



General Teaching Council
for Northern Ireland

annual report



2004-2005

the keepers of tomorrow

 **Contents**

Chairman's Foreward	3
Background	4
Consolidation and Development	4
Outreach	7
Objectives and Activities	11
Objective 1 – Targets and Activities	12
Objective 2 – Targets and Activities	19
Objective 3 – Targets and Activities	21
Objective 4 – Targets and Activities	23





> Chairman's Foreword

The General Teaching Council for Northern Ireland has come into being at a time of accelerating change in the educational landscape. In particular, changes arising from the implementation of a significant curricular reform programme, the advent of a structured Performance Review and Staff Development regime, and the systemic issues arising from the Costello proposals, have all combined to create a measure of uncertainty within the profession.

In the midst of this uncertainty, the Council has sought to articulate clearly the essence of teacher professionalism and, as importantly, to identify the ongoing development needs of teachers. The detail of this work is to be found later in this annual report, but I feel that it is appropriate at this juncture to acknowledge the foresight of the Council and the diligence of officers and members alike. The work of the Council, in terms of policy advice and published Council documents, has presented the Department of Education with a series of formidable challenges, and has sounded a loud note of caution regarding the pressures facing teachers and the need for the education service to be mindful of these.

The call for a “**Charter for Education**” encapsulates the Council’s belief that, only through a new and meaningful contract between government, society and the profession can we ensure that the needs of our young people, and those who educate them, our teachers, are recognised and met.

This is the first annual report of the Council. It outlines the range of work undertaken, on behalf of the profession, in order to fulfil our mission to act as the statutory, independent body for the teaching profession, dedicated to enhancing the status of teaching and promoting the highest standards of professional conduct and practice. The mission of the Council further commits it to working in partnership to develop and sustain a broad and dynamic professional community characterised by a culture of respect, integrity, cooperation and dialogue.

I hope that as you read this annual report you will gain an overview of the Council’s activities. Finally, I would like to reassure you that the Council will continue to strive, at all times, to provide a high quality service to all registered teachers.

A handwritten signature in black ink, which appears to read 'Eddie Ferguson'. The signature is fluid and cursive, with a large initial 'E' and 'F'.

Eddie Ferguson
Chairman, GTCNI



➤ Background

In preparing this annual report the Council has departed from what might be seen as the normal pattern for such documents in favour of a format that seeks to blend detail with a broad sense of the thrust of the Council's endeavours. To that end, the detailed activity table at the end of the report has been augmented by this introductory narrative which considers the work of the Council within the context of two broad themes, namely, consolidation and development, and outreach.

The chosen themes reflect the reality that the Council, as a new body, is still in the process of what might be called capacity building. Established at a time of change and uncertainty the Council has sought to build a culture of confidence within the profession and a respect for the profession within society at large and, as importantly, within the broader community of policy makers and administrators.

Consolidation requires that a foundation exists and the Council in its first year worked diligently to articulate its mission and its core objectives and values, and to gain acceptance and support for these from all partners and stakeholders. Development requires that the Council creates the circumstances: physical, cultural and social that render its objectives deliverable and the philosophical underpinnings of the Council's thinking, as the voice of the profession, not only acceptable but accepted.

Outreach is an essential requirement for those who, like the Council, seek to establish partnerships and influence in terms of policy or perceptions. It requires effective communication but, more importantly, it requires a coherent and broadly accepted philosophical backdrop against which policies may be measured, opinion rallied and meaningful relationships established. As part of its on-going work in this area, the Council has committed itself to effective and open communication with all its teachers, partners and stakeholders, and has worked assiduously to implement systems and protocols to make this possible.

➤ Consolidation and Development

These issues are co-joined into a single thematic perspective as they are inextricably linked because developments are often the active agents in the process of consolidation. The Council's work over the year embraced, not only a philosophical and policy dimension, but also more operational matters regarding registration and infrastructure. The following paragraphs outline the Council's activities in these areas.



> Philosophy and Policy

With regard to philosophy and policy development two of the Council's work areas are worthy of particular mention, namely, the development of the **Code of Values and Professional Practice** and the completion of the Council's reviews of, and subsequent report for the Department of Education on, "**Teacher Competences and Continuing Professional Development**".

The Code marked a new beginning for teachers in Northern Ireland in that, for the first time, they directly participated in making explicit the professional values and commitments that will help inform the Council's regulatory functions and underpin the new teacher competences, as set out in the report noted above.

The decision by the Department of Education to entrust the professional body for teachers in Northern Ireland with two major reviews was ample evidence of the Council's success in articulating a coherent philosophy for teachers, and its increasing authority as the voice of teachers on professional matters. In expediting this work, the Council, in keeping with its mission statement to develop a dynamic professional community, ensured that it engaged actively with all partners within the education service, and that its advisory groups had a significant representation from teacher practitioners.

The 26 recommendations contained within the final report will have major implications for the profession and for those who seek to support professional development. The report addresses issues as diverse as core competences, development pathways, accreditation and resources. Three recommendations are particularly worthy of note, namely, the call for the creation of a new coordinating body for professional development, a guaranteed induction year for all newly qualified teachers and the introduction of a "mixed economy" approach to the provision of continuing professional development. Such provision should embrace systemic needs, school priorities and include a scheme for individualised professional development programmes; akin to those offered in other jurisdictions.

The proposals put forward by the Council have the potential to enrich the professional lives of all teachers in Northern Ireland, from the initial education stage through to induction, early professional development and beyond.





> Registration

The processes of registration and the development of the registration database lie at the hub of the Council's remit and work. The successful commissioning of the Council's first database provided a sound foundation for the work of the past year. Having transferred some one million separate pieces of data from the Department of Education's systems to populate the registration database, officers had to undertake the work of data verification.

The volume of work generated by this process was significant with 13,849 teachers returning amendment forms to the Council, and a further 7,091 amendments to teacher records made subsequently. In effect, the Council in this initial phase of data verification, has updated some 78% of all records held and will continue this work as part of an on-going process. The outcome of this work has been to establish Northern Ireland's most complete record of the teaching profession. This data rich resource will allow the Council to readily conduct research and surveys, and thus enhance its status as the informed voice of the profession.

As part of its developmental programme in respect of registration the Council has initiated, in partnership with the Department of Education and, where appropriate, the Higher Education Institutions, new operational and business protocols in respect of the registration of eligible teachers and new graduate entrants. Also, the Council, conscious of the need for suitably proactive arrangements in regard to retirement, removal from the register, or disbarment from teaching, has put in place procedures to address these issues. These procedures and protocols will enable the Council to respond to the fluidity of the workforce and help to ensure that the information on the Register of Teachers remains valid and current.

> Infrastructure

Underpinning all business processes is the requirement to develop appropriate support mechanisms, internal controls and operational procedures. To this end the Council has, over the past year, appointed business support partners in the areas of finance, audit, banking, legal services, information systems and public relations. As part of its on-going programme of developing and consolidating its infrastructure the Council has implemented a new finance system and put in place a wide range of policies and procedures in relation to its core functions.

A major review of the Council's accommodation needs resulted in a programme of renovation to provide adequate office and storage space at its offices in Albany House. The work involved the remodelling of existing office space to provide a suite

of smaller conference and meeting rooms, and secure accommodation for the Council's records and registration database servers. The Council, also, leased additional office space to create dedicated accommodation for the discharge of its finance and regulatory functions. This project took a number of months to complete but the Council now has appropriate accommodation from which to conduct its business.

As a new organisation the Council adopted a prudent approach to staffing. It deferred decisions regarding staffing levels until established needs and work patterns were more clearly evident. Having conducted an in-year review of workflows and business processes the Council identified the need for a number of additional officers in the areas of finance, policy development and regulation, and communications and outreach. Two new posts have been filled, the Senior Education Officer and Finance and Administration Officer. The former will be a member of the Senior Management Team and will assist in the review and development of policy and lead the Council's investigatory activities, while the latter will have responsibility for key areas of Finance and Corporate Services. In the new year the Council will appoint a Communications and Publications Officer to manage and coordinate outreach activities.

> Outreach

The second of the broad themes that provide a context for the work of the Council is outreach. The Corporate Plan, issued to all teachers, confirms the culture and values underpinning the Council's activities and commits it to partnership, cooperative working and open communication. The pursuit of this goal of openness is what drives the Council's commitment to a strategy of outreach.



Mention has already been made as to the reality that, to be successful, such a strategy must be supported by a commonly accepted philosophy and a willingness to share views and to work for the common good of the profession, and those it seeks to serve. The Council considered that the development and dissemination of its Code to all teachers and partners within the education service provided, along with its Corporate Plan, the basis for an agreed understanding of the concept of professionalism. In providing a common language and in linking the Code to the revised competence framework, the Council has ensured that the profession has a shared understanding of its responsibilities.

The Council was equally anxious to ensure that all partners within the educative process, formal and informal, are aware of their specific responsibilities and, as importantly, recognise the reality that teachers alone cannot be expected to address issues arising from changing social patterns. To this end, the Council issued a call for

a “**Charter for Education**” and has committed officers to exploring how best this might be put in place.

However cogent a philosophy is it must be communicated to others and this requires the development of a coherent communication strategy. Following an in-year review of communications the Council put in place such a strategy. This resulted in the production of the Council’s first DVD “**The Keepers of Tomorrow**”, the re-launch of the Council’s house magazine as “**termtalk**” and a radio and press campaign to raise public and professional awareness of the Council and its remit. In addition, the Council supported a range of educational events and lectures across Northern Ireland, each of which provided opportunities to promote its philosophy and raise awareness with regard to key activities.

At a time of change and uncertainty the dispelling of doubt and the giving of reassurance is, of itself, an exercise in positive outreach. In recognition of this, the Council committed itself to responding to all queries not only courteously but quickly. This was particularly important in regard to queries in respect of registration. Since the database went live the Council has handled a total of 1,575 registration related enquiries, providing the necessary support and information, and onward signposting where appropriate. The nature of the enquiries varied considerably as enquirers came to understand the Council’s remit in relation to their employment in schools in Northern Ireland.

Interestingly, although the Council had yet to implement registration requirements as a condition of employment, there were a variety of requests regarding the registration status of individuals and requests for details as to the nature of the data to be held on the registration database. Officers responded to requests from employers or potential employers for confirmation of the registration status of some 2,047 teachers. The coming year will see the introduction of registration status checks as an integral part of the recruitment and appointment process.

> Conclusion

This year has seen the achievement of key objectives by the Council, as it moves towards fulfilling its responsibilities as the professional body for teachers in Northern Ireland. The first Register of Teachers has been established with the associated registration processes and the Code of Values and Professional Practice has been developed, launched and disseminated. In addition, the Council has completed a major review of teachers’ competences and the existing arrangements for continuing professional development. The recommendations arising from this review are far reaching, and seek to place informed professional judgement at the heart of professional renewal and growth.

Over the next year the profession faces significant challenges, in particular, the impact of new legislative requirements and curricular changes. The Council will continue to monitor the implications of these changes, and will act, with the

profession's support, to promote and sustain professional integrity and the highest standards of professional practice. The Council's intention is to develop closer contacts and greater interaction with teachers. This will be facilitated through a programme of outreach activities across Northern Ireland and the enhancement of the Council's web presence to ensure a more effective and productive interface with the profession.

In the coming year teachers will have a real opportunity to influence the workings of the Council by participating in the elections for the new Council in 2006. The preparations for these elections will begin in December of this year. Teachers will be informed of how they can participate in this process in the forthcoming editions of "**termtalk**" and by accessing election information posted on the Council's website.

A group of people in business attire are gathered around a table, looking at documents. The image is faded and serves as a background for the text.

objectives and activities

Objective 1 – To build a broad and dynamic “professional community” and enhance the status of teaching as a profession

Objective 2 – To provide an independent and authoritative voice for the profession on matters pertaining to teaching

Objective 3 – To promote and maintain the highest standards of professional conduct and practice in collaboration with key partners

Objective 4 – To develop effective and cost efficient structures, processes and systems for the delivery of the Council’s objectives

Objective 1 – To build a broad and dynamic “professional community” and enhance the status of teaching as a profession

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>1.1 Ensure the establishment of a coherent framework for initial and ongoing professional development.</p>	<p>In concert with partners within the Education Service develop a framework for professional development covering all aspects of professional development. Such a framework to embrace:</p> <ul style="list-style-type: none"> • Structures/Progression • Programme/Competences • Accreditation 	<p>Conduct review of Teacher Competences and CPD framework to:</p> <ul style="list-style-type: none"> • Establish new Competence Framework • Agree Career Pathways and Professional Development • Explore possibilities for structured accreditation 	<p>In April 2004 the Council established two advisory groups with remits to review the existing teacher competences in the ‘Teacher Education Partnership Handbook’ and the current arrangements for the continuing professional development (CPD) of teachers.</p> <p>In February 2005 the Council published its report with eleven recommendations on teacher competences and related issues, and fifteen in respect of CPD. The report was submitted to all stakeholders and is already being used as a basis of discussion in teacher education institutions. The report is seminal in that its focus is teacher professional development, in all phases and the recommendations, if implemented, will profoundly impact on the professional lives and practice of teachers.</p>
<p>1.2 Establish appropriate interfaces between GTCNI and other stakeholders.</p>	<p>Develop a networking strategy establishing links with:</p> <ul style="list-style-type: none"> • The Teaching Profession 	<p>Direct consultation with teachers</p> <p>Expand the interactivity of the website to facilitate on-line consultations</p>	<p>See 2.1 and 2.3 for details of consultations.</p> <p>Following an initial “in-house” evaluation of the functionality of the website, it was decided to:</p> <ol style="list-style-type: none"> i) re-design and re-launch the website; ii) commission an enhanced functionality to enable web-based enquiries in respect of teacher status; iii) appoint a dedicated resource in respect of this function. See 4.1

Objective 1 – To build a broad and dynamic “professional community” and enhance the status of teaching as a profession

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>1.2 Establish appropriate interfaces between GTCNI and other stakeholders. (continued)</p>	<ul style="list-style-type: none"> • Sister GTC's 	<p>Publish 2 newsletters during the year and seek teacher input</p> <p>Meet with all graduands from HEI's</p> <p>Continue 5 nations Programme</p>	<p>The format of the newsletter was re-designed and consultants were commissioned to re-model and re-brand the publication as a house magazine “termtalk”.</p> <p>Two editions have been published with the introduction of featured articles and a digest of current professional issues. Preparation is currently underway for the first “themed” termtalk which will be distributed in June 2005.</p> <p>Officers contacted all five providers of ITE to arrange briefing meetings and the dissemination of the Council's literature. In total nine meetings were held across all the campuses.</p> <p>GTCNI continued its work within the 5 Nations Forum and co-joined with sister GTCs to work in the following areas:</p> <ul style="list-style-type: none"> • Mutual Recognition; • CPD and joint research projects; • Disability and entrance to the profession. <p>In addition, officers worked closely with the embryonic teaching council for the Republic of Ireland, which was launched in February 2005.</p>

Objective 1 – To build a broad and dynamic “professional community” and enhance the status of teaching as a profession

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>1.2 Establish appropriate interfaces between GTCNI and other stakeholders. (continued)</p>	<ul style="list-style-type: none"> • Teaching Unions • Employing Authorities • Higher Education Institutions 	<p>Establish both formal and informal meeting schedules with NITC and individual Unions</p> <p>Explore possibilities of establishing an annual meeting with “employers side”. Issue guidance to employers regarding PRSD</p> <p>Establish annual meeting and sponsor feasibility study in relation to electronic research repository</p>	<p>The Council was represented at all union conferences. Officers were speakers at two conferences and contributed to working groups. In addition, officers engaged in meetings with individual unions and with NITC, where they found the exchange of views to be both informative and productive.</p> <p>Officers scheduled a meeting with ‘Management Side’ and outlined the legal basis of the Council’s work and the protocols and administrative requirements in respect of registration. A second round of meetings with individual employers is planned for May 2005. Having issued guidance re: PRSD, there was liaison with RTU officers regarding training materials. The Council is concerned that the present scheme is to be introduced without an agreed competence framework, and officers will shortly engage in discussions with the DE in respect of this.</p> <p>The nature of the Council’s work in the past twelve months on teacher competences and CPD, and on the general issues pertaining to teacher development, has resulted in an on-going programme of meetings and consultations. With respect to work on an electronic research repository, officers liaised with QUB and have received the final report on the way forward to be considered by Policy Committee.</p>

Objective 1 – To build a broad and dynamic “professional community” and enhance the status of teaching as a profession

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>1.2 Establish appropriate interfaces between GTCNI and other stakeholders. (continued)</p>	<ul style="list-style-type: none"> • The Regional Training Unit • The Northern Ireland e-learning Partnership • The Department of Education 	<p>Sponsor joint 2 day programme with RTU, embracing Boston college</p> <p>Participate in feasibility study re: e-learning and special needs. Contribute to e-learning management group</p> <p>Establish regular meetings with Department officials</p>	<p>GTCNI supported RTU in the promotion of the Professor Marilyn Cochrane Smith Lecture on Teacher Professionalism and Development. The lecture was attended by educationalists from across the Province including a significant representation from the Council. Officers also liaised with RTU personnel on a wide range of systemic issues.</p> <p>GTCNI continues to serve on the e-Learning Strategy Group and officers participated in the European-wide peer to peer review group on the development of e-learning. Participating centres are Switzerland, France, Finland and Northern Ireland.</p> <p>Liaison with the Department progressed on several fronts:</p> <p>(i) Discussions on a wide range of issues including the Council’s call for a Charter.</p> <p>(ii) The Registrar participated in a service-wide process of strategic planning to inform the DE plan for the years 2005-2008. This ensures that the plan reflects the Council’s concerns regarding teacher development.</p> <p>(iii) As part of the ongoing Costello process the Registrar and the Chairman have participated in the ongoing work designed to restructure Post-Primary Education in the Province.</p>

Objective 1 – To build a broad and dynamic “professional community” and enhance the status of teaching as a profession

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>1.2 Establish appropriate interfaces between GTCNI and other stakeholders. (continued)</p>	<ul style="list-style-type: none"> The Education and Training Inspectorate The Northern Ireland Assembly and Committees 	<p>Liaise with ETI to expedite reviews in relation to teacher education</p> <p>Establish mailing list to education spokesperson and hold annual meeting with same</p>	<p>(iv) In addition, officers have held a series of meetings with DENI officials covering issues relating to:</p> <ul style="list-style-type: none"> Registration; Regulatory Functions; Fee Deduction; Move to financial independence. <p>The Council has been proactive in seeking the views of ETI in respect of the Advisory Group deliberations on Competences / CPD.</p> <p>The consultation extended to exchanges with ETI on the issues of Reflective Practice, Induction and Early Professional Development of newly qualified teachers.</p> <p>Flowing from this work GTCNI have been asked to co-launch two reports with ETI on Reflective Practice and Early Years and Induction.</p> <p>Initial meetings have been held with all political parties attended by the Chairman and Registrar.</p> <p>In addition to the above the Council responded to a wide range of consultations ensuring that the views of the profession were reflected in all policy processes and initiatives.</p>

Objective 1 – To build a broad and dynamic “professional community” and enhance the status of teaching as a profession

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>1.3 Develop a positive image of the profession</p>	<p>Develop an outreach and proactive press and media strategy embracing all facets of communication:</p> <ul style="list-style-type: none"> • Presentation/Representation • Website/Publications • Exhibitions/Events • Press Releases/Briefings 	<ul style="list-style-type: none"> • Expand website capacity to enhance interactive elements • Disseminate DVD to all schools • Host GTC sponsored conference • Promote GTCNI as a positive presence at Conferences/Events 	<p>See 1.2</p> <p>The Minister launched the DVD “Keepers of Tomorrow” in October 2004 and, subsequently, it was distributed to all schools. The Council received very positive feedback and has had several requests to allow footage to be used by other bodies including the ETI and the Teaching Council of Ireland. Arrangements have been made to make the DVD available to all teachers on-line via Learning N.I.</p> <p>The Council has decided to sponsor a GTCNI Annual Lecture, with the first lecture taking place in 2005/06.</p> <p>Officers addressed or attended a wide range of conferences during the year. This gave GTCNI the opportunity to raise awareness of the Council as a professional body and helped enhance the Council’s profile and that of the teaching profession. The Council used these events to forge links with all partners and stakeholders.</p>

Objective 1 – To build a broad and dynamic “professional community” and enhance the status of teaching as a profession

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>1.3 Develop a positive image of the profession(continued)</p>		<p>Increase press exposure via press releases particularly to regional press</p>	<p>PR activity over the period of the year had two broad thrusts.</p> <p>(i) to establish an understanding within the public and the profession as to the status and purpose of the General Teaching Council as the professional body for teachers; and</p> <p>(ii) to inform teachers as to the practical aspects of registration.</p> <p>Working with its PR consultants, the Council was proactive in seeking opportunities to promote GTCNI within local contexts using photo opportunities with local teachers or graduates and publications of press releases in the local press. Where possible this work was augmented through interviews on local radio. The Council, also, commissioned a number of radio advertisements to inform teachers of the registration process and timeframe.</p>

Objective 2 – To provide an independent and authoritative voice for the profession on matters pertaining to teaching

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>2.1 To develop consultation processes that will enable GTCNI to speak on behalf of the profession.</p>	<p>Develop within the profession a culture of active participation in consultation and debate:</p> <ul style="list-style-type: none"> • Develop a capacity for targeted postal consultation processes. • Develop the use of Working Groups as a vehicle for consultation. • Facilitate a web-based access to consultation. 	<p>Verification of data transferred from DENI sources to ensure that targeted consultation is effective. Establish IT facility to allow for direct mailing</p>	<p>Officers engaged in a major programme of personal data verification and in the process amended some 13,500 teacher records. This exercise has ensured that the Council's Registration Database will facilitate direct communication and consultation, and has allowed officers to engage in cohort studies to sample views and opinions. To date cohort/direct mailings have been undertaken in respect of the Council's Code of Values, Initial Teacher Education Competences, CPD, Induction and EPD. In addition, structured questionnaires were issued to all significant stakeholders on issues pertaining to the DE commissioned reports.</p>
<p>2.2 Encourage research in areas that will impact on the effectiveness of teachers as practitioners.</p>	<p>The Council will seek to create a culture of action research within the profession itself and the development of a partnership between the research community and the teaching profession.</p>	<p>Expand web based capacity for consultations</p>	<p>The web-based consultation was deferred in light of the work undertaken as outlined at 1.2.</p>
<p>2.3 Develop GTCNI as an evidence informed policy making body.</p>	<p>In pursuit of such a partnership, the Council will promote the development of a province-wide Education Research Database.</p> <p>The Council will seek to underpin any advice offered to the profession and others with pertinent and up-to-date research information.</p>	<p>Sponsor a feasibility study in respect of the development of an electronic repository for local research</p>	<p>The Council will receive the substantive report on the "electronic repository" by the end of May and will address the implications at that stage. See 1.2</p>

Objective 2 – To provide an independent and authoritative voice for the profession on matters pertaining to teaching

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>2.3 Develop GTCNI as an evidence informed policy making body. (continued)</p> <p>2.4 To provide informed advice on issues identified in Article 37 of the Education (NI) Order 1998.</p>	<p>The Council will provide advice to the Department of Education, employing authorities and others on:</p> <ul style="list-style-type: none"> • The registration of teachers. • The Training and career development. • Standards of teaching. • Standards of conduct for teaching. 	<p>Establish Library facility for members and officers</p> <p>Develop Consultation Policy to facilitate structured evidence gathering from the profession</p> <p>Issue details of Registration Processes to the Department of Education and employers</p> <p>As part of the commissioned reviews on teacher competences and CPD, issue reports to the DE.</p> <p>Review current Performance Management schemes with a view to publishing advice</p> <p>Explore development of standards framework (linked to 1.1)</p> <p>Issue definitive code of Professional Values and Practice</p>	<p>Work continues to build up a body of material available for the Council. In addition, officers have initiated a policy digest approach for Council members with the Senior Education Officer preparing short summary papers for Council members.</p> <p>A draft Consultation Policy has been developed which will be considered by the Policy Committee.</p> <p>Officers have met with the Management Side of the Joint Negotiating Committee and with the Bursars of the voluntary grammar schools, and will meet with employers in May 2005. Information on registration was issued to all employers and to voluntary grammar schools.</p> <p>See 1.1</p> <p>The Council issued definitive guidance on PRSD to the DE and employing authorities in June 2004. See 1.2 for details.</p> <p>The Council will issue further guidance on teacher competences and PRSD and the intention is to provide teachers with a framework for analysis and discussion on their professional development.</p> <p>See preceding paragraph and 1.1</p> <p>See 3.1</p>

Objective 3 – To promote and maintain the highest standards of professional conduct and practice in collaboration with key partners

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>3.1 Establish Code of Professional Values and Practice</p>	<p>Working in partnership with teachers and a range of education stakeholders develop a Code for the profession. This will include:</p> <ul style="list-style-type: none"> • Development of a draft Code articulating core values and key commitments • Consultation on the content and format of the draft Code • Publication and dissemination of the Code • Promotion of the use of the Code 	<ul style="list-style-type: none"> • Publish definitive Code of Practice co-terminous with Initial Registration Processes • Formal launch of Code of Practice • Preparation of guidance materials regarding the code as a vital document 	<p>In addition to the Council's DVD, the Council's Code of Values and Professional Practice was formally launched by the Minister for Education at the Council's meeting in October 2004. The launch was attended by sister GTCs and stakeholders from across the education service. The Council took the opportunity to call for a Charter for Education which would complement the profession's Code and co-join all stakeholders within the education service in a process of defining their responsibilities and establishing new and productive relationships. The Code was distributed to all members of the profession and it was assimilated into the proposed competence framework for teachers.</p>
<p>3.2 Establish and maintain a register of teachers</p>	<p>Develop the Council's registration protocols and processes and establish an effective registration infrastructure. Registration activity will include:</p> <ul style="list-style-type: none"> • The procurement and establishment of a registration database • The development of a range of registration processes 	<p>Develop and establish database re: Teacher Registration</p> <ul style="list-style-type: none"> • Development of technical application • Migration of data • Verification of data • Establish registration processes for : <ul style="list-style-type: none"> • Eligible Teachers • Beginning Teachers • Exceptional Registration Processes 	<p>The project to procure, create and commission a Register of Teachers was completed on budget and signed-off in March 2005. The database is live and fully functioning and a registration team has been recruited and deployed. The team have conducted an extensive data cleansing programme since the initial transfer of data from the Department in April 2004. In particular, on data relating to teachers working in the VGS sector.</p> <p>Record details have been mailed to some 26,000 registered teachers; and over 13,500 responses were processed. A total of 1,575 registration queries were dealt with and 2,047 registration status checks made. The Council has developed processes to register all eligible teachers and graduates, and to collect teachers' fees.</p>

Objective 3 – To promote and maintain the highest standards of professional conduct and practice in collaboration with key partners

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>3.2 Establish and maintain a register of teachers (continued)</p>	<ul style="list-style-type: none"> • Providing ongoing maintenance and support for registration 	<p>Formalise the maintenance contract in the post-acceptance process</p> <p>Liaise with sister GTC's re mutual recognition and registration matters</p> <p>Contribute to the DE deliberations re Registration and Regulation</p>	<p>A support and maintenance contract is in place and projects for systems enhancements are underway which include a web-based enquiry system and improved communications management capabilities.</p> <p>Officers attended meetings of the 5 Nations Sub-Group on mutual recognition.</p> <p>The Council is working with the Department in regard to the regulatory functions.</p>
<p>3.3 Establish appropriate policies and procedures in respect of the Council's regulatory function</p>	<p>Develop, in partnership with the profession, a culture of self-regulation and an appropriate regulatory infrastructure. Activity will include:</p> <ul style="list-style-type: none"> • Establishment of scope of regulatory function • Development and implementation of regulatory processes 	<p>Implement training programme for Council members and officers in respect of Regulatory Activities:</p> <ul style="list-style-type: none"> • Investigatory processes • Disciplinary Hearing • Appeal Processes 	<p>An initial draft of the Council's disciplinary procedures and rules was produced to facilitate the development of the required regulations in this area. Once these Regulations have been finalised a comprehensive training programme for Council members and officers will begin.</p>

Objective 4 – To develop effective and cost efficient structures, processes and systems for the delivery of the Council's objectives

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>4.1 Optimise the use of human and financial resources through careful planning, monitoring, financial control and policy development.</p>	<p>Implementation of an appropriate planning and operating framework: Corporate Plan Annual Business Plan Action Plans Annual Report and Accounts Quarterly Financial Reports</p>	<p>Establish agreed planning, budgeting and monitoring cycle – linked to schedule of Council/Committee Meetings and financial year</p>	<p>Annual planning, monitoring and review cycles have been put in place. Annual business plans and twice yearly updates have been produced and the Council's first annual report will be issued for year-ending 31 March 2005.</p>
<p></p>	<p>Implementation of sound financial systems and procedures, incorporating appropriate checks and controls and value for money processes. Development and implementation of appropriate financial policies in respect of registration fees, service level agreements, Council's Assets and best value in procurement.</p>	<p>Acquisition and installation of computerised Financial system: • Recruitment of Finance Officer • Development/refinement of financial procedures/protocols: • Procurement • Disposal of assets • Fee Payment • Service level agreements</p>	<p>The first annual registration fee will be collected in May 2005. Officers are reviewing the Council's budgetary procedures to take account of the variables in the projected income and the timing of receipt of same.</p>
<p></p>	<p></p>	<p></p>	<p>The Council has taken over responsibility for fee income, all financial matters and has implemented a tele-banking system. The Northern Bank have been appointed as the Council's Banking Service.</p> <p>The Finance and Admin. Officer was appointed in December 2004 and has played a key role in the implementation of the finance system and the appointment of a new business support partner.</p> <p>A Disposal of Assets Policy was approved by the Audit Committee.</p> <p>A Senior Education Officer was appointed, a number of posts were re-configured and a Communications and Publications Officer will soon be appointed.</p>

Objective 4 – To develop effective and cost efficient structures, processes and systems for the delivery of the Council’s objectives

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>4.1 Optimise the use of human and financial resources through careful planning, monitoring, financial control and policy development. (continued)</p>		<p>Develop protocols in relation to:</p> <ul style="list-style-type: none"> • The Council’s Publication Scheme • Computerised and other Data protection issues <p>Complete review of accommodation requirements and develop management plan to address issues emerging</p>	<p>The Council’s Publication Scheme has been posted on the website</p> <p>The Council has developed a data protection Policy.</p>
<p>4.2 Promote a climate of probity and propriety in relation to operations and business.</p>	<p>Development and implementation of a programme of awareness raising and training for Council members and staff in respect of the Council’s Risk Management Strategy and systems of Internal Control.</p> <p>Appointment of Auditors and development of new Internal Audit Programme.</p>	<p>Collate and distribute to Council members schemes relating to:</p> <ul style="list-style-type: none"> • Standing Orders • Code of Conduct • Risk Management • Probity and Propriety • Corporate Plan 2004-2007 • Business Plan 2004-2005 <p>Implementation of training programme in respect of Corporate Governance</p> <p>Expedite appointment of external auditors</p> <p>Quality assurance of internal control processes by auditors</p>	<p>The refurbishment work on both floors has been completed. The relocation of staff has taken place and new working practices have been put in place.</p> <p>Documents issued to Council members and to new members on appointment.</p> <p>Risk Management training and Audit training delivered by NEELB at the March Council meeting.</p> <p>The Risk Management Committee considered the Annual Business Plan, identified the risks and recommended mitigation measures to minimise any risk to the Council.</p> <p>Moore Stephens Chartered Accountants have been appointed as the Council’s auditors and will undertake their first audit in May 2005.</p>

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TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>4.2 Promote a climate of probity and propriety in relation to operations and business. (continued)s</p>	<p>Maintenance and development of the Council’s Asset Register.</p> <p>Ensure that Council members receive appropriate papers, reports and data to facilitate informed decision making.</p> <p>Manage the accurate and timely production and dissemination of Council papers and members’ reports.</p>	<p>Finalise computerisation of Assets Register</p> <p>Explore computerised “paper clipping” facility for Council members</p> <p>Negotiate with DENI possible employment of a research assistant on a fixed term contract</p> <p>Review staffing profile with a view to establishing a discrete resource to service Council/Committees</p>	<p>The Audit Committee monitored the progress and completion of the audit programme for the year. The Committee considered and approved the following policies: Security Policy; Disposal of Assets Policy; Internet and E-mail Policies; Data Protection Policy; Hospitality Policy and Freedom of Information Policy.</p> <p>The Assets Register has been developed on the Access Database and all assets have been recorded and security marked. In addition, a Sage Assets Register will be installed.</p> <p>Work on this issue is ongoing and will be completed after the appointment of the Communications and Publications Officer.</p> <p>Officers are exploring the most effective method of carrying out educational research and are engaged in ongoing discussions with academic bodies and sister GTCs.</p> <p>An officer will be appointed with specific responsibility to manage the service to the Council and its Committees.</p>

Objective 4 – To develop effective and cost efficient structures, processes and systems for the delivery of the Council’s objectives

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>4.3 Provide an efficient and effective support service for Council members.</p>	<p>Arrange the provision of appropriate training for Council members.</p> <p>Maintain the Register of Members’ Interests.</p> <p>Development and implementation of a three year manpower plan.</p> <p>Implementation of effective Training and Development Policy.</p> <p>Development and implementation of Performance Review Policy.</p>	<p>Conduct training needs analysis and develop schedule of training reflecting priorities (see also 3.3)</p> <p>Explore provision of online facility for Registration of Council members’ interests</p> <p>Completion of initial recruitment programme and in-year review of staffing needs against work programme cycles</p> <p>Completion of training needs analysis of Council staff and develop schedule of training reflecting priorities</p> <p>Develop Staff Review scheme</p>	<p>PRP training was provided for the Remuneration Committee. Training in relation to the disciplinary processes will be delivered when the processes are finalised and agreed with the DE.</p> <p>Members’ interests will be recorded on an annual basis through the Council’s e-mail facility.</p> <p>See 4.1 and 4.3</p> <p>An initial training needs analysis identified IT training as a priority and the training will be delivered in September 2005.</p> <p>Work on this issue is ongoing.</p>

Objective 4 – To develop effective and cost efficient structures, processes and systems for the delivery of the Council’s objectives

TARGETS	ACTIVITIES	ACTIONS	ANNUAL OUTPUT REPORT (April 2004 – 2005)
<p>4.4 Ensure appropriate staffing profile commensurate with Council business activity.</p>	<p>Development of a range of appropriate policies in relation to issues such as personnel, welfare, employment, health and safety.</p>	<p>Develop and implement policies in relation to:</p> <ul style="list-style-type: none"> • Health and Safety • Welfare • Smoking • Alcohol/Substance Abuse • Eye Tests • Attendance <p>Initiate Processes for Investors In People accreditation</p>	<p>The following policies were approved by the GP&F Committee and agreed with NIPSA: Attendance Policy and Post Entry Training Policy.</p> <p>The following policies have been approved by the GPF Committee and are with NIPSA for consideration:</p> <ul style="list-style-type: none"> • Eye Test Policy; • Smoking Policy and • Alcohol/Substance Abuse Policy. <p>The Council’s Complaints Procedure has been published on the website. Policies have been disseminated to staff and training in same provided, where required.</p> <p>The Senior Management Team is in the process of determining whether the Investors in People accreditation or the ISO9001 Certification is the best route for the Council to follow. On completion of the latest recruitment exercise this matter will be progressed.</p>



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