

## Annual Report 2015/2016



RESEARCH  
REFLECTIVE PRACTICE  
RELATIONSHIPS

## 2015-2016: A snapshot

91,804

Teachers registered  
with the Teaching Council



76%

OF TEACHERS  
RENEWED THEIR  
REGISTRATION ONLINE



150,000

THE NUMBER OF TIMES  
THE **SEARCH THE REGISTER**  
FACILITY WAS USED





336

Schools participated in **DROICHEAD**



1,600

teachers and other stakeholders shared their views on **Cosán**



The Council's website had more than **611,000** visitors



**53,420** searches were carried out on **EBSCO**

# Foreword

**This Annual Report details the activity of the Teaching Council between 28 March 2015 and 27 March 2016.**

I am honoured to have been elected Chairperson of the Council. I would like, at the outset, to take this opportunity to thank the previous Chairperson Micheál Ó Gríofa for his outstanding commitment and work over the last four years in that role. I would also like to welcome the new members to the Council, who bring new and fresh perspectives to the organisation.



**Gerry Quinn**  
*Chairperson of the Teaching Council*

## Teachers in society

It is difficult to overestimate the contribution that teachers make to our society. Each day, almost one million students attend 4,000 schools to be taught by teachers. Teachers also provide their knowledge and skills in the area of lifelong learning.

Parents and guardians believe in the power of Irish education and the teachers who work in our schools. Teachers are trusted with the great responsibility of both helping to prepare their students for life as educated citizens and realising their full positive potential as human beings.

In Ireland every citizen spends on average 14,000 hours of their lives being taught by teachers. No other profession comes close to having such a deep and lifelong impact on every person's well-being and progress. The Council's annual FÉILTE (Festival of Education in Learning and Teaching Excellence), which is held to mark World Teachers' Day, gives us a glimpse of the extraordinary innovation and commitment to teaching and learning that goes on in our schools every day.

## Fitness to Teach

The planned commencement of Fitness to Teach this year (Part 5 of the Teaching Council Act) will mark another important milestone on the journey of enhanced teaching and learning that the profession is leading through the Teaching Council.

This development will highlight the need to implement Section 28 of the Education Act 1998. This would ensure that complaints which are capable of resolution at the local level would have a statutory framework within which they could be processed.

As the professional standards body for teaching, the Teaching Council will administer this new process as part of its wide remit to promote and regulate the profession.

The Council has a dual mandate in law to promote and regulate the profession. This is reflected in the range of its statutory functions, including advising on entry criteria, review and accreditation of programmes of initial teacher education, induction and probation, and teachers' learning.

As Chairperson of the Teaching Council, I am particularly cognisant of the challenges we face in ensuring that the status of the teaching profession is maintained and enhanced. I believe that a consensus exists amongst stakeholders to ensure that newly qualified teachers have the best possible start to their careers. The Council has its part to play in collaboration with all stakeholders, and I look forward to progressing this important work during my term of office.

## Commitment

Thank you to my fellow Council members for your continued commitment in seeking to deliver the Council's mission of promoting professionalism and regulating teaching in the interest of the public good.

Thank you also to the Director, management and staff of the Council for your expertise and work in supporting the Council.

A handwritten signature in black ink that reads "Gerry Quinn". The signature is written in a cursive, slightly informal style.

**Gerry Quinn**, *Chairperson*

# Director's report

**I am pleased to introduce the Annual Report of the Teaching Council for the reporting year 2015/2016.**

This was the final year of the Council chaired by Micheál Ó Gríofa. I want to thank Micheál for his stewardship of the Council, which predated my appointment as Director. Micheál fully supported the objectives of the Council in promoting standards for the benefit of the teaching profession and the public. He was always professional in his approach and I am very thankful to him personally for his advice, guidance and support.



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

I also want to thank the members of Council whose term of office came to an end in March 2016. They made a very significant contribution to the profession of teaching, overseeing, in particular, the introduction of compulsory registration for teachers, the accreditation of all 70 programmes of initial teacher education, and the commencement of the Council's statutory functions in relation to induction and probation. Membership of the Teaching Council is both a privilege and responsibility, requiring attendance at, and preparation for, numerous meetings, and a collaborative and evidence-informed approach to decision-making. I wish to thank all of the members for their contribution and commitment, and I look forward to working with the new Council.

## Research

The Council recognises that research by, and for, the profession is essential to support teachers' learning and practice. We can see from the high level of engagement of teachers with EBSCO (an online resource which gives registered teachers access to journals, books and articles), that teachers are very interested in research and see its value in their day-to-day professional practice.

The Council revised its research strategy during the year and convened a Research Engagement Group to advance its implementation. The group met a number of times, developed the Council's first-ever research e-zine, and organised a Researchmeet for FÉILTE.

The connections between research, policy and practice are strategically significant for all of us, and I look forward to continuing the progress we have made in partnership with teachers and other stakeholders.

## Teachers' learning

During the reporting year, the Council undertook a very substantial consultation on a draft framework on teachers' learning, or continuous professional development (CPD), called Cosán. The extent of the consultation undertaken is an acknowledgment by the Council of the significance of this work for the profession of teaching. I want to thank everyone who took the time to share their views, in one form or another. It is only through engagement of this nature that teachers can have a really meaningful impact on the development of professional standards in teaching.

## FÉILTE (Festival of Education in Learning and Teaching Excellence)

Once again, the level of interest in FÉILTE increased this year. More than 1,000 teachers and members of the public engaged with the event through attendance at the RDS, and by participating online. The day featured the first-ever FÉILTE Teachmeet and Researchmeet and I was really impressed with the level of engagement with these events, and was inspired by the contributions made by those who participated on the day. Planning for FÉILTE 2016 is well advanced and we look forward to yet another exciting day which showcases the innovation and commitment at the heart of teaching in Ireland.

**Tomás Ó Ruairc**, *Director*



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# 1 About the Teaching Council

The Teaching Council was established on a statutory basis in March 2006.

The Council's statutory functions are to:

- ▶ promote and regulate the teaching profession
- ▶ maintain and improve standards of teaching, knowledge, skill and competence
- ▶ establish and maintain a Register of Teachers
- ▶ establish, publish, review and maintain a code of professional conduct for teachers, which will include standards of teaching, knowledge, skill and competence, and
- ▶ promote teachers' ongoing learning.

**Everything the Council does is ultimately focussed on teaching and learning. The three pillars that support this work are research, reflective practice and relationships.**

## Research



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



## Relationships

*"All learning is understanding relationships."*

(George Washington Carver)

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

## Reflective practice

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





## Membership of the Teaching Council

### The Teaching Council has 37 members, comprised of:

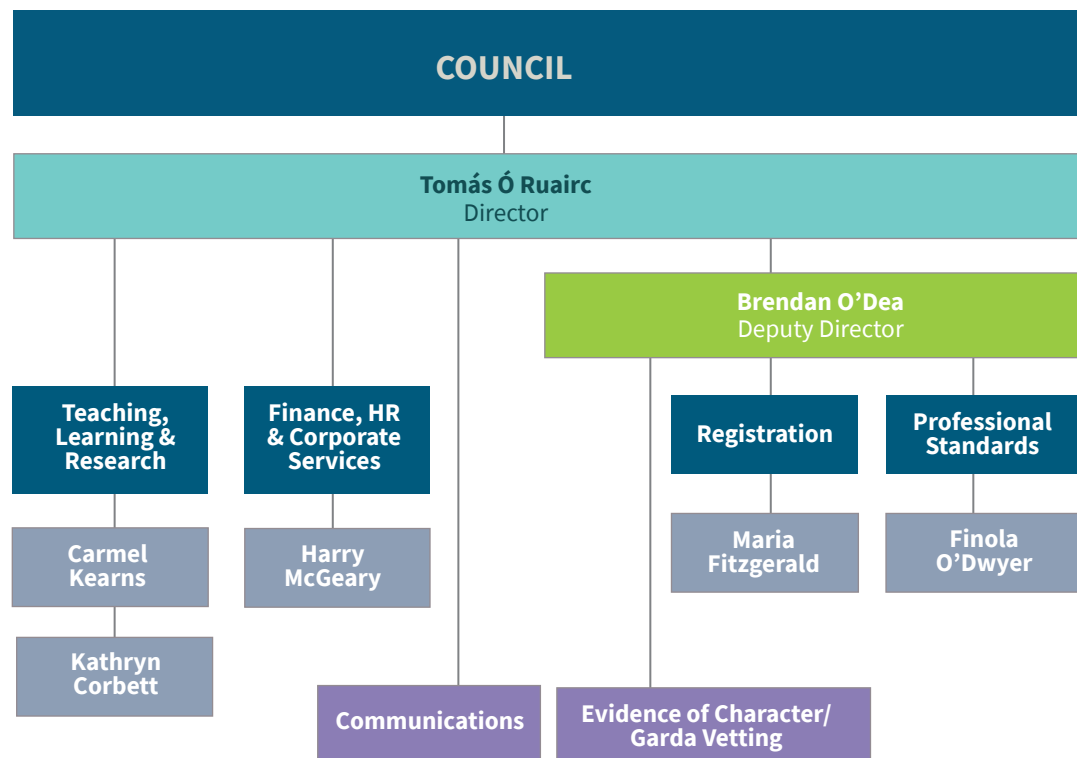
- 11 primary teachers, nine of whom are elected and two of whom are teacher union nominees
- 11 post-primary teachers, seven of whom are elected and four of whom are teacher union nominees
- two nominated by colleges of education
- two nominated by specified third-level bodies
- four nominated by school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

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

## Senior management team

During the reporting year the Teaching Council was supported in its work by an executive staff. At the end of the reporting year there were 41.5 executive staff led by a senior management team.

### Teaching Council organisational chart



## 2 Achieving strategic objectives

The Teaching Council published a strategic plan for the period 2015-2017 during the reporting year.

The plan provides strategic guidance in the areas of registration, teaching, learning and research, and Fitness to Teach, within the framework of the Teaching Council Acts 2001 to 2015.

The plan sets out four strategic goals for 2015-2017:

1. Work with the profession, public and all stakeholders to promote a culture of shared learning in which research and leading practice is encouraged and applied within the classroom setting;
2. Develop and promote leading standards for teacher education and practice, and ensure the achievement of those standards through effective registration processes;
3. Lead the enhancement of a culture of professional learning, including a national framework for continuing professional development for teaching;
4. Ensure that the development of Fitness to Teach processes further enhances public confidence in the profession.

Considerable progress was made during the reporting year in developing these goals, as follows:

<p><b>Work with the profession, public and all stakeholders to promote a culture of shared learning in which research and leading practice is encouraged and applied within the classroom setting</b></p>	<ul style="list-style-type: none"> <li>› The Council published its revised research strategy during the year.</li> <li>› A Research Engagement Group was convened.</li> <li>› A research e-zine was emailed to all registered teachers.</li> <li>› A researchmeet was held at FÉILTE in October 2015.</li> <li>› 53,420 searches were carried out on EBSCO.</li> <li>› FÉILTE was held on 3 October 2015 in the RDS and had an attendance of over 1,000 people, including teachers and the wider public.</li> <li>› A shared learning day on school placement was held for schools and HEIs in January 2016.</li> </ul>
<p><b>Develop and promote leading standards for teacher education and practice, and ensure the achievement of those standards through effective registration processes</b></p>	<ul style="list-style-type: none"> <li>› 1,612 new graduates and 2,800 other new registrants entered the Register during the year.</li> <li>› A review of the conditional registration of over 7,200 teachers was concluded.</li> <li>› 9,378 teachers underwent Garda vetting during the year.</li> <li>› A working group established to examine teacher supply submitted its final report to the Minister for Education and Skills in December 2015.</li> <li>› A new system of assessing undergraduate qualifications for students on post-primary PME programmes was introduced.</li> <li>› The Council commissioned the ESRI to carry out research in the area of entry requirements. The findings of this research informed the Council's deliberations and advice, which was submitted to the Department of Education and Skills during the reporting year.</li> </ul>

**Lead the enhancement of a culture of professional learning, including a national framework for continuing professional development for teaching**

- › The first draft of a framework for teachers' learning was published during the year.
- › The Council consulted with a large number of teachers and other stakeholders, through a variety of mechanisms, on this draft.
- › This phase of consultation ended in December 2015 and the draft framework was revised based on the feedback received.
- › The updated framework was approved by the Teaching Council in February 2016.
- › The reporting year was the last year of a three-year pilot based on the draft *Droichead* policy published in 2012. *Droichead* is the Council's model of induction for newly qualified teachers.

**Ensure that the development of Fitness to Teach processes further enhances public confidence in the profession**

- › Work continued during the year to prepare for the introduction of Fitness to Teach.
- › A number of amendments were made to the Teaching Council Acts 2001 to 2015 to bring Fitness to Teach into line with the disciplinary processes of other professional regulators.
- › Staff were recruited to the Professional Standards section.



## 3 The Register of Teachers



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

There were 91,804 teachers on the Register on 27 March 2016. This is net increase of 1,768 over the previous year. During the year approximately 1,600 new graduates entered the Register, which is a reduction in numbers in comparison to previous years due to the commencement of the reconceptualised initial teacher education programmes. During this period 2,636 teachers left the Register. As in previous years and consistent with the teaching profession in other countries approximately 77% of registered teachers are female and 23% are male.

### Section 30

On the 28 January 2014, Section 30 of the Teaching Council Acts 2001 to 2015 commenced. From this date, teachers who are employed in a recognised school, and in receipt of a State-funded salary, must be registered with the Council in order to be paid a salary.

### Registration renewals

Registered teachers must renew their registration each year in order to remain on the Register of Teachers.

During the year, 76% of teachers renewed their registration online.

The registration renewal fee is €65 and income tax relief can be claimed.

### Conditions of registration

Conditional registration is granted when a teacher has not met all of the Teaching 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. Teachers are generally given three years to address the conditions of their registration and extensions can be sought in exceptional circumstances.

During the reporting year the Council concluded a review of the conditions attached to the registration of over 7,200 teachers. Following the review, 89 teachers lapsed from the Register for failing to meet the requirements of their conditional registration.

This process has now been mainstreamed, and from 2016/2017 teachers who have conditions due to expire will be contacted on a monthly basis.

### Accessing information on the Register

The Register of Teachers is available to the public for inspection through an online 'Search the Register' facility on [www.teachingcouncil.ie](http://www.teachingcouncil.ie). This facility was used approximately 150,000 times during the year.

### Registration regulations

As a result of changes to legislation and procedures, the *Teaching Council [Registration] Regulations 2009* were updated and approved by Council in advance of submission to the Minister for Education and Skills for final approval. The new Regulations take on board the new Garda vetting requirements arising from the National Vetting Bureau Act. The new Regulations also include the extended requirements for the re-conceptualised initial teacher education programmes accredited by the Council in recent years.

### Garda vetting

The Teaching Council administers the vetting of teachers for both registration and employment purposes.

The Teaching Council Act was amended during the reporting year in order that the new arrangements, required by the National Vetting Bureau (Children and Vulnerable Persons) Act, 2012, can be implemented by the Teaching Council. The legislation introduces a number of major changes in the way Garda vetting is undertaken for persons working with children and vulnerable persons. An online Garda vetting application system and disclosure notification system has been developed and this will be rolled out to teachers and applicants for registration when the National Vetting Bureau Act has been commenced.

A total of 9,378 teachers completed the vetting process during the year.

The Council's Evidence of Character Panel met on nine occasions and considered 33 vetting disclosures in respect of applicants for registration as a teacher during the year.

The National Vetting Bureau (Children and Vulnerable Persons) Act, 2012 was amended in January 2016 and will commence in April 2016.

### Teacher supply

The Teaching Council advises the Minister for Education and Skills on teacher supply.

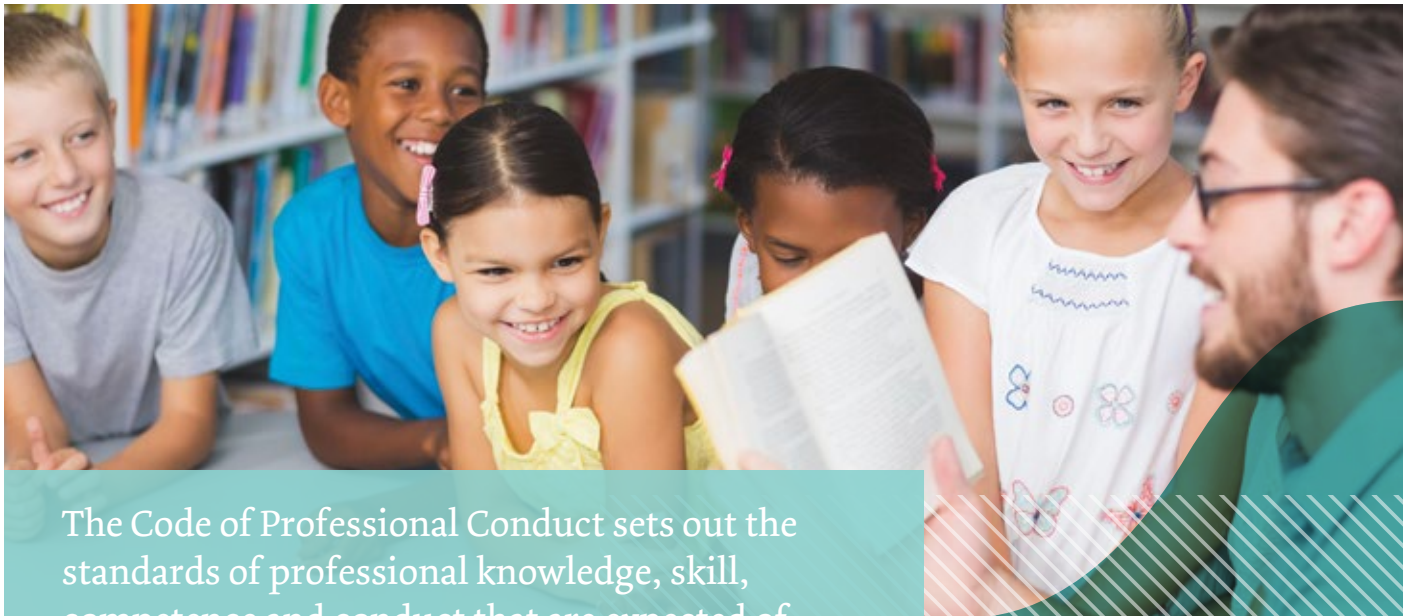
Former Minister, Ruairí Quinn, T.D., sought the Council's advice in relation to the supply of teachers in the Irish school system in the coming years. A Technical Working Group, under the chairmanship of Mr Ciarán Flynn (former General Secretary of the ACCS), and involving representatives of the Department of Education and Skills, the Higher Education Authority and the Teaching Council, was set up. Professor (Emeritus) Áine Hyland acted as the education adviser to the group and Professor Anthony Finn (former Chief Executive of the General Teaching Council for Scotland) was the rapporteur.

The group completed its report during the reporting year and it was submitted to both the Council and the Minister in December 2015.

The report drew together the wide range of existing data in relation to the supply, demand and deployment of teachers in the Irish school system. A substantial analysis of the data held on the Council's Register of Teachers and in the Department of Education and Skills was undertaken. This has contributed to an enhanced understanding of the cohort of teachers on the Register currently, the inflow of new teachers and the outflow of teachers retiring or leaving teaching. The report confirms the complexity of teacher supply and demand, and sets out a longer term approach to the analysis and planning for teacher supply in the coming years.

A number of consultative meetings were held with the education partners and the HEIs that provide teacher education programmes. The interim report previously submitted by the group to the Minister for Education and Skills in December 2014 is now available on the Council's website.

## 4 Enhancing standards of professional conduct and practice



The Code of Professional Conduct sets out the standards of professional knowledge, skill, competence and conduct that are expected of registered teachers.

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

The Code of Professional Conduct 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 will also act as a reference point during Fitness to Teach inquiries.

The Council's Fitness to Teach powers will be introduced in 2016 when the Council will have the legal authority to investigate complaints made against registered teachers. 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 Teaching Council (Amendment) Act 2015 introduced additional grounds under which a complaint may be made, including poor professional performance and, in certain circumstances, criminal convictions. 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.

A number of other modifications have been introduced in the Act, which brings the Council Fitness to Teach legislation into line with that of other professional regulatory bodies.

# 5 Teaching, learning and research

**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 programmes of initial teacher education 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, ten higher education institutions (HEIs) providing consecutive programmes of ITE were required to submit progress reports outlining the steps taken to implement changes in the two key areas of school placement and resourcing (with particular focus on staff-student ratio). An external panel was appointed to review those reports and make recommendations to the Education Committee about the future accreditation status of those programmes.

The ten submissions were reviewed by the progress report panel on 10 March 2016 and, at the end of the reporting year, the process was ongoing.

## Entry requirements

The Teaching Council Act, 2001, states that the Council shall “review the standards of education and training appropriate to a person entering a programme of teacher education ... and shall advise the Minister and, as it considers appropriate, the institutions concerned”.

A consultation document on entry requirements was published in 2012, setting out proposed revised minimum entry requirements, as well as the suggested timeframe for introduction of these revised requirements. The Council held meetings with key stakeholders, including principals' bodies, school management bodies, HEIs, teacher unions, mentors, student teachers and newly qualified teachers, to present its proposals and hear feedback in relation to same. The Council also invited written feedback in the form of an online survey. The survey closed in spring 2013 and, following an analysis of all feedback, it was noted that many of the issues raised in the consultation were exceptionally complex and required further research to be carried out so that the Council might provide clear and evidence-informed advice to the Minister.

The ESRI was subsequently commissioned to carry out the research. The findings informed the Council's deliberations and the advice which was submitted, during the reporting year, to the Department of Education and Skills, which will make the final decision on the matter.

## 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 with the Higher Education Authority, with a view to developing structures and systems which would facilitate greater national collaboration among providers, and between providers and schools.

The Teaching Council hosted a shared learning day on school placement in January 2016. The day saw attendees engage in collaborative discussion, and share innovative practices in the area of school placement.

The day ended with a lively and engaging panel discussion on the partnership between, schools and other stakeholders. The day was received very positively as a worthwhile and informative experience that made tangible links for attendees through collaboration and sharing of learning.

Some quotes from the day:

“Great to see so many ideas and excellent presentations to inspire us, and the fruitful collaboration links made throughout the day.”

“Fantastic event bringing together all the key thinking on school placement.”

The Council remains committed to providing opportunities for ongoing collaboration and shared learning in relation to school placement.



### Induction

*Droichead*, the Council's model of induction for newly qualified teachers, aims to further enhance the support that newly qualified teachers receive in their first year in the profession. The reporting year was the last year of a three-year pilot based on the draft *Droichead* policy published in 2012.

In March 2016, a shared learning day took place for *Droichead* schools to share experiences and capture learning from their experience of the programme during the pilot. Teachers from schools not participating in *Droichead*, who wished to find out more, also attended.

Following the pilot, the revised and enhanced *Droichead* policy was approved in March 2016. The revised policy incorporates a number of significant changes, including: integration of the *Droichead* process and the induction workshop programme; changes to release time; an expansion of the types of settings in which *Droichead* can be completed; and explicit recognition of the enhanced, reconceptualised programme of initial teacher education.

During the year, the Council developed procedures for quality assuring the *Droichead* process. The process is designed to support the quality and consistency of the *Droichead* process and is underpinned by its approach to school visits which take place 'in a spirit of collegiality and collaboration'.

An invitation to all schools involved in the *Droichead* pilot during 2013-2015 was issued in November 2015. Schools were invited to self-nominate for the *Droichead* Quality Assurance (DQA) process. Over 30% of pilot schools requested to be involved in the process. Review panels were established in November 2015. The panels completed a period of professional learning and reflection in relation to the process in December 2015. Eight schools were selected from the self-nominated schools. This selection reflected a wide range of school types and locations. Visits to the schools took place during January and February 2016. During these visits a series of discussions in relation to the *Droichead* process took place. These included conversations with principals, professional support team (PST) members and newly qualified teachers. At the conclusion of these visits the panel reconvened in March 2016 to begin the drafting process for the final report.

The DQA process for 2015/2016 has been completed and drafting of the final report is currently underway. This is due to be presented at the Education Committee meeting of the Council in autumn 2016.

A working group of newly qualified teachers who have engaged in the *Droichead* process meets periodically with the primary purpose of supporting the development of policy in relation to professional learning portfolios. A working group of *Droichead* principals, including teaching principals, has also met a number of times during the year for the purposes of providing feedback and supporting the Council in promoting the *Droichead* process among other schools.



At the end of the reporting year, there were 336 schools involved in *Droichead* (183 primary and 153 post-primary schools), a *Droichead* webinar was at planning stage, and work was ongoing on the development of additional chapters and video footage for the *Droichead* e-book, and on the compilation of a report for Council on foot of the first DQA process.

### Teachers' learning

In May 2015, the Council published *Cosán*, the first draft of the framework for teachers' learning, based on a phase of consultation which commenced in 2014. Once the first draft was published, the next phase of consultation began. The second phase included a national consultation event for stakeholders, which was attended by more than 100 representatives of the various stakeholder bodies. The Teaching Council gathered a rich variety of feedback, and stakeholders were invited to request follow-up bilateral meetings if they wished.

More than 1,600 individual teachers and other stakeholders contributed to the conversation in the second phase of consultation, by completing an online feedback form, submitting feedback by email, or by attending one of a series of 10 workshops, which took place in education centres in Athlone, Cork, Donegal, Dublin, Kilkenny, Limerick and Galway. Schools were also invited to organise their own school-based meetings. The Teaching Council developed a feedback form with prompts to aid staff reflection and discussion.

Phase 2 of the consultation closed in December 2015.

All of the feedback from phase 2 was collated and considered by the Teaching Council, and the draft framework was revised having regard to this. This updated framework was approved by Council in February 2016. The next phase of *Cosán* will be a development phase, during which teachers who opt in to the process will apply the framework in their particular context. The findings from the development phase will inform the ongoing evolution of the framework.

### Qualifications assessment (QA)

In accordance with EU Directive 2005/36/EC (as amended) on the mutual recognition of qualifications, the Teaching Council is the competent authority in Ireland for assessing applications for registration from persons recognised as teachers in other EU/EEA countries. The Teaching Council also welcomes applications from those who qualified outside of the EU. Applicants must meet the criteria as set out in The Teaching Council [Registration] Regulations, 2009.

During the reporting year, 505 applications for qualifications assessment were processed by the Council.

### Research

During the reporting year, the Council published its revised Research Strategy. The Strategy is available for download at [www.teachingcouncil.ie](http://www.teachingcouncil.ie).

In line with the strategy, the Council convened a Research Engagement Group (REG) during the reporting year. This group, consisting of teachers and academics interested in engaging practitioners in and with research, met several times during the year, and contributed articles for a research e-zine for distribution to all registered teachers.

The research e-zine was published in February 2016 and had an open rate of 64%. Some members of the group also participated in the first researchmeet as part of FÉILTE in October 2015. The researchmeet, which followed the very successful teachmeet format, allowed researchers and would-be researchers to disseminate their ideas and discuss their research queries in an informal manner.

The EBSCO Education Source package facilitating access to over 1,800 journals has been expanded to include more eBooks of relevance to Irish teachers. A total of 53,420 searches were carried out by registered teachers on EBSCO between April 2015 and March 2016. The research pages on the Teaching Council website were also expanded to include links to open access repositories of research.

During the year the Council also invited tenders for a research support service, to further enhance its capacity to support the profession in its engagement in and with research.

## 6 Promoting teaching as a 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 third annual FÉILTE on 3 October 2015
- ▶ issued multiple e-zines, with average open rates of over 50%
- ▶ had over 611,000 visits to its website, 59% of which were from new visitors
- ▶ increased its Twitter followers by more than 3,900
- ▶ attended a number of education conferences, seminars and meetings, and
- ▶ met with final-year teacher education students in 16 higher education institutions.

### 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 FÉILTE, the launch of Cosán, the changes to *Droichead* approved by Council, and on planned research on the experience of newly qualified teachers.

## FÉILTE

FÉILTE 2015 took place on Saturday, 3 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 has been established as “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 day commenced with a keynote address by inspirational speaker and adventurer Mark Pollock. Psychologist, and author of *Flourishing*, Dr Maureen Gaffney, was another featured contributor. The then Minister for Education and Skills, Deputy Jan O’Sullivan, T.D., visited a number of the showcases and spoke at the event.

The day featured three panel discussions covering the role of parents in their children’s education, the use of technology in education, and well-being for teachers and young people.

### 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. During the reporting year, papers were presented on innovation in learning, professional opportunities and challenges, the role of the professional in sustaining change, and integrating research, teaching and learning.

These, and other papers, can be found on the Council’s website and are disseminated via Twitter and Teaching Council e-zines.

The Council produced a number of documents during the year, including: the 2014/15 Annual Report; the 2015/16 Registration Handbook; and, the 2015-2017 Strategic Plan.

### Introducing the Teaching Council to student teachers

The Council visited teachers in the final year of their studies in 16 higher education institutions throughout the reporting year. At each visit the Council explained the registration process and outlined how its work relates to a teacher’s career.

### Website

The Council’s website had over 611,000 visits during the reporting year, 59% of which were from new visitors.

A new Teaching Council website was launched during the reporting year.

### Gaeilge

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. During the year, the Council ensured that all communications received in the Irish language, by email, post or telephone, were responded to in Irish. All Council publications and e-zines were made available in English and Irish.

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

# feilte

2015



## 7 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 2015 financial year was €5.58m. The Council's income (net of tax and including interest) was €6.33m.

### **Accommodation**

The fit-out of the building which accommodates the Teaching Council was completed during the reporting year. This will mean that all Council meetings and Fitness to Teach hearings can be accommodated in our offices, dispensing with the need for hiring hotel facilities.

### **Human resources**

Staffing levels increased during the reporting year, bringing the Council's staffing complement to 41.5 full-time equivalents by the end of the reporting year.

During the reporting year, four teachers representing the primary and post-primary sectors were seconded to the Council to support its work, particularly in the teaching learning and research areas.

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

### **Information and communications technology**

A comprehensive review of the IT security system was undertaken in 2015, and a follow-up review is planned for 2016.

### **Election to the Teaching Council**

The term of office of the Teaching Council came to an end in March 2016. The Council has 37 members and 16 of these are teachers who are elected by teachers. An election for teacher members was held online during February and March 2016.



# Appendices

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# Appendix 1

## Financial Statements

for the year ended 31 December 2015

### COUNCIL INFORMATION

#### Chairperson:

Gerry Quinn (elected 12 April 2016)  
Micheál Ó Gríofa (term of office completed 27 March 2016)

#### Deputy-Chairperson:

Sean McMahon (elected 12 April 2016)  
Bernie Ruane (term of office completed 27 March 2016)

#### Council members:

*From 04 April 2016*

Elizabeth Cooney  
Rev. Dr Tom Deenihan  
Michael Delargey  
Karen Devine  
Catherine Doolan  
Niall Duddy  
Patricia Duffy  
Dr Mary Fleming  
Pat Gilmore  
Mairéad Glynn  
Colm Harte  
John Holian  
Declan Kelleher  
Ferdia Kelly  
Gregor Kerr  
Máire Lineen  
Áine Lynch  
Denis Magner  
Claire Markey  
Paul Mooney  
Noelle Moran  
Yvonne Ní Mhurchu  
Seamus Ó Fearraigh  
Deirdre O'Connor  
Séamus O'Connor  
Seán O'Neill  
Prof. Mary O'Sullivan  
Eamonn Shaughnessy  
Tracie Tobin  
Frank Turpin

*Up to 27 March 2016*

Michael Barry  
Noel Buckley  
Kieran Christie  
Dr Marie Clarke  
Eimear Cole  
John Conlon  
Lily Cronin  
Derbhile de Paor  
Elaine Devlin  
Dr Ken Fennelly  
Eileen Flynn  
Prof. Michael Hayes  
Marie Humphries  
Declan Kelleher  
Mary Kelly  
Áine Lynch  
Christopher Maginn  
Dr Deirdre Mathews  
Brendan McCabe  
Fergal McCarthy  
Anne McElduff  
Dr Andrew McGrady  
Marie McLoughlin  
Patrick McVicar  
Dympna Mulkerrins  
Bríd Ní Raghallaigh  
Diarmuid Ó Murchú  
Kathleen O'Connor  
Prof. Joe O'Hara  
Bernadine O'Sullivan  
Eleanor Petrie  
Don Ryan  
Joan Russell  
Frank Turpin  
Milo Walsh

#### 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

##### Arthur Cox

Solicitors  
Earlsfort Centre  
Earlsfort Terrace  
Dublin 2



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# Council's Report

for the year ended 31 December 2015

The Council presents its Report and the Financial Statements for the year ended 31 December 2015. The Teaching Council (An Chomhairle Mhúinteoireachta) was established on a statutory basis on 28 March 2006 in accordance with the Teaching Council Act, 2001.

## Principal activity and review of the business

The principal activity of The Teaching Council is to promote teaching as a profession at primary and post-primary levels, to promote the professional development of teachers and to regulate standards in the teaching profession. The Council also engages in research on behalf of the profession. During 2015 the Council's research focused mainly on the areas of induction and probation and entry requirements to the profession.

There has been no significant change in these activities during the year ended 31 December 2015.

## Principal risks and uncertainties

The Council has assessed the following risks and has taken measures to manage these risks in the Teaching Council as follows:

### Staff resources

The Council has limited staffing resources as it takes on additional functions. Sanction has been received for additional posts. In addition, the Council has transferred some of its routine administrative work to an in-sourced managed services arrangement.

### Non-commencement of elements of the Teaching Council Act, 2001

Certain sections of the Teaching Council Act 2001 had not been commenced in 2015, restricting the scope of the Council. In particular, Part 5 (Fitness to Teach) and Section 39 (CPD) had not been commenced. The Minister for Education and Skills has indicated that she will commence Part 5 in 2016.

## Results

The surplus for the year after providing for depreciation and taxation amounted to €745,128 (2014: €1,218,911). When the additional functions of The Teaching Council (referred to in the previous paragraph) are commenced the annual expenditure of the Council will increase significantly.

## Future developments

The Council plans to continue its present activities. The Minister for Education and Skills has indicated that she intends to commence Part 5 of the Teaching Council Act (Fitness to Teach function) in 2016.

## 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.

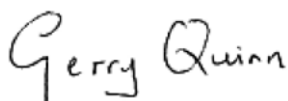
## Events after the balance sheet date

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.

## Payment of creditors

The Council members acknowledge their responsibility for ensuring compliance with the provisions of the EC (Late Payment) Regulation 2002. It is the Teaching Council's policy to agree payment terms with all suppliers and to adhere to those payment terms.

On behalf of the Council,



**Gerry Quinn**  
Chairperson

24 May 2016



**Tomás Ó Ruairc**  
Director

## Statement of Council's Responsibilities for the Financial Statements

The Council is responsible for preparing the Annual Report and the Financial Statements in accordance with applicable Irish law, including Section 18 of the Teaching Council Act, 2001 and Generally Accepted Accounting Practice in Ireland (accounting standards issued by the Financial Reporting Council and promulgated by the Institute of Chartered Accountants in Ireland).

Irish law including Section 18 (2) of the Teaching Council Act, 2001, requires the Council to prepare financial statements for each financial year that give a true and fair view of the state of affairs of the organisation for that year.

In preparing the Financial Statements, the Council is required to:

- select suitable accounting policies and then apply them consistently
- make judgements and estimates that are reasonable and prudent
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the Financial Statements and
- prepare the Financial Statements on the going concern basis unless it is inappropriate to presume that the organisation will continue in business.

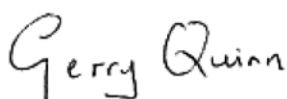
The Council confirms that it has complied with the above requirements in preparing the Financial Statements.

The Council is responsible for keeping proper books of account which disclose with reasonable accuracy at any time the financial position of the organisation and enable it to ensure the Financial Statements are prepared in accordance with accounting standards generally accepted in Ireland and with Irish law including Section 18 of the Teaching Council Act, 2001.

The Council is 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 Council is responsible for the maintenance and integrity of the website. Legislation in the Republic of Ireland concerning the preparation and dissemination of Financial Statements may differ from legislation in other jurisdictions.

On behalf of the Council



**Gerry Quinn**  
Chairperson

**24 May 2016**



**Tomás Ó Ruairc**  
Director

# Statement on Internal Financial Control

1. On behalf of the Teaching Council I acknowledge our responsibility for ensuring that an effective system of internal financial control is maintained and operated.
2. The system can 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 would be detected in a timely period.
3. The following procedures have been put in place by the Council and are designed to provide effective internal financial control:
  - a) an appropriate control environment is ensured by clearly defined management responsibilities and procedures to identify and react to control failures
  - b) a formal process to identify and evaluate organisational business risks is in place
  - c) a comprehensive planning and budgetary system is in operation and expenditure trends are reviewed on a monthly basis
  - d) 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
  - e) the procedures for monitoring the effectiveness of internal financial control include an internal audit function which operates in accordance with the Code of Practice for the Governance of State Bodies and reports to the Audit Committee.
4. The Council's monitoring and review of the system of internal financial control is informed by the work of the management team within the Teaching Council which has responsibility for the development and maintenance of the financial management system, the work of our internal auditors and Audit Committee, and comments made by the external auditors in their management letter and reports.
5. A formal review of the internal financial controls was undertaken in 2015.

On behalf of the Council



**Gerry Quinn**  
Chairperson

**24 May 2016**

# 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 2015 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 Statement of Council's Responsibilities.

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 Council members' report 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.

### 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 2015 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 Council's report 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**

**24 May 2016**

# Income and Expenditure Account

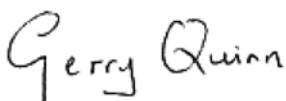
for the year ended 31 December 2015

	Notes	2015 €	2014 €
<b>Income</b>			
Registration and assessment fees		6,150,734	6,117,103
Accreditation fees		46,690	32,500
Other income		76,422	50,256
<b>Total income</b>	2	6,273,846	6,199,859
<b>Expenditure</b>			
Accommodation costs		(119,284)	(185,644)
Staff costs		(2,983,904)	(2,669,671)
Other administration costs		(1,038,749)	(1,001,571)
Courses, conferences and meeting costs		(190,761)	(186,797)
Registration and verification costs		(72,650)	(81,628)
Information technology costs		(234,153)	(169,976)
Communications and education costs		(644,412)	(663,814)
Depreciation	7	(297,088)	(180,754)
<b>Total expenditure</b>		(5,581,001)	(5,139,855)
Interest receivable and similar income		88,615	269,333
<b>Surplus on ordinary activities before taxation</b>	3	781,460	1,329,337
Taxation	6	(36,332)	(110,426)
<b>Surplus on ordinary activities after taxation</b>		745,128	1,218,911

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 33 to 38 form part of these Financial Statements.

The Financial Statements were approved by the Council on 24 May 2016 and signed on its behalf by:



**Gerry Quinn**  
Chairperson  
24 May 2016



**Tomás Ó Ruairc**  
Director

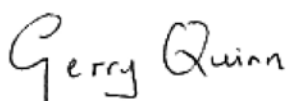
# Balance Sheet

as at 31 December 2015

		2015		2014	
	Notes	€	€	€	€
<b>Fixed assets</b>					
Tangible assets	7		5,341,855		4,192,206
Investments	8		10,014		10,594
			<u>5,351,869</u>		<u>4,202,800</u>
<b>Current assets</b>					
Debtors	9	59,652		77,836	
Cash at bank and in hand		12,939,364		13,368,460	
		<u>12,999,016</u>		<u>13,446,296</u>	
<b>Creditors: amounts falling due within one year</b>					
	10	<u>(140,240)</u>		<u>(183,579)</u>	
<b>Net current assets</b>					
			<u>12,858,776</u>		<u>13,262,717</u>
<b>Total assets less current liabilities</b>					
			<u>18,210,645</u>		<u>17,465,517</u>
<b>Reserves</b>					
Designated reserve	11		4,000,000		4,000,000
General reserves	11		14,210,645		13,465,517
<b>Total funds</b>					
			<u>18,210,645</u>		<u>17,465,517</u>

The notes on pages 33 to 38 form part of these Financial Statements.

The Financial Statements were approved by the Council on 24 May 2016 and signed on its behalf by:



**Gerry Quinn**  
Chairperson  
24 May 2016



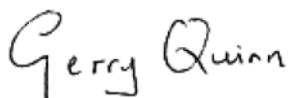
**Tomás Ó Ruairc**  
Director

# Cash Flow Statement

for the year ended 31 December 2015

	Notes	2015 €	2014 €
<b>Reconciliation of operating surplus to net cash inflow from operating activities</b>			
Operating surplus (before interest received)		692,845	1,060,004
Depreciation	3	297,088	180,754
Decrease / (Increase) in debtors	9	18,184	(48,619)
(Decrease) / Increase in creditors	10	(43,339)	52,302
<b>Net cash flow from operating activities</b>		<b>964,778</b>	<b>1,244,441</b>
<b>Cash flow statement</b>			
Net cash flow from operating activities		964,778	1,244,441
Returns on investments and servicing of finance	13	88,615	269,333
Taxation	13	(36,332)	(110,426)
Redemption of investment	8	580	-
Capital expenditure and financial investment	13	(1,446,737)	(3,969,814)
<b>Increase in cash in the year</b>		<b>(429,096)</b>	<b>(2,566,466)</b>
<b>Reconciliation of net cash flow to movement in net funds</b>			
(Decrease)/Increase in cash in the year	14	(429,096)	(2,566,466)
Net funds at 1 January 2015		13,368,460	15,934,926
<b>Net funds at 31 December 2015</b>	14	<b>12,939,364</b>	<b>13,368,460</b>

The Financial Statements were approved by the Council on 24 May 2016 and signed on its behalf by



**Gerry Quinn**  
Chairperson  
24 May 2016



**Tomás Ó Ruairc**  
Director



# Notes to the Financial Statements

for the year ended 31 December 2015

## 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 FRS 102). Accounting Standards generally accepted in Ireland in preparing financial statements giving a true and fair view are those published by the Financial Reporting Council. These are the first financial statements that comply with FRS 102. This transition to FRS 102 has not affected the financial position of the Teaching 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 "Other income" in the Income and Expenditure Account.

### 1.3. Tangible fixed assets and depreciation

Tangible fixed assets are stated at historic cost less accumulated depreciation.

Depreciation is provided on all tangible fixed assets, at rates calculated to write off the cost or valuation, less estimated residual value, of each asset systematically over its expected useful life, as follows:

Premises	-	2.5% straight line
Fixtures and fittings	-	10% straight line
Computer software	-	20% straight line
Computer equipment	-	33.33% straight line

The carrying values of tangible fixed assets are reviewed annually for impairment in periods if events or changes in circumstances indicate the carrying value may not be recoverable.

During the year the Teaching Council carried out a "fit-out" of part of the building. This was not finished by the end of December and consequently depreciation was not charged during the period. Depreciation will commence in 2016 at a rate of 10% straight line per annum.

### 1.4. Investments

Fixed asset investments are stated at cost less provision for impairments in value. Income from financial fixed asset investments, together with any related withholding tax, is recognised in the income and expenditure account in the year in which it is received.

### 1.5. Pensions

The Council operates a defined benefit pension scheme for 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 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.

# Notes to the Financial Statements

for the year ended 31 December 2015

## 1.6. Taxation

The yearly charge for taxation is based on passive income for the year and is calculated with reference to the tax rate applying on the Balance Sheet date.

## 1.7. 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 surplus

	2015	2014
	€	€
Operating surplus is stated after charging:		
Depreciation	297,088	180,754
Auditor remuneration	6,347	6,261

## 4. Employees

	2015	2014
	Number	Number
<b>Number of employees</b>		
The average monthly numbers of employees during the year were:		
Employees	36	33
Agency staff	-	1
	<u>36</u>	<u>34</u>

	2015	2014
	€	€
<b>Employment costs</b>		
Wages and salaries	1,646,399	1,519,324
Social welfare costs	134,855	98,956
Agency costs	-	32,903
Managed services costs	731,284	622,692
Sundry staff costs	14,232	11,347
Pension costs	389,620	300,800
Staff training costs	67,514	83,649
	<u>2,983,904</u>	<u>2,669,671</u>

## 5. Pension costs

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

# Notes to the Financial Statements

for the year ended 31 December 2015

## 6. Taxation

	2015	2014
	€	€
<b>Current year taxation</b>		
Income tax	36,332	110,426

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
	€	€	€	€	€
<b>Cost</b>					
At 1 January 2015	3,691,937	270,274	619,109	550,452	5,131,772
Additions	-	1,266,841	155,026	24,870	1,446,737
Disposals	-	-	-	-	-
At 31 December 2015	3,691,937	1,537,115	774,135	575,232	6,578,509
<b>Depreciation</b>					
At 1 January 2015	-	146,566	402,118	390,882	939,566
On disposals	-	-	-	-	-
Charge for the year	92,298	27,805	87,693	89,292	297,088
At 31 December 2015	92,298	174,371	489,811	480,174	1,236,654
<b>Net book values</b>					
At 31 December 2015	3,599,639	1,362,745	284,324	95,144	5,341,855
At 31 December 2014	3,691,937	123,708	216,991	159,570	4,192,206

# Notes to the Financial Statements

for the year ended 31 December 2014

## 8. Investments

	Listed investments €	Total €
<b>Cost</b>		
At 1 January 2015	10,594	10,594
Redemption during the year	(580)	(580)
At 31 December 2015	10,014	10,594
<b>Net book values</b>		
At 31 December 2015	10,014	10,014
At 31 December 2014	10,594	10,594

The investments consist of various Government stock and bonds, the market value of which is in excess of the value shown above.

## 9. Debtors

	2015 €	2014 €
Other debtors	59,652	77,836

The other debtors figure consists of Bike to Work Schemes, accrued deposit interest and fees receivable following the review and accreditation of programmes of initial teacher education.

## 10. Creditors: amounts falling due within one year

	2015 €	2014 €
Other taxes and social security costs	19,617	15,030
Accruals	120,623	168,549
	140,240	183,579

Included in other taxes and social security costs:

	2015 €	2014 €
PAYE / PRSI	54	(588)
PSWT	19,563	15,618
	19,617	15,030

# Notes to the Financial Statements

for the year ended 31 December 2014

## 11. Reserves

	General reserve €	Designated reserve €	Total €
<b>Opening reserves</b>	13,465,517	4,000,000	17,465,517
Surplus for the year	745,128	-	745,128
<b>Closing reserves</b>	14,210,645	4,000,000	18,210,645

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 Act, 2001 and from any of the Council's rulings. In accordance with the Council's accounting policy, where such funds are no longer required they will be released back to the General Reserve.

## 12. Related party transactions

In accordance with the Teaching Council Act, 2001 Council members are entitled to reimbursement of expenses necessarily incurred whilst engaging in the business of the Council and committees of the Council. Council members who are teachers are also required to renew their registration annually. All transactions are conducted on an arm's length basis and have been incorporated into these Financial Statements.

## 13. Gross cash flows

	2015 €	2014 €
<b>Returns on investments and servicing of finance</b>		
Interest received	88,615	269,333
<b>Taxation</b>		
Income tax paid	(36,332)	(110,426)
<b>Capital expenditure and financial investment</b>		
Payments to acquire tangible assets	(1,446,737)	(3,969,814)

## 14. Analysis of changes in net funds

	Opening balance €	Cash flows €	Closing balance €
Cash at bank and in hand	13,368,460	(429,096)	12,939,364
Net funds	13,368,460	(429,096)	12,939,364

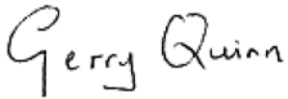
# Notes to the Financial Statements

for the year ended 31 December 2014

## 15. Approval of Financial Statements

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The Financial Statements were approved by the Council on 24 May 2016 and signed on its behalf by



**Gerry Quinn**  
Chairperson



**Tomás Ó Ruairc**  
Director

# Appendix 2

## Teaching Council members

as of 27 March 2016

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

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

The Council's term of office is from 28 March 2012 to 27 March 2016.

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

Member	Attended
Mr Michael Barry	8
Mr Noel Buckley	9
Mr Kieran Christie	9
Dr Marie Clarke	5
Ms Eimear Cole	5
Mr John Conlon	4
Ms Lily Cronin	9
Ms Derbhile De Paor	7
Ms Elaine Devlin	8
Dr Ken Fennelly	3
Ms Eileen Flynn	8
Prof. Michael Hayes	7
Ms Marie Humphries	8
Mr Declan Kelleher	9
Ms Mary Kelly	5
Ms Áine Lynch	8
Mr Christopher Maginn	7
Dr Deirdre Mathews	9
Mr Brendan McCabe	7
Mr Fergal McCarthy	8
Ms Anne McElduff	9

Member	Attended
Dr Andrew McGrady	8
Ms Marie McLoughlin	4
Mr Patsy McVicar	6
Ms Dympna Mulkerrins	6
Ms Brid Ní Raghallaigh	7
Mr Micheál Ó Gríofa	8
Mr Diarmuid Ó Murchú	5
Ms Kathleen O'Connor	8
Prof. Joe O'Hara	6
Ms Bernadine O'Sullivan	8
Ms Eleanor Petrie	4
Ms Bernie Ruane	9
Ms Joan Russell	7
Mr Don Ryan	8
Mr Frank Turpin	6
Mr Milo Walsh	7

# 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 met on seven occasions during the year and, as of 27 March 2016, had the following 11 members:

Member	Attended
Mr Michael Barry	7
Prof. Michael Hayes	5
Dr Deirdre Mathews	7
Mr Brendan McCabe	6
Mr Fergal McCarthy	7
Ms Anne McElduff	7
Mr Micheál Ó Gríofa	7
Ms Bernadine O'Sullivan	7
Ms Bernie Ruane	7
Ms Joan Russell	6
Mr Milo Walsh	7

### INVESTIGATING COMMITTEE

When Part 5 of the Teaching Council Acts is commenced, the Council or any person may apply to the Investigating Committee for an inquiry into the fitness to teach of a registered teacher.

The Committee met on eight occasions during the year and, as of 27 March 2016, had the following 11 members:

Member	Attended
Ms Eimear Cole	5
Ms Elaine Devlin	8
Mr Brendan McCabe	7
Mr Fergal McCarthy	7
Ms Marie McLoughlin	4
Ms Dympna Mulkerrins	8
Ms Brid Ní Raghallaigh	6
Ms Bernadine O'Sullivan	6
Ms Eleanor Petrie	7
Ms Bernie Ruane	7
Ms Joan Russell	8



## DISCIPLINARY COMMITTEE

A panel of the Disciplinary Committee will conduct a hearing on a complaint referred to it by the Investigating Committee.

The Committee met on eight occasions during the year and, as of 27 March 2016, had the following 13 members:

Member	Attended
Dr Marie Clarke	3
Ms Lily Cronin	7
Ms Derbhile De Paor	7
Ms Eileen Flynn	6
Ms Marie Humphries	5
Mr Declan Kelleher	7
Ms Áine Lynch	5
Mr Christopher Maginn	8
Mr Patsy McVicar	7
Mr Micheál Ó Gríofa	7
Mr Don Ryan	7
Mr Frank Turpin	6
Mr Milo Walsh	8

## REGISTRATION COMMITTEE

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

The Committee met on 12 occasions during the year and, as of 27 March 2016, had the following 13 members:

Member	Attended
Mr Michael Barry	11
Ms Eimear Cole	7
Ms Lily Cronin	10
Dr Ken Fennelly	8
Ms Marie Humphries	11
Ms Mary Kelly	8
Dr Deirdre Mathews	10
Mr Fergal McCarthy	9
Dr Andrew McGrady	11
Mr Patsy McVicar	11
Ms Dympna Mulkerrins	11
Mr Diarmuid Ó Murchú	11
Prof. Joe O'Hara	9

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

## FINANCE COMMITTEE

The Finance Committee oversees the Council's financial affairs.

The Committee met on five occasions during the year and, as of 27 March 2016, had the following seven members:

Member	Meetings attended
Mr John Conlon	2
Prof. Michael Hayes	3
Mr Christopher Maginn	5
Ms Joan Russell	4
Mr Don Ryan	5
Mr Frank Turpin	3
Mr Milo Walsh	5

## EDUCATION COMMITTEE

This committee is responsible for making recommendations to the Council on policy relating to the continuum of teacher education.

The Committee met on seven occasions during the year and, as of 27 March 2016, had the following 13 members:

Member	Meetings attended
Mr Noel Buckley	7
Mr Kieran Christie	4
Dr Marie Clarke	3
Ms Derbhile De Paor	7
Mr Declan Kelleher	6
Ms Mary Kelly	6
Mr Fergal McCarthy	7
Dr Andrew McGrady	4
Ms Marie McLoughlin	4
Mr Patsy McVicar	7
Ms Kathleen O'Connor	5
Prof. Joe O'Hara	5
Mr Don Ryan	7

## 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 met on seven occasions during the year and, as of 27 March 2016, had the following five members:

Member	Meetings attended
Mr John Conlon	2
Ms Elaine Devlin	7
Ms Marie Humphries	4
Dr Deirdre Mathews	7
Ms Joan Russell	6

## 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 met on nine occasions during the year and, as of 27 March 2016, had the following seven members:

Member	Meetings attended
Ms Elaine Devlin	9
Ms Eileen Flynn	9
Ms Dympna Mulkerrins	9
Ms Kathleen O'Connor	8
Ms Eleanor Petrie	7
Ms Joan Russell	9
Mr Don Ryan	8

## POST-PRIMARY APPLICATIONS PANEL

This panel reviews the recommendations of staff and/or external assessors in respect of the suitability, for registration purposes, of applicants' qualifications in the post-primary (including further education) sector. It reports to the Registration Committee.

The Panel met on eight occasions during the year and, as of 27 March 2016, had the following six members.

Member	Meetings attended
Mr Noel Buckley	8
Mr Kieran Christie	5
Mr Declan Kelleher	6
Mr Patsy McVicar	8
Ms Bernadine O'Sullivan	7
Ms Bernie Ruane	5

## PRIMARY APPLICATIONS PANEL

This panel reviews the recommendations of staff and/or external assessors in respect of the suitability, for registration purposes, of applicants' qualifications in the primary sector. It reports to the Registration Committee.

The Panel met on eight occasions during the year and, as of 27 March 2016, had the following seven members:

Member	Meetings attended
Mr John Conlon	3
Dr Ken Fennelly	7
Mr Christopher Maginn	6
Mr Brendan McCabe	6
Ms Marie McLoughlin	4
Ms Brid Ní Raghallaigh	6
Mr Diarmuid Ó Murchú	5

In late 2015 the role of the Primary and Post-primary Applications Panels was extended to the consideration of conditional registrations. They met on eight occasions to review and consider specific cases in relation to teachers who had not addressed the conditions attached to their registrations within the given timeframe.

# Appendix 4

## Council members' expenses 2015

Expenses are paid to Council members for travel to Council-related meetings from a member's place of residence, or place of work. Aside from travel and subsistence expenses, no fees are paid to members of the Council.

This table sets out details of the travel and subsistence expenses that were paid to Council members during the 2015 financial year.

The number of meetings attended relates only to Council and committee meetings. Council members may also have attended other meetings on behalf of Council during the year. For example, some Council members participated on review panels or represented the Council at external meetings and conferences.

Council member	Total attended	Expenses claimed
Mr Michael Barry	38	€9,728
Mr Noel Buckley	31	€7,948
Mr Kieran Christie	21	€4,746
Dr Marie Clarke	13	€350
Ms Eimear Cole	23	€808
Mr John Conlon	14	€3,091
Ms Lily Cronin	31	€9,733
Ms Derbhile De Paor	19	€2,991
Ms Elaine Devlin	29	€2,879
Dr Ken Fennelly	17	-
Ms Eileen Flynn	23	€814
Prof. Michael Hayes	16	€3,336
Ms Marie Humphries	30	€1,162
Mr Declan Kelleher	27	€6,421
Ms Mary Kelly	21	€1,395
Ms Áine Lynch	12	-
Mr Christopher Maginn	28	€1,463
Dr Deirdre Mathews	38	-
Mr Brendan McCabe	23	€1,251

Council member	Total attended	Expenses claimed
Mr Fergal McCarthy	38	€11,483
Ms Anne McElduff	17	€1,352
Dr Andrew McGrady	27	€1,300
Ms Marie McLoughlin	17	€197
Mr Patsy McVicar	38	€13,594
Ms Dympna Mulkerrins	37	€1,374
Ms Brid Ní Raghallaigh	18	€3,007
Mr Micheál Ó Gríofa	35	€3,608
Mr Diarmuid Ó Murchú	22	€3,470
Ms Kathleen O'Connor	20	€2,358
Prof. Joe O'Hara	22	€808
Ms Bernadine O'Sullivan	33	€1,482
Ms Eleanor Petrie	16	€1,033
Ms Bernie Ruane	27	€7,825
Ms Joan Russell	37	€6,567
Mr Don Ryan	34	€9,152
Mr Frank Turpin	16	€513
Mr Milo Walsh	32	€6,558





An Chomhairle Mhúinteoireachta  
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