentations to student teachers on teachers’ professionalism
- professional networks of teacher educators and teachers
- national conference for parents
- workshops for teachers on Cosán, the national framework for teachers’ learning and
- Oireachtas committee meetings.

During the year, papers were presented on ‘Making space for the Person in the Professional’ and ‘Droichead’.

These and other papers can be found on the Council’s website and are disseminated via [Twitter](#) and [e-zines](#).

The Council produced a number of documents during the year, including: the Strategic Plan 2018 – 2020; Registration Handbook 2017/2018; and, the Post-Qualification Professional Practice Procedures and Criteria 2017/2018. A number of reports were also published, including the teacher supply report ‘Striking the Balance’ and a report on the Montessori consultation.

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

Month	Statement
May 2017	Teaching Council to proceed with implementation of Revised Droichead Policy
June 2017	Final report on Teacher Supply in Ireland (Striking the Balance)
June 2017	New Research Support Framework
September 2017	Croí Research series launched by Teaching Council
September 2017	Teaching Council Director writes about teacher supply
January 2018	Teaching Council awards 33 research bursaries totalling €100,000 to teachers
February 2018	Statement from the Teaching Council on teacher supply

Introducing student teachers to the Teaching Council

Council staff visited student teachers in the final year of their studies in 16 HEIs throughout the reporting year. At each visit the Council explained how its work relates to a teacher's career and the process of registering. The Council also produces a newly qualified teacher (NQT) pack to provide teachers with everything they need to know about their professional registration with the Teaching Council.

Website

The Council's [website](#) had almost two-and-a-half million page views from over 430,000 users during the reporting year, 75% of which were from new visitors.

Gaeilge

Forálann an Chomhairle go sonrath do sheachadadh a cuid seirbhísí i nGaeilge, faoi threoir fhoráil Acht na dTeangacha Oifigiúla, 2003.

Cuirtear foilseacháin agus ríomhírisí na Comhairle ar fáil i mBéarla agus i nGaeilge de ghnáth. Maidir le gach comhfhreagras i nGaeilge a fuarthas i gcaitheamh na bliana, le ríomhphost, sa phost nó mar ghlaogutháin, d'fhéach an Chomhairle chuige gur cainteoir Gaeilge a thug freagra air.

The Council makes specific provision for the delivery of its services in the Irish language, guided by the provision of the Official Languages Act, 2003. Council publications and e-zines are generally made available in English and Irish. During the year, the Council ensured that all communication received in the Irish language, by email, post or telephone, was responded to by an Irish speaker.

Freedom of information

The Council is subject to the provisions of the Freedom of Information Act, 1997, and the Freedom of Information (Amendment) Act 2014. The Council received six Freedom of Information (FOI) requests during the year.

Developing and maintaining an efficient and effective organisation

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

Finance

The Council's expenditure in the 2017 financial year was €6.88 million, which was largely in line with the previous year. The reduction in research costs and election expenses was offset by an increase in the costs of running the Professional Standards section. Costs in this area are expected to increase in the coming years as the Council handles more cases.

The Council's income (including interest and net rental income less tax) was €6.86 million, an increase of €0.32 million over 2016. The increase reflects the growth in the number of teachers on the Register.

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

Human resources

The Teaching Council has a sanctioned staffing level of 44 whole-time equivalent staff. In addition, the Council has four seconded teachers working with the Council in areas such as communications, research, planning for the re-accrediting of teacher education programmes, and the Droichead teacher induction scheme. A draft workforce plan has been prepared, which reviews the Council's statutory functions, and the resources required for the Council to implement its functions and strategic plan. The plan was given initial consideration by the Council in the reporting year.

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

With the increased volumes of applications and telephone calls (particularly vetting), the Council was in a position to scale up quickly to meet the demand. The contract with the current service provider expires in November 2018 and arrangements to re-tender are underway.

Appointment of Council

The Council has 37 members, of whom 16 are nominated by nominating bodies including the HEIs, teacher unions, school management, and National Parents' Councils. The terms of office of the 16 members concerned were due to end in early April 2018 and the process of seeking new nominees had been completed at the end of the reporting year and forwarded to the Minister for appointment to the Council.

Information and communications technology

The implementation of the IT Strategy 2015-2020 remains a priority and further work was done during the reporting year to progress disaster recovery and business continuity planning arrangements. The security of data in our possession is an area of the utmost priority and a security review was undertaken again during the year to provide reassurance in this area.

Corporate governance

During the year good progress was made towards full compliance with the Code of Practice for the Governance of State Bodies. The Council works closely with both its internal and external auditors to ensure that internal control is effective and risk is managed to an acceptable level.

Data protection

In advance of the General Data Protection Regulation (GDPR) coming into effect on 25 May 2018, a review of the Council's data protection procedures was carried out.

At the centre of the new legislation is the requirement for organisations and businesses to be fully transparent about how they are using and safeguarding personal data, and to be able to demonstrate accountability for their data processing activities. As a data controller, the Teaching Council controls the contents and use of personal data across most of its functions.

The Council's Privacy Policy has been extensively updated to reflect the new legislation and it was published to the website in advance of the GDPR coming into effect. The Policy sets out the basis on which any personal data provided to the Council will be processed. This applies to all personal data, irrespective of the medium or method by which it has been collected. An e-zine was issued to teachers on 23 May 2018, which outlined the rationale for the development of the new Policy and contained a link to its location on the Council's website.

Other steps taken include:

- the development of a process inventory, which captures all of the information that needs to be recorded for processes where personal data is sought; the process inventory will be reviewed and updated on an ongoing basis, particularly when any new processes are introduced – this will enable the Council to maintain a full and up-to-date personal data log, which ensures compliance under GDPR legislation

- the establishment of data sharing agreements or addendums to contracts with third-party organisations that process personal data under the control of the Teaching Council; this will ensure that all of our data processors are compliant with GDPR requirements when processing personal data
- a review of all of the Council's internal HR and corporate policies to ensure that staff personal data is being safeguarded and
- an update of the Council's Retention Policy to ensure that the timeframe for processing all personal data in the Council is clearly set out.

As the professional standards body for the teaching profession, the Council welcomes the new standards that the GDPR is putting in place, and will continue to take its responsibilities very seriously by continuing to process personal data in an open and transparent manner.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Appendices

Appendix 1	Financial statements	30
Appendix 2	Teaching Council members	49
Appendix 3	Committees and panels	51
Appendix 4	Council members' expenses 2017	57

Appendix 1

Financial statements

An Chomhairle Mhúinteoireachta
The Teaching Council

Financial Statements for the year ended 31 December 2017

Chairperson

Gerry Quinn
(resigned as Chairperson 3 July 2017)
Noelle Moran
(elected as Chairperson 27 November 2017)

Deputy Chairperson

Sean McMahon

Council members

Elizabeth Cooney
Michael Delargey
Karen Devine
Catherine Doolan
Niall Duddy
Patricia Duffy
Peter Finnegan
Dr Mary Fleming
Pat Gilmore
Mairéad Glynn
Colm Harte
John Holian
Declan Kelleher
Ferdia Kelly
Gregor Kerr
Martin Lally
Gerry Leydon
(appointed 27 November 2017)
Máire Lineen
Áine Lynch
Denis Magnier
Claire Markey
Paul Mooney
Yvonne Ní Mhurchu
(resigned 17 September 2017)
Seamus Mulconry
Deirdre O'Connor
Séamus O'Connor
Prof. Pádraig Ó Duibhir

Seamus Ó Fearraigh
Prof. Anne O'Gara
Cathnia Ó Muircheartaigh
(appointed 31 October 2017)
Seán O'Neill
Prof. Mary O'Sullivan
Gerry Quinn
Eamonn Shaughnessy
Tracie Tobin
Frank Turpin

Auditors

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

Business Address

Block A
Maynooth Business Campus
Maynooth
Co. Kildare

Bankers

Bank of Ireland
Main Street
Maynooth
Co. Kildare

AIB Bank plc
Main Street
Maynooth
Co. Kildare

Solicitors

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

Byrne Wallace
Solicitors
88 Harcourt Street
Dublin 2

Contents

Governance statement and Council members' report	32-35
Statement on internal control	35-37
Independent auditors' report	37-38
Income and expenditure account	39
Balance sheet	40
Cash flow statement	41
Notes to the financial statements	42-47

Governance

The Teaching Council was established under the Teaching Council Act 2001. The functions of the Council are set out in section 7 of this Act. The Council is accountable to the Minister for Education and Skills, and is responsible for ensuring good governance, and performs this task by setting strategic objectives and targets, and taking strategic decisions on all key business issues. The day-to-day management, control and direction of the Teaching Council are the responsibility of the Director 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 and
- 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 and
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements.

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

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

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

The Council considers that the financial statements of the Teaching Council give a true and fair view of the financial performance and the financial position of the Teaching Council at 31 December 2017.

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 colleges of education
- two nominated by specified third-level bodies
- four nominated by school management (two primary and two post-primary)
- two nominated by parents' associations (one primary and one post-primary) and
- five nominated by the Minister for Education and Skills (including one representing each of IBEC and the ICTU).

Council members are normally appointed for a four-year term. See Council information at the 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 that 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 and
- **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.

	2017 €	2016 €
Legal advice	38,248	30,164
Pension administration	4,459	4,382
Strategic planning (including IT strategy)	19,188	30,504
Procurement	5,151	3,659
Internal control and internal audit	4,513	9,128
Communications	76,440	80,919
ICT	22,413	17,871
Total	170,412	176,627

Other legal costs

	2017 €	2016 €
Legal costs – registration	174,709	156,151
Legal costs – professional tandards	476,401	262,984
Total	651,110	419,135

Travel and subsistence expenditure

	2017 €	2016 €
Domestic		
Council members	128,751	136,329
Staff	44,211	43,737
International		
Council members	2,639	1,580
Staff	11,712	6,870
Total	187,313	188,516

Hospitality expenditure

	2017 €	2016 €
Staff welfare	1,885	5,136

In 2016, subsidised health screening was provided for Council staff.

Statement of compliance

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

- development of a risk management policy and risk appetite statement
- completion of an effectiveness review by Council and
- strengthening of the Audit and Risk Committee's terms of reference and expertise.

Future developments

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

Books of account

The Council is responsible under Section 18 of the Teaching Council Act, 2001, for keeping proper books of account, which disclose with reasonable accuracy at any time the financial position of the organisation. The Council is also responsible for safeguarding the assets of the organisation and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The books of account of the Teaching Council are maintained at Maynooth Business Campus, Maynooth, Co. Kildare.

Auditors

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

Events after the balance sheet date

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

On behalf of the Council

Noelle Moran
Chairperson

Tomás Ó Ruairc
Director

Date: 28 May 2018

Statement on internal control

Scope of responsibility

On behalf 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 2017 and up to the date of approval of the financial statements.

Capacity to handle risk

The Teaching Council has an Audit and Risk Committee comprising five Council members. The Committee met five times in 2017.

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.

Risk and control framework

A risk register is in place, which identifies the key risks facing the Teaching Council and these have been identified, evaluated and graded according to their significance. The register is reviewed and updated by the Audit and Risk Committee on a quarterly basis. The outcome of these assessments is used to plan and allocate resources to ensure that 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 and
- systems are in place to safeguard both physical assets and the integrity of the information and communications technology systems.

Statement on internal control

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 2017 the Teaching Council complied with those procedures.

Review of effectiveness

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

I confirm that the Council conducted an annual review of the effectiveness of the internal controls for 2017.

Internal control issues

The following issues have been identified:

- risk management policy/framework is not currently documented:
management has undertaken to document its risk management policy/framework by the end of Quarter 2, 2018
- risk management is not a standing item on the agenda at Council meetings
from the first scheduled meeting of the Council in 2018, risk management is included as a standing item on the Council agenda

Statement on internal control

- there is no designated Risk Committee: the Audit Committee has always reviewed risk. The Committee has now been renamed as the Audit and Risk Committee and its responsibility for risk is explicit and
- the Council has not undertaken a review of its own performance and its committees during the year: an evaluation of Council performance is planned for Quarter 2, 2018.

The Audit and Risk Committee will monitor the implementation of the above actions.

On behalf of the Council

Noelle Moran
Chairperson

Date: 28 May 2018

Independent auditors' report to the Council members of the Teaching Council

We have audited the financial statements of the Teaching Council for the year ended 31 December 2017, which comprise the income and expenditure account, balance sheet, cash flow statement and the related notes. The relevant financial reporting framework that has been applied in their preparation is Irish GAAP (including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland issued by the Financial Reporting Council and promulgated by the Institute of Chartered Accountants in Ireland).

This report is made to the Council's members, as a body, in accordance with Section 18 of the Teaching Council Act, 2001. Our audit work has been undertaken so that we might state to the Council's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the organisation and the Council's members as a body, for our audit work, for this report, or for the opinion we have formed.

Respective responsibilities of the Council and auditors

The Council's responsibilities for preparing the Council's report and the financial statements in accordance with applicable Irish law including Section 18 of the Teaching Council Act, 2001, and the accounting standards issued by the Financial Reporting Council (Generally Accepted Accounting Practice in Ireland) are set out in the Governance Statement and Council Members' Report and the Statement of Internal Control.

Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practice Board's Ethical Standards for Auditors.

Scope of the audit of the financial statements

An audit involves obtaining evidence about amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the Council's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the Council members; and the overall presentation of the financial statements and to identify any information that is apparently materially incorrect based on, or materially inconsistent with, the knowledge acquired by us in the course of performing the audit. In addition, we read all the financial and non-financial information in the governance statement and Council members' report and the statement of internal control to identify material inconsistencies with the audited financial statements and to identify any information that is apparently materially incorrect based on, or materially inconsistent with, the knowledge acquired by us in the course of performing the audit. If we become aware of any apparent material misstatements or inconsistencies, we consider the implications for our report.

Independent Auditors' Report to the Council Members of the Teaching Council

Opinion

In our opinion the financial statements:

- give a true and fair view, in accordance with Generally Accepted Accounting Practice in Ireland, of the state of the Council's affairs as at 31 December 2017 and of its results for the year then ended and
- have been properly prepared in accordance with the requirements of Irish law including Section 18 of the Teaching Council Act, 2001.

We have obtained all the information and explanations we consider necessary for the

purposes of our audit. In our opinion proper books of account have been kept by the organisation. The financial statements are in agreement with the books of account.

In our opinion the information given in the governance statement and Council members' report and the statement of internal control is consistent with the financial statements.

Natalie Kelly
for and on behalf of
Anne Brady McQuillans DFK
Chartered Accountants and Registered
Auditors
Iveagh Court
Harcourt Road
Dublin 2

Date: 28 May 2018

Income and expenditure account for the year ended 31 December 2017

	Notes	2017 €	2016 €
Income			
Registration and assessment fees		6,696,862	6,409,969
Other income		-	461
Total income	2	6,696,862	6,410,430
Expenditure			
Accommodation costs		(117,758)	(119,434)
Staffing costs		(3,740,928)	(3,632,951)
Professional standards costs		(498,488)	(262,984)
Other administration costs		(881,026)	(990,353)
Courses, conferences and meeting costs		(172,722)	(196,301)
Registration and verification costs		(96,641)	(79,013)
Information technology costs		(301,816)	(315,293)
Communications and education costs		(682,170)	(954,713)
Depreciation	7	(392,563)	(406,320)
Total expenditure		(6,884,112)	(6,957,362)
Deficit on ordinary activities		(187,250)	(546,932)
Interest receivable and similar income		29,910	41,780
Property rental income		189,184	188,955
Property management costs		(44,900)	(79,240)
Deficit before taxation	3	(13,056)	(395,437)
Taxation	6	(13,037)	(17,130)
Deficit after taxation		(26,093)	(412,567)

Income and expenditure account for the year ended 31 December 2017

There are no recognised surpluses or deficits other than the result for the above financial periods. The result of the year has been generated exclusively from continuing operations.

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

The financial statements were approved by the Council on 28 May 2018 and signed on its behalf by

Noelle Moran
Chairperson

Tomás Ó Ruairc
Director

Balance sheet as at 31 December 2017

	Notes	€	2017 €	€	2016 €
Fixed assets					
Tangible assets	7		4,779,991		5,057,507
			4,779,991		5,057,507
Current assets					
Debtors	8	10,457		10,457	
Cash at bank and in hand		13,122,865		12,846,959	
Total		13,133,322		12,857,756	
Creditors: amounts falling due within one year	9	(141,328)		(117,185)	
Net current assets			12,991,994		12,740,571
Total assets less current liabilities			17,771,985		17,798,078
Reserves					
Designated reserve	10		4,000,000		4,000,000
General reserves	10		13,771,985		13,798,078
Total funds			17,771,985		17,798,078

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

The financial statements were approved by the Council on 28 May 2018 and signed on its behalf by

Noelle Moran
Chairperson

Tomás Ó Ruairc
Director

Cash flow statement for the year ended 31 December 2017

	Notes	2017 €	2016 €
Reconciliation of operating deficit to net cash inflow from operating activities			
Operating deficit (before interest received)		(42,966)	(437,217)
Depreciation	3	392,563	406,320
Decrease in debtors	8	340	48,855
Increase/(decrease) in creditors	9	24,143	(23,055)
Net cash flow from operating activities		374,080	(5,097)
Cash flow statement			
Net cash flow from operating activities		374,080	(5,097)
Returns on investments and servicing of finance	12	29,910	41,780
Taxation	12	(13,037)	(17,130)
Redemption of investment		-	10,014
Capital expenditure and financial investment	12	(115,047)	(121,972)
Increase/(decrease) in cash in the year		275,906	(92,405)
Reconciliation of net cash flow to movement in net funds (note 13)			
Increase/(decrease) in cash in the year		275,906	(92,405)
Net funds at 1 January 2017		12,846,959	12,939,364
Net funds at 31 December 2017	13	13,122,865	12,846,959

The financial statements were approved by the Council on 28 May 2018 and signed on its behalf by

Noelle Moran
Chairperson

Tomás Ó Ruairc
Director

Notes to the financial statements

1. Accounting policies

1.1. Accounting convention

The financial statements have been prepared in accordance with accounting standards generally accepted in Ireland and Irish statute (including FRS102). Accounting standards generally accepted in Ireland in preparing financial statements giving a true and fair view are those published by the Financial Reporting Council.

1.2. Income

Income comprises registration and assessment fees received during the year. All fees receivable are accounted for on a receipts basis, except for income from the review and accreditation of programmes of initial teacher education, which is on an invoice basis. Teachers register throughout the year and this registration lasts for 12 months. Income is not deferred to reflect this. In 2014 the Council purchased Block A, Maynooth Business Campus, and is in receipt of rental income from tenants of the building. This is included under “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 that the carrying value may not be recoverable.

1.4. Pensions

The Council operates a defined benefit pension scheme for the majority of its employees. The scheme is based on the Public Service Model and is approved by the Minister for Education and Skills and the Minister for Finance. Pension benefits payable under the scheme are funded by the Exchequer.

In addition, the Council’s arrangements have a number of specific characteristics:

- the Council makes an agreed contribution to the Department of Education and Skills
- the contribution comprises an employee element along with an employer element. In accordance with Government policy on public sector pensions, the employer’s contribution amounts to 25% of gross pay for employees paying PRSI at the A rate and 30% of gross pay for employees paying PRSI at the D rate and
- there is an explicit commitment from the Department of Education and Skills with the agreement of the Department of Finance that the Exchequer will meet the cost of benefits as they fall due.

The Public Service Pensions (Single Scheme and Other Provisions) Act 2012 introduced the new Single Public Service Pension Scheme (“Single Scheme”), which commenced with effect from 1 January 2013. All new employees of the Teaching Council who are new entrants to the public sector on or after 1 January 2013, are members of the Single Scheme.

The Council considers that its pension arrangements as described above have the same financial effect from the Council's point of view as a defined contribution scheme. It is of the view that the provisions of FRS 17, Accounting for Retirement Benefits, which arise under defined benefit schemes, are not appropriate to its circumstances. Accordingly, it accounts for its contribution as if the scheme was a defined contribution scheme.

1.5. Taxation

The yearly charge for taxation is based on deposit interest for the year and is calculated with reference to the tax rate applying on the date the interest is received.

1.6. Designated reserves

The Council has determined that it may at its discretion set aside unrestricted funds for designated future purposes. Where such funds are no longer required for the intended purpose, they will be released to the general reserve.

2. Income

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

3. Operating deficit

	2017 €	2016 €
Operating deficit is stated after charging:		
Depreciation	392,563	406,320
Auditor remuneration	6,968	7,664

4. Staffing and remuneration

Staffing costs	2017 €	2016 €
Wages and salaries	1,895,507	1,963,533
Social welfare costs	166,230	162,016
Pension costs	427,955	437,508
Managed services cost	1,150,105	980,938
Training and welfare costs	95,944	80,620
Sundry staff costs	5,187	8,336
Total	3,740,928	3,632,951

(a) Aggregate employee benefits

	2017 €	2016 €
Staff short-term benefits	1,895,507	1,963,533
Retirement benefit costs	427,955	437,508
Employer's contribution to social welfare	166,230	162,016
Total	2,489,692	2,563,057

The total number of staff employed (WTE) at year end was 41.2 (2016: 40.7)

(b) Staff short-term benefits

	2017 €	2016 €
Basic pay	1,876,745	1,944,550
Overtime	10,692	12,277
Allowances	8,070	6,706
Total	1,895,507	1,963,533

(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, and Head of Finance and Corporate Services. The total value of employee benefits for key management personnel is set out below:

	2017 €	2016 €
Salary	522,694	550,151
Allowances	-	-
Total	522,694	550,151

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

	2017 €	2016 €
Basic pay	100,006	97,643
Other benefits	-	-
Total	100,006	97,643

The Director is seconded to the Teaching Council from the Department of Culture, Heritage and the Gaeltacht and is a member of the Civil Service 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:

From	Range To	No. of employees	
		2017	2016
€ 60,000	€ 69,999	3	3
€ 70,000	€ 79,999	1	2
€ 80,000	€ 89,999	2	1
€ 90,000	€ 99,999	1	2
€100,000	€109,999	1	0

5. Pension costs

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

6. Taxation

Current year taxation	2017 €	2016 €
DIRT	13,037	17,130

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

7. Fixed assets

	Premises	Fixtures and fittings €	Computer software €	Computer equipment €	Total €
Cost					
At 1 January 2017	3,691,937	1,594,109	784,663	629,772	6,700,481
Additions	-	16,560	8,907	89,580	115,047
Disposals	-	(12,348)	(178,786)	(118,788)	(309,922)
At 31 December 2017	3,691,937	1,598,321	614,784	600,564	6,505,606
Depreciation					
At 1 January 2017	184,596	328,506	576,244	553,628	1,642,974
On disposals	-	(12,348)	(178,786)	(118,788)	(309,922)
Charge for the year	92,298	157,279	86,674	56,312	392,563
At 31 December 2017	276,894	473,437	484,132	491,152	1,725,615
Net book values					
At 31 December 2017	3,415,043	1,124,884	130,652	109,412	4,779,991
At 31 December 2016	3,507,341	1,265,603	208,419	76,144	5,057,507

8. Debtors

	2017	2016
	€	€
Prepayments	-	5,445
Other debtors	7,020	1,834
Accrued income	3,437	3,518
Total	10,457	10,797

The other debtors figure consists of Bike to Work Scheme and fees receivable in relation to the Wellbeing for Teachers and Learners Conference held on 18 November 2017.

9. Creditors: amounts falling due within one year

	2017	2016
	€	€
Other taxes and social security costs	-	16,421
Accruals	141,328	100,764
Total	141,328	117,185
Included in other taxes and social security costs:	2017	2016
	€	€
PAYE/PRSI	-	-
VAT	-	562
PSWT	-	15,859
Total	-	16,421

10. Reserves

	General reserve	Designated reserve	Total
	€	€	€
Opening reserves	13,798,078	4,000,000	17,798,078
Deficit for the year	(26,093)	-	(26,093)
Closing reserves	13,771,985	4,000,000	17,771,985

In accordance with the Council's financial strategy, the designated reserves have been established as a contingency reserve to cover any significant costs arising from legal challenge to any part of the Teaching Council Acts, 2001 to 2015, and from any of the Council's rulings. In accordance with the Council's accounting policy, where such funds are no longer required they will be released back to the general reserve.

11. Related party transactions

In accordance with the Teaching Council Acts, 2001 to 2015, Council members are entitled to reimbursement of expenses necessarily incurred while 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 arm's length basis and have been incorporated into these financial statements.

12. Gross cash flows

	2017 €	2016 €
Returns on investments and servicing of finance		
Interest received	29,910	41,780
Taxation		
DIRT	(13,037)	(17,130)
Capital expenditure and financial investment		
Payments to acquire tangible assets	(115,047)	(121,972)

13. Analysis of changes in net funds

	Opening balance €	Cash flows €	Closing balance €
Cash at bank and in hand	12,846,959	275,906	13,122,865
Net funds	12,846,959	275,906	13,122,865

14. Approval of financial statements

The financial statements were approved by the Council on 28 May 2018 and signed on its behalf by

Noelle Moran
Chairperson

Tomás Ó Ruairc
Director

Appendix 2 Teaching Council members

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

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

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

Member	Attended
Ms Elizabeth Cooney	7
Mr Michael Delargey	1
Ms Karen Devine	4
Ms Catherine Doolan	8
Mr Niall Duddy	8
Ms Patricia Duffy	5
Mr Peter Finnegan	6
Dr Mary Fleming	7
Mr Pat Gilmore	6
Ms Mairéad Glynn *	5
Mr Colm Harte	7
Mr John Holian	8
Mr Declan Kelleher	7
Mr Ferdia Kelly	4
Mr Gregor Kerr	7
Mr Martin Lally	8
Mr Gerry Leydon	5
Ms Máire Lineen	8
Ms Áine Lynch	7
Mr Denis Magner	6
Ms Claire Markey	8

Member	Attended
Mr Sean McMahon (Deputy Chairperson)	8
Mr Paul Mooney	7
Ms Noelle Moran (Chairperson)	8
Mr Seamus Mulconry	6
Ms Yvonne Ní Mhurchu	4
Prof. Pádraig Ó Duibhir	8
Mr Seamus Ó Fearraigh	8
Mr Cathnia Ó Muircheartaigh	5
Ms Deirdre O'Connor	8
Mr Séamus O'Connor	7
Prof. Anne O'Gara	6
Mr Seán O'Neill	8
Prof. Mary O'Sullivan	6
Mr Gerry Quinn	8
Mr Eamonn Shaughnessy	8
Ms Tracie Tobin	8
Mr Frank Turpin	7

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

Appendix 3 Committees and panels

The Teaching Council has established a number of committees and panels to facilitate its work.

Executive Committee

The Executive Committee facilitates the efficient and effective functioning of the Council by conducting the business of the Council between general meetings.

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

Member	Attended
Ms Mairéad Glynn	8
Mr John Holian	7
Mr Declan Kelleher	9
Mr Martin Lally	10
Mr Sean McMahon	9
Mr Paul Mooney	10
Ms Noelle Moran (Chairperson)	9
Ms Deirdre O'Connor	8
Prof. Mary O'Sullivan	8
Mr Gerry Quinn	4
Mr Frank Turpin	7

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

Member	Attended
Mr Michael Delargey	3
Ms Karen Devine	10
Ms Catherine Doolan	13
Mr Niall Duddy	14
Ms Mairéad Glynn	9
Mr Ferdia Kelly	10
Mr Sean McMahon (Chairperson)	14
Mr Paul Mooney	13

Member	Attended
*Ms Noelle Moran	6
Mr Seamus Mulconry	6
Mr Seamus Ó Fearraigh	13
*Mr Gerry Quinn	8

*Ms Noelle Moran was replaced as a member of the Investigating Committee by Mr Gerry Quinn during the reporting year.

Disciplinary Committee

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

The Committee, which consists of 12 members, met on five occasions during the year. The attendances for these meetings are set out below.

Member	Attended
Ms Elizabeth Cooney	5
Ms Patricia Duffy	2
Mr Pat Gilmore	4
Mr Declan Kelleher	5
Ms Áine Lynch	4
Mr Denis Magner (Chairperson)	5
Ms Claire Markey	4
Prof. Pádraig Ó Duibhir	5
Mr Seán O'Neill	4
Mr Eamonn Shaughnessy	5
Ms Tracie Tobin	4
Mr Frank Turpin	3

Panels of the Disciplinary Committee

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

Member	Attended
*Ms Elizabeth Cooney	2
**Ms Áine Lynch	3
**Mr Denis Magner	3
*Ms Claire Markey	2
*Prof. Pádraig Ó Duibhir	2
**Mr Eamonn Shaughnessy	3
*On panel for two meetings.	
**On panel for three meetings.	

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

Member	Attended
Mr Niall Duddy	5
Dr Mary Fleming	4
Mr Pat Gilmore	2
Ms Mairéad Glynn* (Chairperson)	4
Mr Colm Harte	5
Mr John Holian	4
Mr Gregor Kerr	4
Mr Martin Lally	5
Mr Gerry Leydon	2
Ms Yvonne Ní Mhurchu**	1
Prof. Pádraig Ó Duibhir	5
Mr Seamus Ó Fearraigh	4
Mr Cathnia Ó Muircheartaigh**	2
Mr Eamonn Shaughnessy	4

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

**Ms Yvonne Ní Mhurchu was replaced as a member of the Registration Committee by Mr Cathnia Ó Muircheartaigh during the reporting year.

Registration Review Group

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

Member	Attended
Mr Niall Duddy	6
Dr Mary Fleming	2
Mr Pat Gilmore	2
Ms Mairéad Glynn* (Chairperson)	5
Mr Colm Harte	4
Mr John Holian	5
Mr Gregor Kerr	6
Mr Martin Lally	5
Mr Gerry Leydon	2
Prof. Pádraig Ó Duibhir	6
Mr Seamus Ó Fearraigh	2
Mr Cathnia Ó Muircheartaigh	2
Mr Eamonn Shaughnessy	5

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

Registration Panel

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

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

Member	Attended
Mr John Holian (Chairperson)	6
Mr Gregor Kerr	5
Ms Máire Lineen	7
Ms Claire Markey	6
Ms Yvonne Ní Mhurchu	2

Education Committee

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

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

Member	Attended
Ms Elizabeth Cooney	3
Mr Michael Delargey	2
Ms Catherine Doolan	4
Ms Patricia Duffy	3
Mr Peter Finnegan	2
Mr Declan Kelleher	4
Mr Ferdia Kelly	3
Ms Máire Lineen (Chairperson)	4
Mr Denis Magner	3
Ms Claire Markey	4
Ms Yvonne Ní Mhurchu	1
Ms Anne O’Gara	4
Prof. Mary O’Sullivan	4

Finance Committee

The Finance Committee oversees the Council’s financial affairs.

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

Member	Attended
Mr Niall Duddy	6
Mr Pat Gilmore	6
Mr Denis Magner	5
Mr Paul Mooney	4
Ms Noelle Moran*	4
Mr Séamus O’Connor	4
Ms Anne O’Gara	4
Mr Gerry Quinn* (Chairperson)	2
Mr Frank Turpin	5

*Ms Noelle Moran was replaced as a member of the Finance Committee by Mr Gerry Quinn during the reporting year.

Audit Committee

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

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

Member	Attended
Ms Elizabeth Cooney	5
Mr Martin Lally	4
Mr Seamus Mulconry (Chairperson)	5
Mr Seamus Ó Fearraigh	4
Mr Séamus O’Connor	5

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 eight members, met on 11 occasions during the year. The attendances for these meetings are set out below.

Member	Attended
Ms Elizabeth Cooney	4
Ms Patricia Duffy	5
Dr Mary Fleming	7
Mr Colm Harte (Chairperson)	11
Mr Denis Magner	9
Mr Sean McMahon	8
Mr Paul Mooney	8
Mr Seamus Mulconry	8

Qualifications Panel

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

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

Member	Attended
Ms Karen Devine	3
Dr Mary Fleming (Chairperson)	6
Mr Seamus Ó Fearraigh	5
Mr Seán O'Neill	7
Ms Tracie Tobin	6

Droichead Quality Assurance Process Group

The Droichead Quality Assurance Process Group met on four occasions during the year.

Member	Attended
Ms Elizabeth Cooney	3
Mr Niall Duddy	2
Ms Tracie Tobin	3

Cosán Working Group

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

Name	Attended
Ms Elizabeth Cooney	4
Ms Catherine Doolan	4
Ms Mairéad Glynn	2
Mr Colm Harte	6
Mr Declan Kelleher	3
Ms Máire Lineen	6
Ms Claire Markey	5
Mr Seán O'Neill	4

Appendix 4 Council members' expenses 2017

Meeting expenses – financial year 2017, 1 January to 31 December

Member	Expenses claimed	Meetings attended
Ms Elizabeth Cooney	€2,855.39	35
Mr Michael Delargey	€2,837.85	8
Ms Karen Devine	€3,082.57	16
Ms Catherine Doolan	€4,340.08	28
Mr Niall Duddy	€8,435.14	38
Ms Patricia Duffy	€86.76	11
Mr Peter Finnegan	€0.00	6
Dr Mary Fleming	€3,307.46	25
Mr Pat Gilmore	€5,101.90	20
Ms Mairéad Glynn	€688.32	42
Mr Colm Harte	€4,680.76	34
Mr John Holian	€7,716.10	30
Mr Declan Kelleher	€10,688.77	33
Mr Ferdia Kelly	€331.05	19
Mr Gregor Kerr	€291.82	23
Mr Martin Lally	€0.00	32
Mr Gerry Leydon	€130.78	2
Ms Máire Lineen	-€342.38	25
Ms Áine Lynch	€0.00	16
Mr Denis Magner	€2,211.87	33
Ms Claire Markey	€0.00	30
Mr Sean McMahon*	€16,211.51	37
Mr Paul Mooney	€3,920.47	40
Ms Noelle Moran*	€10,771.73	34
Mr Seamus Mulconry	€0.00	26
Ms Yvonne Ní Mhurchu	€2,117.44	17
Prof. Pádraig Ó Duibhir	€513.32	25
Mr Seamus Ó Fearraigh	€10,273.71	38
Mr Cathnia Ó Muircheartaigh	€204.24	2
Ms Deirdre O'Connor	€201.52	16
Mr Séamus O'Connor	€8,135.97	21
Prof. Anne O'Gara	€615.10	14
Mr Seán O'Neill	€1,101.59	24
Prof. Mary O'Sullivan	€4,728.10	22
Mr Gerry Quinn	€1,964.38	20
Mr Eamonn Shaughnessy	€7,840.40	29
Ms Tracie Tobin	€5,913.72	21
Mr Frank Turpin	€432.91	19

*In addition to the above noted committee meetings and meetings of Council, the Chairperson and Deputy Chairperson, in their respective roles, were involved in various other engagements and meetings on behalf of Council during the 12-month reporting period.

An Chomhairle Mhúinteoireachta
The Teaching Council

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

Lo-Call 1890 224 224

Telephone +353 1 651 7900

Facsimile +353 1 651 7901

Email info@teachingcouncil.ie

www.teachingcouncil.ie

An Chomhairle
Mhúinteoireachta 
The Teaching Council