



General Teaching Council
for Northern Ireland

annual report



2005-2006

the keepers of tomorrow

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> Chairman's Foreword

In its first Annual Report, issued last year, the Council reflected on the changes impacting on schools in Northern Ireland and the challenges arising from these. The reality is that the pace of change has accelerated with major structural changes in the offing which will impact on almost every aspect of education from the curriculum in the classroom to the planning and delivering of frontline services. Such local changes must also be considered in tandem with the pressures arising from wider systemic or global changes such as European Union expansion, globalisation and demography.

The Council in its on-going work has sought to create a culture where the profession as a whole and teachers as individuals see themselves as "active agents" in the management of change and in the shaping of such change. The Council duly recognises that the new curriculum, allied to an increasing transparency in policy development and a commitment to consultation, does much to recognise the need for teachers as professionals to play a role in the processes underpinning policy development and more importantly policy implementation. The Council, whilst welcoming what some would see as a philosophical commitment, would argue that more needs to be done in regard to the empowerment and re-enfranchisement of the profession. It is in pursuit of this goal that the Council has sought, through its policy papers and responses to consultations, to engender and support a culture of teacher autonomy and professional empowerment.

This core purpose has underpinned the Council's thinking on policy development and has found tangible expression in the Council's bursary programme and its commitment to new models of professional development. Allied to the notion of professional empowerment and authority is the concept of professional responsibility not just for the well being of those entrusted to our care as professionals but also for our professional well being. In keeping with this commitment the Council in this year has embarked on a series of initiatives designed to support teachers in their quest for professional excellence. Mention has already been made of our bursary programme but of equal importance to the Council are the initiatives in regard to professional development portfolios and enhanced access for teachers to local research.

Finally, in order to be in a position to accurately reflect the voice of the teaching profession, the Council has commissioned a major survey of teachers. This is the first survey of its kind in Northern Ireland and it is anticipated that the initial reports from this work will issue early in the academic year 2006/7.

It is in the nature of forewords that they offer no more than a flavour of the substructure document. The report proper offers a more detailed insight into the Council's work in the past year and I commend it to you.



Eddie Ferguson
Chairman, GTCNI

> Introduction

In this the second annual report the Council has retained the format introduced last year, namely, an introductory broad brush analysis of the context within which the Council has worked, followed by an activity table outlining in more detail the Council's work over the past year.

Such an approach offers a meaningful insight into the thinking that has underpinned the Council's endeavours and also provides an opportunity, albeit in a limited way, to articulate again the Council's philosophy and core values. Additionally, it allows the Council to update the environmental scan which impacted on the corporate planning processes.

In addressing these issues noted above the annual report reflects on the nature of change in the modern world, within a global and local context, and the implications for the Council and the profession at large.

> Change the New Constant

It is undoubtedly true to say that the pace of change in the world continues to accelerate. Recently the tendency has been to encapsulate this change under the heading of globalisation; this term being taken as synonymous with the development of international companies and movement of manufacturing processes away from the traditional industrialised nations towards cheaper third world alternatives.

It is interesting to note the comments of George Soros¹, international financier and philanthropist, who having reminded us of the benefits of globalisation points out that there is also a negative side. He notes:

"Markets are good at creating wealth but are not designed to take care of other needs. The heedless pursuit of profit can conflict with other social values."



¹Soros, G. (2002) George Soros on Globalization. New York: Perseus Books

If we, as a society are to prosper in this new turbulent world of globalisation then it is imperative that we recognise the need to move away from curricular prescription and soulless standardisation and embrace again the true purposes of education. That is to awaken in our young people a sense of wonder at the acquisition of knowledge and provide them with the opportunities, not just to explore, but to share their knowledge and foster their creativity. In essence, we need to develop our schools as learning communities harnessing both the individual and the collective wisdom and understanding of our students and teachers alike.

Whilst teachers may have an understanding of the macro issues impacting on society and strategic policy decisions in relation to education, the reality is that for most it is the burden of daily working that defines and constrains their horizons.

Society, as a whole, and policy makers, in particular, have often failed to recognise the emotional demands made on teachers in their daily work and the sense of isolation that can arise from a work pattern that often inhibits meaningful professional interaction. This situation is often exacerbated when teachers face increasing demands generated by initiatives and legislative change, in particular, in an environment characterised by uncertainty and a lack of job security.

This is not to suggest, however, that teachers in Northern Ireland are invariably resistant to change or that on all occasions it is unwelcome indeed the profession is open to change where it is seen as meaningful, considered, resourced and deliverable.

> **Teaching in a time of Change**

It is now readily recognised that the mere passing of legislation, promulgation of regulation or production of schemes, programmes or materials will not of itself bring meaningful or sustained change. The educational landscape is littered with examples of programmes that foundered on the rock of professional opposition or indifference.

Where change is successful it has been as a result of teachers, as Edwards and Brinton² 1993 note, becoming:

"... Active agents in the production of a new pedagogic discourse ..."



²Edwards, A. & Brinton, D. (1993) 'Supporting reflection in teachers learning' in Calderhead, C. & Gates, P. (Eds) *Conceptualising Reflection in Teacher Development* – London, Flamer Press.

This notion of discourse merits further consideration as Gee³ et al remind us:

“Discourse creates social positions (or perspectives) from which people are ‘invited’ (‘summoned’) to speak, listen, act, read and write, think, feel, believe and value in certain characteristic, historically recognisable ways, in combination with their own individual style and creativity Discourses create, produce, and reproduce opportunities for people to be and recognise certain kinds of people.”

In essence for meaningful discourse and reflection teachers, the profession, must have a clear sense of itself with a sense of purpose and commitment.

Christopher Day⁴ talks of the need for teachers to:

“move beyond the limitations of bureaucratic and technical conceptions of their role, (to) assert a broad vision of their work and its purposes, and not just look inwardly at the efficiency of their own practices within externally imposed agendas ...”

> **The Council's new work**

Day's comments and those of Gee et al effectively encapsulate how the General Teaching Council for Northern Ireland has sought to position the profession in order that it might respond meaningfully to the change agenda arising from the uncertainties of globalisation, the vagaries of political decision making and the pressures of local changes. In short, in keeping with our Mission Statement we have sought to develop and sustain a broad and dynamic professional community of teachers.

In doing so the Council has sought to set out clearly its understanding of the moral purposes of education and the concept of service as core characteristic of professional behaviour. The Council, having embraced the expansive notion of competences as being



³Gee, J.P., Hull, G & Lankshear, C. (1996) 'The New Work Order: behind the language of the new capitalism.'

In Mahoney, P & Hextall, I *Reconstructing Teaching: Standards, performance and accountability.* London Routledge Falmer, 2000.

⁴Day, C. – *A Passion for Teaching.* Routledge Falmer, London 2004.

open-ended in terms of mastery and development, has sought, as a corollary to this, to promote a culture of collegiate and individualised learning as a means of allowing teachers to embrace Day's notion of moving beyond the technical conceptions of their role.

The most obvious manifestation of this in the past year has been the Council's promotion of a tripartite or mixed economy model of teacher development embracing systemic programmes, school based and led programmes and individual bursaries. Indeed, for the first time, all teachers in Northern Ireland were offered the opportunity to avail of bursaries up to a value of £1,000.

This work along with the Council's commitment to the development of e-portfolios and a commitment to enhancing teacher access to pertinent research illustrates the Council's commitment to the re-intellectualisation of the teaching profession.

> Conclusion

One key event of the year for the Council was the GTCNI's Inaugural Lecture which was held in the Great Hall in Queen's University, Belfast. Entitled "Teacher Professionalism in a New Era," the lecture was presented by Professor Geoff Whitty, Director of the Institute of Education, University of London.

This was the first of what the Council hopes will become an annual event where professionals from all aspects of the education service will come together to hear ideas and concepts from respected academics.

However, as always much of the Council's energy is taken up in what might be deemed facilitatory work designed to ensure the efficient and effective discharge of statutory and other responsibilities. The significance of such work should not be underestimated. The on-going administrative tasks undertaken by the Council, allied to the development programme in respect of the Council's IT infrastructure and databases, significantly enhanced the Council's capacity to generate management data.

This in turn facilitated: changes to the schedule of registration, the management of the Council's CPD Bursary Programme, the publication of the Council's first Statistical Digest, the development of the new electoral register and the management of the Council's first teacher survey.





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 2005 – 2006
<p>1.1 Ensure the establishment of a coherent framework for initial and ongoing professional development.</p>	<p>Publication of GTCNI vision for Teacher Education including CPD.</p> <p>Dissemination of advice on CPD to all teachers and consultation processes on:</p> <ul style="list-style-type: none"> • Professional Development Framework • Professional Milestones. <p>Initiate consultation processes to explore the potential for certification and accreditation:</p> <ul style="list-style-type: none"> • Portfolios • Quality Assurance. 	<p>Publication on website of full GTCNI Reports.</p> <p>Dissemination to all stakeholders and Advisory Group members.</p> <p>Liaison with HEIs/Participation in Teacher Education Conference.</p> <p>Via termtalk – disseminate to all teachers details of GTCNI proposals.</p> <p>Secure publication on RTU website of GTCNI documents in respect of PRSD as a vehicle for dissemination of the teacher competences.</p> <p>Liaise with DE regarding potential for a project on e-portfolios.</p> <p>GTCNI to part fund project officer.</p>	<p>Given the Council’s commitment to the re-intellectualisation of teaching and its belief that professionals must be committed to the notions of service and excellence, GTCNI disseminated its reports on Teacher Education and Continuing Professional Development to all stakeholders. In addition, the report was made available to all teachers through termtalk and to all interested parties via publication on the Council’s website.</p> <p>The Council has published its policy advice on CPD. In addition, the Council in its concern that PRSD had been introduced precipitately, addressed its concerns directly to the profession via termtalk and, in particular, raised the issue of needs identification in the absence of an agreed competence framework. In doing so GTCNI set out its view that the revised competence framework provided such an instrument. Core elements of teacher competence statements published on the PRSD section of RTU website. In conjunction with RTU the Council reviewed the PQH module on CPD.</p> <p>GTCNI in partnership with UCET(NI) and RTU have committed £15k to the project costs. The project outcomes are to explore the technical issues and the potential for Northern Ireland to adopt a common approach to teacher e-portfolios.</p>

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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 2005 – 2006
<p>1.2 Establish appropriate interfaces between GTCNI and other stakeholders.</p>	<p>Initiate discussions within the broader education community regarding the GTCNI proposals in respect of the Professional Education Committee.</p> <p>Liaise with ETI in respect of initiatives such as:</p> <ul style="list-style-type: none"> • “The Reflective Practitioner.” • ETI Report on Induction/Early Professional Development. 	<p>Meet with UCET representatives. Meet with HEIs individually to consider GTCNI report.</p> <p>Meet with CASS Senior Officers. Discuss proposals with senior DE personnel and prepare paper for November 2005 conference.</p> <p>Participate in launch of Reflective Practitioner. Commission article for termtalk.</p> <p>Review ETI publication and draw up list of implications for GTCNI.</p>	<p>The Council as part of its on-going commitment to the development of professional learning communities held a series of meetings throughout the year with key education stakeholders. This was further expedited through the work of the DEL/DE sponsored Stakeholders Forum and the activities around the third Teacher Education Conference of November 2005. The ultimate outcome of this work will be a major consultation exercise, on the future of teacher education, conducted by DEL/DE in 2006/2007. The Council is now represented on the Teacher Education Partnership (TEP) which seeks to co-ordinate activities in respect of induction and EPD.</p> <p>The Council in its Corporate Plan applauded the ongoing work of the Education and Training Inspectorate (ETI) and in particular the move towards self-evaluation. GTCNI thus welcomed whole heartedly the publication of the ‘Reflective Teacher’, and was glad to participate in the launch of the document at venues across Northern Ireland. The Council also actively sought to promote the use of the document through exposure on its website and via termtalk.</p> <p>ETI report on Induction and EPD was reviewed by the Council’s 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 2005 – 2006
<p>1.3 Develop a positive image of the profession.</p>	<p>Exploration of appointment to a Communications / Media / Publications post to ensure the achievement of outreach strategy objectives.</p> <p>Re-launch GTCNI website.</p> <p>Make an evaluation of the most effective outreach methods.</p> <p>GTCNI sponsorship of, or where appropriate, participation in conferences.</p> <p>Participation in ‘Five Nations’ meetings and the International GTC Conference in the summer of 2005.</p>	<p>Seek to appoint a Communications PR manager.</p> <p>Initiate in-house review of website and produce an options appraisal. Prepare a timetable for implementation and a Communication Strategy.</p> <p>BESA/ANIELB – use both as vehicles for promotion.</p> <p>Seek “speaker” opportunities at conferences.</p> <p>Participation in Edinburgh conference.</p>	<p>The Council appointed a PR Officer to co-ordinate marketing and communications activity and to work with the Council’s PR consultants to develop an ‘outreach strategy.’</p> <p>Critical evaluation of functionality of existing website completed, and a new website commissioned.</p> <p>The development of the Council’s PR and Communications Strategy has commenced with an outline of the approach presented at the GPF Committee Meeting in September 2005.</p> <p>As part of the Council’s on-going outreach programme it participated in the ANIELB and ENI conferences.</p> <p>The Chairperson and Officers participated in the ‘Five Nations’ meetings and the international GTC Conference in Edinburgh in June 2005.</p>

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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 2005 – 2006
<p>1.3 Cont'd</p>	<p>Complete termtalk cycle and explore feasibility of a themed approach or the publication of an annual academic journal.</p> <p>Liaise with partner organisations to exploit the Register of Teachers as a data rich environment for the education service e.g. manpower planning or substitute teacher profiling.</p>	<p>Explore with HEIs and any other potential partners joint proposals in which aggregated data could be used.</p> <p>Produce first Annual Statistical Digest.</p> <p>Review potential of “Business Objects” to operate specific reports.</p>	<p>Work has continued in remodelling termtalk with the introduction of themed pull-out approach. Thus far the themes addressed have been:</p> <ul style="list-style-type: none"> • ICT and e-learning • The beginning teacher • The new curriculum. <p>The Council continued to liaise with a number of key partners – DE, NISTR, HEIs, CASS and ETI on range of data sharing issues.</p> <p>Data collection/cleansing exercise undertaken with all schools as a precursor to the publication of the digest.</p> <p>Business Objects introduced as a mechanism to facilitate statistical analysis and the production of management information from the Register of Teachers.</p>

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

Targets	Activities	Actions	Annual Output Report 2005 – 2006
<p>2.1 Develop consultation processes that will enable GTCNI to speak on behalf of the profession.</p>	<p>Install an additional Document Management/Communications module on the Registration database system.</p> <p>Exploration of reciprocal arrangements with C2K in respect of database information.</p> <p>Development of a dedicated interactive consultation area on the website.</p> <p>Conduct a cost-benefit analysis of available consultation/analytical software packages. Investigate benefits of outsourcing this area of business.</p>	<p>Define functionality.</p> <p>Schedule/programme implementation.</p> <p>User test sequences completed.</p> <p>Live operation.</p> <p>Meet with Senior Officers in C2K regarding the notion of using GTCNI data to facilitate “log on” of substitute teachers.</p> <p>To be expedited as part of a review of GTCNI web presence.</p> <p>Consideration of SPSS and other software packages as means of capturing and analysing data.</p> <p>Exploration of alternative processes.</p> <p>Purchase of appropriate packages.</p> <p>Training programme undertaken.</p>	<p>Communications module released to the live system, initial user acceptance testing and training completed.</p> <p>An agreement in principle has been reached with C2K. Operational and technical matters still to be finalised.</p> <p>The Council has purchased the Statistical Package for Social Sciences (SPSS) and is developing processes for its application, and can now undertake small-scale survey work.</p>

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

Targets	Activities	Actions	Annual Output Report 2005 – 2006
<p>2.2 Encourage research in areas that will impact on the effectiveness of teachers as practitioners.</p>	<p>Initiate discussions with potential contributors and explore resource implications.</p> <p>Submit a report to GTCNI Policy Committee with recommendations as to appropriate follow up activities.</p> <p>Depending on the DE response to GTCNI Report on Teacher Education, explore potential for individualised CPD either as:</p> <ul style="list-style-type: none"> • systemic programme; or • limited teacher research bursaries. 	<p>Review of potential use of “professional academics” to act as a Research Reviewer or graduate placement opportunity in May of next year.</p> <p>Review QUB research options paper for Policy Committee (Portal).</p> <p>Subsequent to November conference prepare paper to implement either:</p> <ul style="list-style-type: none"> • systemic centrally funded programme; or • GTCNI limited bursaries. <p>Contribute to joint GTC’s CPD working group.</p>	<p>This work has been expedited through the commissioning of the ‘NI Teacher Survey’, and the development of an NI Education Research Repository.</p>
<p>2.3 Develop GTCNI as an evidence-informed policy making organisation.</p>	<p>Undertake an audit of current research generation and identify possible alternative approaches.</p>	<p>Survey current research being undertaken by academics in Northern Ireland. Depending on the outcomes – draw up a register of current research activities. Explore mechanisms to exploit this data as a follow up to QUB work including the development of an on-line research repository.</p>	<p>The Council established a pilot Professional Development Bursary Programme, disbursing some £50k to 71 teachers. The Council will report in detail on the pilot programme in 2007.</p> <p>Officers attended all joint GTC CPD meetings.</p> <p>Survey carried out and data analysis will be incorporated into Research Repository Project.</p>

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

Targets	Activities	Actions	Annual Output Report 2005 – 2006
<p>2.4 Provide informed advice on issues identified in Article 37 of the Education (NI) Order 1998.</p>	<p>Undertake further work on the exemplification of competence benchmarks in respect of Chartered and Advanced Chartered Teacher.</p> <p>Review the accreditation regime for the College of Teachers and PQH(NI).</p> <p>Explore an accreditation scheme with a view to adopting it as an approach for Chartered Teacher.</p>	<p>Produce options paper. As part of post “November 2005” work, i.e. Teacher Education Conference, establish Working Group to complete work.</p> <p>Review the existing protocols and procedures.</p> <p>Explore existing work based accreditation regimes in other professions or within HEIs – e.g. in UK Learning Academies.</p> <p>Liaise with RTU/HEIs regarding current schemes.</p> <p>Prepare paper for dissemination at November Teacher Education Conference identifying:</p> <ul style="list-style-type: none"> • current practice; • possibilities; • benefits; and • possible approaches. 	<p>Council Officers and members prepared papers and attended the TEC held in November 2005.</p> <p>Paper presented to Policy Committee on the accreditation protocols of the College of Teachers and PQH(NI).</p> <p>Putative guidance and work programmes have been developed, and will be amended following the DE Consultation on Teacher Education.</p>

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Targets	Activities	Actions	Annual Output Report 2005 – 2006
<p>2.4 Cont'd</p>	<p>Offer guidance to the education service as a whole on the implications of the Council's report on Teacher Competences and Continuing Professional Development:</p> <ul style="list-style-type: none"> • framework; • accreditation; • mapping; and • student teacher placement frameworks. 	<p>Offer advice to all teachers regarding use of competence framework as vehicle for PRSD.</p>	<p>Via termtalk June 2005 all registered teachers received advice on how the competence framework should be used as a vehicle for PRSD.</p> <p>Officers also met with RTU and agreement was reached to include the relevant Council documents on the RTU website.</p> <p>The Council has responded to the following consultations:</p> <ul style="list-style-type: none"> – GTCW consultation on the Professional Recognition and Accreditation of Teachers' Professional Development; – DE consultation on the Draft Education (NI) Order 2006; – NFER consultation on Mainstreaming Equality in Schools in Northern Ireland; – Ontario College of Teachers' draft Ethical Standards of Practice for the Teaching Profession; – Review of Public Administration; – TSN – The Way Forward Towards an Anti – Poverty Strategy; and – A Framework for Professional Recognition – – GTCs consultation.

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 2005 – 2006
<p>3.1 Promote the Code of Practice as a “living document” within schools.</p>	<p>Conduct a pilot study within a cohort of schools on the use of the Code as a vehicle for CPD.</p> <p>Liaise with all partners in early teacher education to explore the role of the Code of Practice in defining professional conduct and the implications for the Council’s regulatory function.</p> <p>Make a submission to the RTU for a workshop on professionalism and values within 2005 Summer School.</p>	<p>Identify cohort of schools who may wish to use Code as vehicle for CPD – perhaps as a reflection on ethos or as a vehicle for a values driven approach to policy review.</p> <p>Produce a resource package for use in Initial Teacher Education to develop a deeper understanding of the ethical basis of professional practice.</p> <p>Preparation of course materials for RTU course.</p>	<p>The Council’s Code of Values and Professional Practice was promoted at a Principals’ conference for the Irish Medium Sector and with the inter-board advisory officer.</p> <p>The Code was also promoted in the revised PQH module on CPD.</p> <p>The Council is organising an RTU summer school to promote teacher professionalism based on the Code of Values.</p>

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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 2005 – 2006
<p>3.2 Establish and maintain a register of teachers.</p>	<p>Continue the work of "data cleansing" with structured sampling in relation to qualifications.</p> <p>Ongoing software and application development:</p> <ul style="list-style-type: none"> • integration of reporting software; • the development of "online" enquiries; and • document management system. <p>Issue each school with a list of the registered teachers employed in their school.</p>	<p>Explore validity/reliability of qualification data by Dec 2005.</p> <p>Implement data cleansing qualifications Jan/Feb 2006.</p> <p>Initiate new cycle of data collection 2006/07.</p> <p>Business Objects implementation by Dec 2005.</p> <p>Development work regarding "online" enquiries Oct 2005.</p> <p>Communications/Document Management live by Dec 2005.</p> <p>Register completed Oct 2005 with further transfers from DE.</p>	<p>Following Business Objects implementation, initial sorting work completed on qualifications provided by the 2005 Graduate upload. Full qualifications cleansing will take place in 2006/07. Ongoing data cleansing in response to registration enquiries.</p> <p>Business Objects implementation initiated, with software installed, universes complete and training delivered.</p> <p>Web-based enquiries infrastructure established and user acceptance testing ongoing.</p> <p>Communications Module "live" and UAT is being conducted.</p> <p>School lists of registered teachers distributed to all 1,281 schools in November 2005; returns received and processed with the Register of Teachers updated by end March 2006. The late response of some schools hindered progress in regard to this work.</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 2005 – 2006
<p>3.2 Cont'd</p>	<p>Sign off and implement a communication flow chart processes and develop all relevant registration documentation.</p> <p>Review the position in other jurisdictions to clarify current regulations and quantify the extent to which unqualified personnel are employed in Northern Ireland.</p> <p>Prepare policy paper for the Council on the above issue.</p> <p>Promotion of voluntary registration of FE teachers working within grant maintained schools.</p>	<p>Review with Teachers' Branch all business processes and produce flowcharts in Oct/Nov 2005:</p> <ul style="list-style-type: none"> • graduate upload; • eligibility queries; and • deaths/retirements. <p>Review current application/guidance materials Nov 2005.</p> <p>Quantify current 'unqualified' numbers via mutual recognition group and review policy in other jurisdictions. Discussion with DE regarding exceptions to regulations.</p> <p>Preparation of position paper for GTCNI outlining legal position and status of individuals and options for GTCNI.</p> <p>Meet with Association of FE Colleges Chief Executives and meet again with NATFE.</p>	<p>Communication flowcharts regarding GTCNI and Teachers' Branch reviewed. Ongoing operational meetings held throughout year.</p> <p>Register of Teachers updated and lapsing process completed for all non-fee payers.</p> <p>Review completed.</p> <p>Officers participated in 'Five Nations' Mutual Recognition Group. The group jointly commissioned a research report on standards and routes into teaching. GTCNI Officers also attended the newly formed GTCs Regulators meeting. Research has been commissioned on standards for QTS across UK and ROI.</p> <p>Registration update paper GTC/14/05/P5 to the Council meeting in October 2005. Further paper to Council in December 2005 regarding the final resolution of the queries, GTC15/05/P1. Teachers' Branch to provide the Council with final report.</p> <p>Meeting held with the Chief Executives of Northern Ireland Colleges. Agreement reached for Registrar to make a presentation to the Chief Executives of Colleges at a future date.</p>

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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 2005 – 2006
3.2 Cont'd	<p>Review undertaken of sister GTCs' processes in respect of the granting of eligibility.</p>	<p>Schedule visit to Wales regarding their approach to granting of eligibility.</p> <p>Review existing arrangements at Waterside House.</p> <p>Develop paper for Registration outlining likely staffing or other implications.</p>	<p>This is being dealt with by the ongoing work of Mutual Recognition Sub-Group.</p> <p>Initial GTCs' analysis of protocols and processes completed and this work will be finalised when the 2006 Education Order is operationalised.</p> <p>Completion of this paper has been deferred.</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 2005 – 2006
<p>3.3 Establish appropriate policies and procedures in respect of the Council's regulatory function.</p>	<p>Secure publication of the DE regulations regarding the Council's disciplinary function.</p> <p>In keeping with regulations develop, consult on and publish appropriate procedures and rules.</p> <p>Establish appropriate structures to support and facilitate the Council's disciplinary function.</p> <p>Engage in the development of a specification for a comprehensive training programme for Council members and staff in respect of the Council's disciplinary function.</p> <p>Review processes and protocols applying in other jurisdictions and the likely implications for GTCNI.</p>	<p>Review Welsh processes with working group.</p> <p>Schedule meetings with DE legal representatives regarding regulations.</p> <p>Initiate a programme with a closure date of December 2005.</p> <p>Review practice in sister GTCs with emphasis on identified problems.</p> <p>Draft Council Disciplinary Procedure Rules.</p> <p>Draft work programme:</p> <ul style="list-style-type: none"> • preparation of guidance materials; • identification of training needs; and • commissioning of training. <p>Liaison with trade unions regarding processes.</p>	<p>Initial meetings and discussions with the DE held from April to June 2005. Papers regarding regulations placed before Registration Committee and the Council in September and October 2005. Ongoing meetings of the Regulation Working Group. Draft Disciplinary Procedure Rules sent to the DE for comment. Disciplinary Procedure Rules (Draft) discussed at Council in March 2006 (GTC16/06/P2).</p> <p>Process to be completed when Disciplinary Regulations are finalised.</p> <p>Presentations made by Officers from GTCW and GTCs to the Regulation Working Group and the Registration Committee. Study visits made to GTC. The relationship between vetting and registration examined by Council in March 2006 (GTC16/06/01).</p>

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

Targets	Activities	Actions	Annual Output Report 2005 – 2006
<p>4.1 Optimise the use of human and financial resources through careful planning, monitoring, financial control and policy development.</p>	<p>Ensure that procedures are in place to monitor and review the use of resources, including appropriate budgeting procedures.</p> <p>Optimise the financial systems to provide accurate, timely and relevant information on the use of resources.</p> <p>Further development of planning processes and policy review. (Planning processes to include: five year capital plan and five year maintenance plan).</p> <p>Continue development of the Council’s internal policies.</p>	<p>Best Value methodology adopted to review processes and business regimes.</p> <p>Investment policy developed and implemented.</p> <p>Possible income generation alternatives evaluated.</p> <p>Build up strategic reserves in respect of ICT, elections, legal costs.</p> <p>Review of the Council’s ICT systems initiated as a means of ensuring effective business processes.</p> <p>Implementation of new Sage systems.</p> <p>Complete and publish five year plans pertaining to:</p> <ul style="list-style-type: none"> • capital expenditure; and • maintenance programmes and costs. 	<p>Discussions ongoing with the DE regarding the new Financial Memorandum.</p> <p>Review of the Council’s banking services completed, BACS payment system implemented and new online and tele-banking systems put in place.</p> <p>First year input into strategic reserves completed successfully.</p> <p>New telephone system implemented to facilitate effective communications with members and outside bodies.</p> <p>Sage systems updated to Version 2.2 and management information reports reviewed and revised.</p> <p>Three year financial planning cycle implemented and variation analysis introduced to facilitate contingency planning.</p>

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

Targets	Activities	Actions	Annual Output Report 2005 – 2006
<p>4.2 Promote a climate of probity and propriety in relation to operations and business.</p>	<p>Ensure compliance with best practice and corporate governance.</p>	<p>The Council's Risk Register updated and mitigation measures put in place to minimise the factors which may jeopardise the achievement of the Council's objectives.</p> <p>Appropriate financial, monitoring and authorisation policies and procedures to support the Council's self-funding status in place.</p> <p>Implementation of Sage Assets Register, to ensure effective recording and utilisation of assets, in place.</p> <p>Appropriate arrangements in relation to Freedom of Information and security of information developed and implemented.</p> <p>Induction and corporate governance training provided for new Council members.</p> <p>Dedicated post to provide an effective and efficient service to Council members established.</p> <p>Facilitate the election to the new Council.</p> <p>The Council's Risk Management</p>	<p>Committee updated the Risk Register and determined appropriate mitigation measures in respect of the Annual Business Plan.</p> <p>Appropriate financial, monitoring and authorisation policies and procedures to support the Council's self-funding status have been put in place. The Audit Committee adopted the following policies: Anti-Fraud, Whistle-Blower, Data Protection and Hospitality.</p> <p>New Assets Register developed and implemented.</p> <p>Policies and protocols put in place and Data Protection Officer designated.</p>
<p>4.3 Provide an efficient and effective support service for Council members.</p>	<p>Ensure that appropriate support structures are in place to allow Council members to fulfil their role effectively and efficiently. Including the election process for the next Council.</p>	<p>Induction and corporate governance training provided for Council members.</p> <p>Dedicated post to provide an effective and efficient service to Council members appointed February 2006.</p> <p>The Scheme for Election of Council members has been revised and the Returning Officer and Independent Scrutineer have been appointed to manage the forthcoming election.</p>	<p>Induction and corporate governance training provided for Council members.</p> <p>Dedicated post to provide an effective and efficient service to Council members appointed February 2006.</p> <p>The Scheme for Election of Council members has been revised and the Returning Officer and Independent Scrutineer have been appointed to manage the forthcoming election.</p>

annual report

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

Targets	Activities	Actions	Annual Output Report 2005 – 2006
<p>4.4 Ensure an appropriate staffing profile commensurate with Council business activity.</p>	<p>Review staffing structures and roles in light of the developing work of the Council.</p> <p>Develop and implement staff and organisational policies.</p> <p>Optimise use of the Council’s accommodation.</p>	<p>Appropriate arrangements to reimburse members’ expenses established and implemented.</p> <p>New staffing structures developed with associated job descriptions.</p> <p>Comprehensive training programme developed to enhance staff performance.</p> <p>Performance Review System developed.</p> <p>New policies implemented :</p> <ul style="list-style-type: none"> • Health and Safety; • Race Relations; • Disability; • Welfare; • Recycling/Environmental; and • Family Friendly Policies. <p>Develop written procedures and protocols for the Council’s key functions including IT housekeeping protocols.</p> <p>Facilities management developed.</p>	<p>Appropriate arrangements to reimburse members’ expenses and travel implemented. Arrangements in relation to substitution costs have been put in place.</p> <p>New staffing structures developed to include IT Officer, Research Post and Corporate Support Officer. PR Manager appointed.</p> <p>Training programme for staff has been reviewed and revised.</p> <p>Performance Management Framework put in place.</p> <p>Policies developed and approved by the GP&F Committee: Re-Cycling, Welfare, Race Relations, Health and Safety, Family Friendly Working, Job Share, Work Life Balance and Flexi Working.</p> <p>Written procedures, policies and protocols in respect of the Council being completed.</p> <p>Appropriate system of facilities management being developed to take account of the interface with the third floor offices.</p>

> Council Membership

> Period 01/04/05 – 31/03/06

Elected Members

Nursery School representative	– Mrs Grace Trimble
Special School representative	– Mrs Sally McKee
Primary School representatives	– Ms Monica Cummings
	– Ms Maria Graham
	– Mr Paddy McAllister
	– Mrs Thea Patton
	– Mr Philip Sheerin
Secondary School representatives	– Mr Richard Egan
	– Mrs Teresa Graham
	– Ms Rosemary Barton appointed October 2005 (She replaced Mr Alan Longman)
	– Mr Ray McGuigan
	– Mr David Oldfield
Primary School Principal	– Mrs Mary Elizabeth Devine
Secondary School Principal	– Mr Ivan Arbuthnot

Appointed Members

Northern Ireland Teachers' Council	– Mr Eddie Ferguson
	– Mr Peter Scott
	– Mr Malachy Doherty
	– Mr Tony Lappin
	– Mr Alistair Orr

Association of Education and Library Boards

- Mr Dominic McElholm
- Mr Gordon Topping

Council for Catholic Maintained Schools

- Mr John Colgan
- Mrs La'Verne Montgomery

Comhairle na Gaelscolaíochta

- Ms Aedín Ní Ghadhra

Governing Bodies Association

- Dr Wilfred Mulryne appointed June 2005
(He replaced Dr Robert Rodgers)

Northern Ireland Council for Integrated Education

- Mrs Frances Donnelly

Transferor Representatives' Council

- Rev Dr Derek Poots

Trustees of Catholic Maintained Schools

- Father John Walsh

Universities Council for the Education of Teachers

- Dr Leslie Caul

Department of Education

- Mrs Jeannette Chapman
- Mr Patrick Kinney
- Ms Miriam Karp
- Dr Marie Murphy

General Teaching Council for Northern Ireland
Financial Statements
For the year ended 31 March 2006

Laid before the Northern Ireland Assembly
under 12 (2) (c) and 13 (2) (a) of Schedule 1
to the Education (Northern Ireland) Order 1998
by the Department of Education

21st March 2007



financial statements

for the year ended 31 March 2006

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Professional Advisors

Auditors

Moore Stephens, Chartered Accountants
Scottish Provident Building
7 Donegall Square West
Belfast
BT1 6JH

Solicitors

Cleaver Fulton Rankin
50 Bedford Street
Belfast
BT2 7FW

Bankers

Northern Bank Ltd
Donegall Square North
Belfast
BT1 2HQ

> Report on the Annual Accounts

The Council are pleased to present their report and the financial statements for the year to 31 March 2006.

> Background and Information

The General Teaching Council for Northern Ireland was established under the auspices of the Education (Northern Ireland) Order 1998, and came into existence in October 2002. The Council is the statutory, independent body for the teaching profession and is dedicated to enhancing the status of teaching and promoting the highest standards of professional conduct and practice. The Council has a membership of 33, the majority of whom are teachers.

The Council is constituted as follows: 14 members are elected directly by the profession with a further 5 members nominated by the Northern Ireland Teachers' Council. In addition, 10 members are nominated by broader interests within education including Higher Education Institutions, Employing Authorities and other agencies. The remainder are appointed by the Department of Education for Northern Ireland. In essence the membership reflects the broad professional educational community.

The Registrar is the Chief Officer of the Council and he is supported by professional staff responsible for the Council's strategic and operational work programmes. The staff includes the Senior Management Team, the Registration Team, and the Corporate and Support Services.

> Principal objectives and activities

The Council's responsibilities, as set out in the Education (Northern Ireland) Order, Articles 34-41, are as follows:

- the registration of all teachers in grant-aided schools;
- the development of a Code of Professional Values and Practice;
- disciplinary functions relating to professional misconduct; and
- the provision of advice to the Department of Education and employing authorities.

> **Council members and responsibilities**

Council members have corporate responsibility for ensuring that the Council complies with any statutory or administrative requirements for the use of its income from registration fees. They are specifically responsible for:

- ensuring that high standards of administration and decision-making are observed at all times;
- establishing the overall strategic direction of the Council by means of oversight of the production of the Corporate Plan;
- overseeing the delivery of planned results by monitoring performance against agreed strategic objectives and targets;
- formulating a strategy for the security of personal information held so as to comply with the Council's statutory responsibilities; and
- ensuring that the Council does not exceed its powers or functions whether defined in statute or otherwise, or through any limitations or incurring expenditure set out in any financial directives. Members are normally advised on these matters by the Council's Registrar and its legal advisors.

Members' names and categories of membership are listed in annex 1 to the Annual Report.

> **Report of the Council members**

> **Results for the year**

The financial statements show an operating surplus on ordinary activities of £246,904. Of that surplus the Council has allocated £75,000, £20,000 and £20,000 to the Legal Reserves, the Registration Database Reserve and the Election Reserve respectively. In addition the Council had committed expenditure of £138,000 at the balance sheet date for work commenced in 2005/06 which is to be delivered in 2006/07.

> **Fixed assets**

Details of the movement of fixed assets have been summarised in note 10 to the accounts. The Council do not believe that there is any material difference between the market and book value of its fixed assets as at 31 March 2006.

> **Prompt payment**

Under the Late Payment of Commercial Debt (Interest) Act 1998, the Council is required to pay undisputed supplier invoices within agreed contractual terms and conditions, or within 30 days of the receipt of goods, services or a valid invoice, whichever is the later. This was achieved for 98% of all such invoices in 2005-2006, and no commercial debt interest was paid or was due in respect of transactions in 2005-2006.

> **Future developments**

The Council's work in the forthcoming year will include the completion of a number of key initiatives:

- award of CPD bursaries;
- completion of review of competences;
- development of e-portfolios;
- research repository;
- survey of teachers;
- development of appropriate disciplinary systems; and
- undertaking of additional statutory functions.

> **Disabled persons**

The Council adopts an equal opportunities approach to the recruitment, development and promotion of staff. Full and fair consideration is given to applications for employment from disabled people where they have the appropriate skills and abilities to perform the job.

> **Employee involvement**

Staff are regularly briefed on Council business and future developments. Employees are consulted and kept informed of matters which affect them, by means of staff forums, written communication, informal discussions, and where appropriate, information meetings.

> **Health and Safety**

The Council is committed to adhering to all existing legislation on Health and Safety at work to ensure that staff and visitors enjoy the benefits of a safe environment.

> **Charitable donations**

The Council made no charitable donations during the period.

> **Auditors**

In respect of each financial year the Council shall prepare and submit to the Department of Education, a statement of accounts in such form as the Department of Education, with the approval of the Department of Finance and Personnel (DFP) may direct. The external auditors shall examine and certify the statement of accounts submitted to them by the Council and the Department of Education shall lay before Assembly a copy of the certified statement of accounts.

Moore Stephens Chartered Accountants have been appointed as the external auditors of the General Teaching Council for Northern Ireland for the year of account. The estimated cost of auditing is £2,800 for year ended 2006.

The Council confirms that:

- (a) so far as its Accounting Officer is aware, there is no relevant audit information of which the Council's auditors are unaware; and
- (b) the Accounting Officer has taken all the steps that he ought to have taken to make himself aware of any relevant audit information and to establish that the Council's auditors are aware of that information.

Chairperson of GTCNI

Date:

> The Council's Responsibilities

Under paragraph 12 of Schedule 1 to the Education Order (Northern Ireland) 1998, the General Teaching Council for Northern Ireland is required to prepare financial statements in the form and on the basis determined by the Department of Education with the approval of the Department of Finance and Personnel (DFP). The financial statements are prepared on an accruals basis and must give a true and fair view of the state of affairs of the Council at the year end and of its income and expenditure, total recognised gains and losses, and cash flows for the financial year. In preparing those financial statements, the Council is required to:

- observe the accounts direction issued by the Department of Education including relevant accounting and disclosure requirements, and apply suitable accounting policies on a consistent basis;
- 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 Council will continue in operation.

The Accounting Officer for the Department of Education has designated the Registrar as the Accounting Officer for the General Teaching Council for Northern Ireland. His relevant responsibilities as Accounting Officer are set out below:

> The Registrar's responsibilities as accounting officer

The Registrar is responsible for establishing organisational and management systems to support the work of the Council and the management of staff, in accordance with the Council's policies. He advises the Council on the staff necessary to put the work programme into effect. The Registrar's responsibilities as Accounting Officer are to:

- sign the formal accounts of the Council, in accordance with the Accounts Direction issued by DFP after consultation with the Department and the Council, and in doing so accept personal responsibility for their proper presentation as prescribed by DFP;
- ensure that proper financial procedures are followed and that accounting records are maintained in a form which meets the requirements of the Council's internal management, of the monitoring arrangements agreed with the Audit Committee and of the Council's formal accounts;

- ensure that the funds for which he is responsible as Accounting Officer are properly and well managed and safeguarded, with independent and effective checks of cash balances in the hands of any official. Similar care, including checks as appropriate, must be taken of other assets including stores, equipment or property of any kind held by the Council;
- avoid waste and extravagance and seek economy, efficiency and effectiveness in the use of all income collected by the Council. To this end he shall ensure that the Council is organised and staffed appropriately and that arrangements are made to provide specialist skills and services; and
- observe the guidance on accounting matters in the DFP manual 'Government Accounting Northern Ireland' and all other relevant guidance on propriety, regularity and value for money issued by DFP or the Cabinet Office from time to time.

On behalf of the Council members:

Chairperson of GTCNI

Date:

> Remuneration policy

The remuneration of all Council staff, except for the Registrar, is determined by the National Joint Council for local authorities and other authorities of equivalent status. The National Joint Council's principal role is to reach agreement, based on shared values, on a national scheme of pay and conditions for local application throughout the UK.

The National Joint Council's guiding principles are to support and encourage:

- high quality services delivered by a well trained, motivated workforce with security of employment. To this end employers are encouraged to provide training and development opportunities for employees.
- equal opportunities in employment; equality as a core principle which underpins both service delivery and employment relations; and both the removal of all discrimination and the promotion of positive action;
- a flexible approach to providing services to the community, which meets the needs of employees as well as employers; and
- stable industrial relations and negotiation and consultation between employers and recognised trade unions.

The remuneration of the Registrar is entirely performance based. The Registrar's annual pay award is determined by the Remuneration Committee of the Council, in line with the Council's Performance Related Pay Scheme, and approved by the Department of Education.

> Terms and Conditions of Service

Staff appointments are made in accordance with the Council's Appointments and Promotions Procedure, which requires appointments to be on merit and on the basis of fair and open competition.

Permanent members of staff hold appointments, which are open-ended until they reach normal retirement age. Staff terms and conditions of employment including salary progression, payment of allowances, leave entitlement and notice periods are outlined in the National Joint Council's Green Book on Pay and Conditions of Service.

> Chairman's emoluments

No remuneration was paid to members of the General Teaching Council except for an allowance to the Chairman.

The Chairman's total emoluments comprised a salary of £10,000. During the year the Council paid an additional £1,750 to the Chairman in relation to salary outstanding from the previous year.

> Senior management emoluments

The Senior management's remuneration information together with details of the value of accrued pension at 31 March 2006 is shown below. All those listed participate in the NILGOSC Pension Scheme.

Name	Salary £	Real Increase in pension at age 60 £	Total accrued pension at 31/03/06 £	CETV at 31/03/06 £	Real increase in CETV £
E McArdle Registrar	58,300	1,006	23,775	410,850	16,786
Y McCool Corporate Services Manager	42,654* (pro-rata)	757	14,752	244,805	21,043
B Ball Registration Manager	41,904	763	12,324	176,907	17,361
G Devlin Senior Education Officer	41,904	806	14,444	218,911	20,299

* The Corporate Service Manager was paid £37,258 during the year being a pro-rata apportionment of the above salary due to reduced working hours.

> **Salary**

'Salary' includes gross salary; performance pay, bonuses and any allowances all of which are subject to UK taxation. This report is based on payments made by the Council and thus recorded in these accounts.

> **Benefits in kind**

The monetary value of benefits in kind covers any benefits provided by the employer and treated by the Inland Revenue as a taxable emolument.

> **Pensions**

The Council is a member of the Northern Ireland Local Government Officers' Pension Scheme. The Scheme is a defined benefit scheme, which provides retirement benefits on a "final salary" basis. For each year of service, an individual in the NILGOSC Scheme will accrue retirement benefits at the rate of 1/80th (pension) and 3/80th (tax free lump sum) of their pensionable salary.

All pensions (including spouses' pensions, children's pensions, age pensions, ill health pensions, redundancy pensions provided the pensioner is aged 55 or over and preserved benefits) are index-linked and increased each year in line with inflation, as measured by the Retail Price Index. The Government determines this increase each year by way of the Local Government Superannuation – Pensions Increase (Review) Order (Northern Ireland) 2002.

The Scheme is funded by contributions made by both employees and employers who have been admitted to the Scheme. Employee contribution rates have been fixed at 6% of their pensionable remuneration, while employer contribution rates are determined by the Scheme's actuary every three years and the rate is currently 13%. Following the results of the actuarial as at 31 March 2004, the Committee approved a series of stepped employer increases with effect from 1 April 2005.

The Scheme is a statutory public service pension scheme as defined by the Pensions Schemes Act 1993 and is regulated by the Local Government Pension Scheme (Northern Ireland) Regulations 2002. As a public service pension scheme, the Scheme is contracted out of the State Second Pension (S2P) and is exempt approved for purposes of Chapter 1 of Part XIV of the Income and Corporation Taxes Act 1988; full tax relief is granted on members' and employers' contributions paid to the Fund.

> **Cash equivalent transfer values**

A Cash Equivalent Transfer Value (CETV) is the actuarially assessed capitalised value of the pension scheme benefits accrued by a member at a particular point in time. The benefits valued are the member's accrued benefits and any contingent spouse's pension payable from the scheme. A CETV is a payment made by a pension scheme or arrangement to secure pension benefits in another pension scheme or arrangement when the member leaves a scheme and chooses to transfer the benefits accrued in their former scheme. The pension figures shown relate to the benefits that the individual has accrued as a consequence of their total membership of the pension scheme, not just their service in a senior capacity to which disclosure applies. The CETV figures include the value of any pension benefit in another scheme or arrangement which the individual has transferred to the Northern Ireland Local Government Pension Scheme.

> **Real increase in CETV**

This reflects the increase in CETV effectively funded by the employer. It takes account of the increase in accrued pension due to inflation, contributions paid by the employer (including the value of any benefits transferred from another pension scheme or arrangement) and uses common market valuation factors for the start and end of the period.

> System of Internal control

1. Scope of Responsibility

As Accounting Officer, I have the responsibility for maintaining a sound system of internal control that supports the achievement of the Council's policies, aims and objectives, set by the Council in consultation with the Department of Education, whilst safeguarding the funds and Council assets for which I am personally responsible, in accordance with the responsibilities assigned to me in Government Accounting Northern Ireland.

2. Purpose of the System of Internal Control

The system of internal control is designed to manage rather than eliminate the risk of failure to achieve policies, aims and objectives; it can therefore, only provide reasonable and not absolute assurance of effectiveness.

The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of Council policies, aims and objectives, to evaluate the likelihood of these risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically.

To support the achievement of the Council's objectives, the Council established a Risk Management Committee, comprising of the senior management team and two members of Council. At the beginning of this financial year the Committee carried out an exercise to formally identify the significant risks that may affect the achievement of those objectives and has identified the most appropriate control strategies for each of the significant risks.

An integral part of this exercise included the allocation of responsibility, for the management of the identified risks, to the most appropriate staff. The risk framework was developed in line with the Department of Finance and Personnel (DFP) guidance and was used as a risk management tool during 2005-2006.

3. Capacity to Handle Risk

The identification and impact of risk is incorporated into the corporate and operational planning, and decision making processes of the Council. Consequently, the Council ensures that there are procedures in place for verifying internal controls and ensuring that aspects of risk management are regularly reviewed and reported on.

The Council currently receives periodic reports concerning internal control measures, manages risks in significant areas of responsibility and monitors progress on key projects.

4. The Risk and Control Framework

The Audit Committee oversees the Council's Risk Management policy. The risk and control framework includes maintenance of a Risk Register which is reviewed quarterly by senior officers, and at meetings of the Council's Audit and Risk Management Committees. The

Risk Register details all key threats to achieving the corporate objectives as set out in the Corporate and Operational Plans.

Each key risk is given a score based on its potential impact on the business of the Council and its likelihood. The management strategy involves accepting, reducing or transferring risks in response. Specific actions required are identified, allocated and actioned by set deadlines. Progress is reported during the regular review by the Senior Management Team. The Risk Register is also taken to Council for consideration at least once during the year.

The Council's activities are monitored by the Audit Committee and by its external auditors, Moore Stephens Chartered Accountants, who operate to standards defined in the Government Internal Audit Manual. They submit reports which detail their opinion on the adequacy and effectiveness of the Council's system of internal control together with recommendations for improvement.

5. Review of Effectiveness

As Accounting Officer, I have responsibility for reviewing the effectiveness of the system of internal control. My review of this system is informed by the work of the Corporate Services Section and the executive managers within the Council who have responsibility for the development and maintenance of the internal control framework, and comments made by the external auditors in their report on the Council's financial activities. I am advised on the implications of the result of my review of the effectiveness of the system of internal control by the Council and Audit Committee and plan to address weaknesses and ensure that continuous improvement of the system is in place.

6. Significant internal control problems

The Council has identified no significant internal control problems during the year.

Registrar of GTCNI

Date:

> Independent Auditors' Report

> General Teaching Council For Northern Ireland

We have audited the financial statements on pages 12 to 21 under the Education (Northern Ireland) Order 1998. These financial statements have been prepared under the historical cost convention and the accounting policies set out on pages 15 to 16.

> Respective responsibilities of the Council, the Chief Executive and Auditor

As described on page 5, the Council and Chief Executive are responsible for the preparation of the financial statements in accordance with the Education (Northern Ireland) Order 1998 and Department of Education directions made thereunder and for ensuring the regularity of financial transactions. The Council and the Registrar are also responsible for the other contents of the Annual Report. Our responsibility, as the independent auditors, is to audit the financial statements in accordance with relevant legal and regulatory requirements, and with International Standards on Auditing (UK and Ireland).

We report our opinion as to whether the financial statements give a true and fair view and whether the financial statements and the part of the Remuneration Report to be audited are properly prepared in accordance with the Education (Northern Ireland) Order 1998 and Department of Education directions made thereunder, and whether the financial transactions conform to the authorities which govern them. We also report if, in our opinion, the Annual Report is not consistent with the financial statements, if the Council has not kept proper accounting records, or if we have not received all the information and explanations we require for our audit.

We review whether the statement on pages 8 to 9 reflects the Council's compliance with the Department of Finance and Personnel's guidance 'Corporate governance: statement on the system of internal financial control'. We report if it does not meet the requirements specified by the Department of Finance and Personnel, or if the statement is misleading or inconsistent with other information we are aware of from our audit of the financial statements.

We are not required to consider, nor have we considered whether the Accounting Officer's Statement on Internal Control covers all risks and controls. We are also not required to form an opinion on the effectiveness of the entity's corporate governance procedures or its risk and control procedures.

We read the other information contained in the Annual Report and consider whether it is consistent with the audited financial statements. This other information comprises only the Registrar's report, the unaudited part of the remuneration report and the management

commentary. We consider the implications for our audit report if we become aware of any apparent misstatements or material inconsistencies with the financial statements. Our responsibilities do not extend to any other information.

> **Basis of opinion**

We conducted our audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts, disclosures and regularity of financial transactions included in the financial statements and that part of the remuneration report to be audited. It also includes an assessment of the significant estimates and judgements made by the Council and the Registrar in the preparation of the financial statements, and of whether the accounting policies are appropriate to the Council's circumstances, consistently applied and adequately disclosed.

We planned and performed our audit so as to obtain all the information and explanations which we considered necessary to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatement, whether caused by error, or by fraud or other irregularity and that, in all material respects the financial transactions conform to the authorities which govern them. In forming our opinion we also evaluated the overall adequacy of the presentation of information in the financial statements.

> **Opinion**

In our opinion:

the financial statements give a true and fair view, in accordance with the Education (Northern Ireland) Order 1998 of the state of affairs of the General Teaching Council for Northern Ireland as at 31 March 2006, and of the surplus, total recognised gains and losses and cash flows of the Council for the year then ended;

the financial statements and the part of the Remuneration Report to be audited have been properly prepared in accordance with the Education (Northern Ireland) Order 1998 and directions made thereunder by the Department of Education; and

in all material respects the financial transactions conform to the authorities which govern them.

We have no observations to make on these financial statements.

Moore Stephens
Registered Auditor
Chartered Accountants
Scottish Provident Building
7 Donegall Square West
BELFAST BT1 6JH

> Income and Expenditure Account

Operating Income	Notes	2006 £
Registration Fees	2	1,150,815
Other Income		2,681
Total Income		1,153,496
Expenditure		
Staff Costs	3	377,861
Registration/Direct Programme Costs	5	25,665
CPD Programme Costs	6	28,903
Other Operating Costs	7	456,805
Depreciation	10	13,261
Notional Cost of Capital	8	4,097
Total Expenditure		(906,592)
Surplus on Ordinary Activities		246,904
Interest Receivable	9	18,244
Adjustment for notional cost of capital	8	4,097
Surplus for year transferred to reserves	13	269,245

The notes on pages 19 to 28 form part of these financial statements and should be read in conjunction therewith.

> Balance sheet as at 31 March 2006

Operating Income	Notes	2006
		£
Fixed assets		
Tangible Fixed Assets	10	42,485
Current fixed assets		
Debtors and Prepayments	11	18,907
Cash at Bank and in Hand	19.3	328,305
Current liabilities		
Creditors: Amounts falling due within one year	12	(113,093)
Net current assets		234,119
Total assets		276,604
Financed by:		
Capital and reserves		
Reserves	15	269,245
Donated Asset Reserve	16	7,359
Total capital and reserves		276,604

The financial statements were approved by the Council on behalf by:

and signed on its

Chairperson of GTCNI

Mr E McArdle
Registrar
Accounting Officer

The notes on pages 19 to 28 form part of these financial statements and should be read in conjunction therewith.

> Cashflow statement for the year ended 31 March 2006

	Note	2006
		£
Net cash (outflow)/inflow from operating activities	19.1	356,145
Returns on investments and servicing of finance		
Bank interest received		17,395
Bank interest and charges		(774)
Net cash inflow from returns on investments and servicing of finance		16,621
Capital expenditure		
Payments to acquire tangible fixed assets		(44,461)
Net cash (outflow)/inflow for capital expenditure		(44,461)
Increase in cash	19.3	328,305
Movement in net funds	19.2	328,305

The notes on pages 19 to 28 form part of these financial statements and should be read in conjunction therewith.

> Notes to the accounts for the year ended 31 March 2006

1. ACCOUNTING POLICIES

1.1 Basis of Accounting

These financial statements have been prepared in accordance with the accounting and disclosure requirements of the Companies (Northern Ireland) Order 1986, Accounting standards issued or adopted by the Accounting Standards Board and disclosure requirements issued by the Department of Finance and Personnel.

1.2 Registration Fee Income

The annual registration year runs from 1st April to the following 31st March, with the fee becoming due on 1st April every year. The fee is required to be paid in full regardless of the date a teacher actually registers with the Council - there is no reduction for part year registration.

1.3 Continuing Professional Development (CPD) Expenditure

CPD expenditure is recognised on receipt of a claim. Where CPD support has been offered but no claim received by the year end these amounts are recorded as commitments.

1.4 Tangible Fixed Assets

Tangible fixed assets are defined as any single piece of equipment costing more than £1,000 (inclusive of VAT) that has an estimated economic /operational life of more than one year. Where it is more usual to treat individual components as a group, these are treated as assets so long as their collective value exceeds the capitalisation threshold.

The value of software licences is not capitalised.

Tangible fixed assets have been valued at historic cost at the year end as, in the opinion of the Council, any revaluation adjustments are not material.

1.5 Depreciation

Depreciation is provided on all tangible fixed assets at rates calculated to write off the cost, less any estimated residual value of each asset evenly over their expected useful lives as follows:

- Computers and office equipment are depreciated on a straight line basis over three years. Depreciation will commence from the month of purchase.
- Furniture, fittings and office equipment are depreciated on a straight line basis over five years from the month of purchase.

1.6 Stock

The Council holds stocks of publications. These have no net realisable value and as a result all related expenditure during the year is charged to the income and expenditure account.

1.7 Pension Costs

Council employees are given the option of joining NILGOSC, whereby employees contribute 6% of their annual salary and the employer contributes 13%. The pension cost in respect of employees is charged to the Income and Expenditure in order to recognise the cost of pensions in the year in which they occurred.

1.8 Value Added Tax (VAT)

The Council is not registered for VAT. All expenditure and fixed assets purchases in the accounts is stated inclusive of VAT.

1.9 Cost of Capital

A notional charge, calculated in line with Treasury guidance as 3.5% of the average capital employed between 1st April 2005 and 31 March 2006, is included as an operating cost within the income and expenditure Account.

1.10 Operating Leases

Expenditure on leases of property is charged to the Income and Expenditure Account on the basis of costs incurred in the year. Operating lease rentals of equipment are charged to the Income and Expenditure Account in equal amounts over the term of the lease.

2. INCOME

	2006
	£
Registration fees	1,150,815

3. Staff Costs

3.1 Total staff costs

	2006
	£
Salaries & Wages	316,251
Social Security Costs	23,365
Pension Costs	29,171
Temporary	9,074
Total	377,861

3.2 Average Number of Persons Employed

During the year the General Teaching Council of Northern Ireland employed an average total of 13 full-time permanent and 1 temporary employee.

3.3 Pension Commitments

The General Teaching Council of Northern Ireland participates in the Northern Ireland Local Government Officers’ Superannuation Committee Scheme (NILGOSC) and made contributions for eight employees during the year (not all eight were employed throughout the year). The NILGOSC scheme is a ‘multi-employer’ defined benefit scheme, which provides members of participating employers with the benefits related to pay and services at rates which are defined under statutory regulations. To finance these benefits, assets are accumulated in the scheme and are held separately from the assets of the employers. The scheme is funded by employers participating in the NILGOSC scheme, who pay contributions at rates determined by an independent professionally qualified actuary on the basis of regular valuations using the projected unit method. During the year end 31 March 2006 the General Teaching Council contributed 13% of gross salary and employees contributed 6%. The results of the most recent valuation, which was conducted as at 31 March 2004, were as follows:

Main assumptions:

Rate of return on investments per annum	3.7%
Rate of general increase in salaries per annum	4.4%
Rate of pension increases per annum	2.9%
 Market Value of scheme’s assets	 £2,152 million

Level of funding being the actuarial value of assets expressed as a percentage of the benefits accrued to members, deferred pensioners and members based on past service, and after allowing for future salary increase 121%.

NILGOSC contributions for the year based on the rates noted above were as follows:

	2006
	£
Employer’s	29,171
Employees’	13,448
Total	<hr/> 42,619

4. Chairman's Remuneration

No remuneration was paid to members of the General Teaching Council except for an allowance to the Chairman:

	Chairman
	£
Mr Edward Ferguson	11,750

5. Registration/Direct Programme Costs

	2006
	£
Database Development and Enhancements	17,567
Database Licences	418
Database Maintenance	7,680
Total	25,665

6. Continuing Professional Development (CPD) Costs

	2006
	£
Research Scholarships	1,400
Research – Teacher Survey	14,000
Research – Mutual Recognition	4,690
Research - AARTS Repository	8,813
Total	28,903

7. Other Operating Costs – Recurrent Budget

	2006
	£
Rent and Rates	61,562
Service Charge and Utilities	30,559
Insurances	6,366
Training and Recruitment	13,534
Legal Fees	9,948
Professional and Consultancy Fees	26,900
Printing and Stationery	54,421
Postage	64,276
Computer Costs	32,555
Travel and Subsistence – Staff	14,928
Travel and Subsistence - Council	12,534
Hospitality and Venue Hire	8,425
PR, Advertising & Outreach Activities	56,925
Maintenance Services	8,077
Election Costs	21,480
Other Core Costs	17,727
Substitution Costs	16,588
	<hr/>
	456,805

8. Notional Costs

	2006
	£
Cost of Capital	4,097

The Income and Expenditure Account bears a non-cash charge for the interest relating to the use of capital by the General Teaching Council for Northern Ireland. The basis of the charge is 3.5 per cent of the average capital employed by the General Teaching Council during the year 1 April 2005 to 31 March 2006, defined as total assets less total liabilities.

9. Interest Receivable

Interest of **£18,244** was received during the period in respect of the Council's business term deposit account.

10. Tangible Fixed Assets

	Office Equipment £	Computer Equipment £	Furniture & Fittings £	Total £
Cost or Valuation				
As at 1 April 2005	–	–	–	–
Additions	23,219	15,846	16,681	55,746
Disposals	–	–	–	–
As at 31 March 2006	23,219	15,846	16,681	55,746
Depreciation				
As at 1 April 2005	–	–	–	–
Charge for period	4,644	5,281	3,336	13,261
Disposals	–	–	–	–
As at 31 March 2006	4,644	5,281	3,336	13,261
Net Book Value				
As at 31 March 2006	18,575	10,565	13,345	42,485

11. Debtors and Prepayments

	2006
	£
Amounts falling due within one year	
Prepayments and accrued interest	18,907

12. Creditors

	2006
	£
Other Creditors	2,477
Creditors	67,015
Accruals	43,601
	2006
	£
Total	113,093

13. Income and Expenditure Reserve

	2006
	£
Balance as at 1 April 2005	–
Surplus for year	269,245
Balance as at 31 March 2006	269,245

Note: Until 1st April 2005, the General Teaching Council was funded by the Department of Education, therefore the opening balance in the income and expenditure account is nil and there was no operating surplus from the previous year.

14. Committed Expenditure

At 31 March 2006 the Council had the following committed expenditure:

	2006
	£
CPD Bursaries	42,500
Election Costs	28,500
Survey Research	42,000
Research - AARTS Repository	25,000
Total	138,000

15. Financial Reserves

	2006
	£
Legal Reserve	75,000
Registration Database Reserve	20,000
Election Reserve	20,000
General Reserve	154,245
Total Reserves at 31 March 2006	269,245

The Legal Reserve has been established to fund legal cases in respect of the Council's regulatory function.

The Registration Database Reserve has been established to cover the costs of upgrading the registration database every 3 years.

The Election Reserve has been established to cover the costs of the election of Council members every 4 years.

The General Reserve will be used in the forthcoming financial year to fund committed expenditure listed in Note 14; this expenditure is in respect of projects commenced in the 2005/06 year which will be completed in the 2006/07 year.

16. Donated Asset Reserve

	2006
	£
Opening balance at 1 April 2005	–
Donated assets	10,040
Depreciation released to Income and Expenditure account	2,681
Closing Balance at 31 March 2006	7,359

17. Derivatives and other financial instruments

Prior to 1 April 2005, the Council's activities were supported from grant-in-aid funding from the Department of Education, Northern Ireland. From 1 April 2005, the Council's core functions have been funded from fee income from teachers' registration. The Council has no borrowings and mitigates its exposure to liquidity risk by managing its resources. Its cash balances are held in commercial bank accounts, none of which expose the Council to interest rate risk. All assets and liabilities are denominated in sterling, so it is not exposed to currency risk.

18. Related party transactions

The General Teaching Council of Northern Ireland is a self-regulating professional body. None of the Council members or senior management had material transactions with other entities for which the Council was a sponsor.

19. Notes to the Cash Flow Statement

19.1. Reconciliation Of Operating Surplus To Net Cash Inflow/(Outflow) From Operating Activities

		2006
		£
Operating surplus for year per Income and Expenditure account	269,245	
Depreciation on tangible fixed assets		13,261
(Increase)/decrease in debtors		(18,907)
Increase/(decrease) in creditors		111,848
Bank interest receivable		(17,395)
Bank interest and charges		774
Donated asset reserve released		(2,681)
Net Cash Inflow/(Outflow) From Operating Activities		356,145

19.2. Reconciliation Of Net Cash Flow To Movement In Net Funds

	2006
	£
Increase in cash in the year	328,305
Net funds at 1 January 2005	–
Net funds at 31 March 2006	328,305

19.3 Analysis Of Changes In Net Funds

	1 April	Cash	31 March
	2005	Flow	2006
Cash at bank and in hand	–	328,305	328,305

19.4 Capital Expenditure

		2006
		£
Fixed Assets Additions	Note 10	55,746
Less Donated Assets		(10,040)
Less Creditor at the year end		(1,245)
Payments to acquire fixed assets		<u>44,461</u>

20. Capital Commitments

There were no capital commitments at 31 March 2006 for which contracts had been entered into or authorised by the Council.

21. Commitments Under Operating Leases

Commitments under operating leases to pay rentals during 2006/07 are given in the table below, analysed according to the period in which the lease expires.

Obligations under operating lease comprise:

	2006
	£
Expiry within one year	41,007
Expiry after one year but not more than five years	160,374
Expiry thereafter	<u>201,381</u>

22. Losses and Special Payments

There were no losses or special payments during the year.

23. Performance against Key Financial Targets

All financial targets, as set out by the Council in the business plan, have been achieved in this financial year.

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