

# GTCNI

General Teaching Council for Northern Ireland

## Corporate Plan 2010-2013

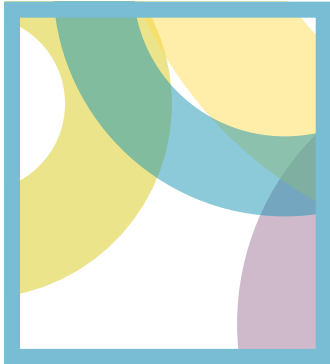
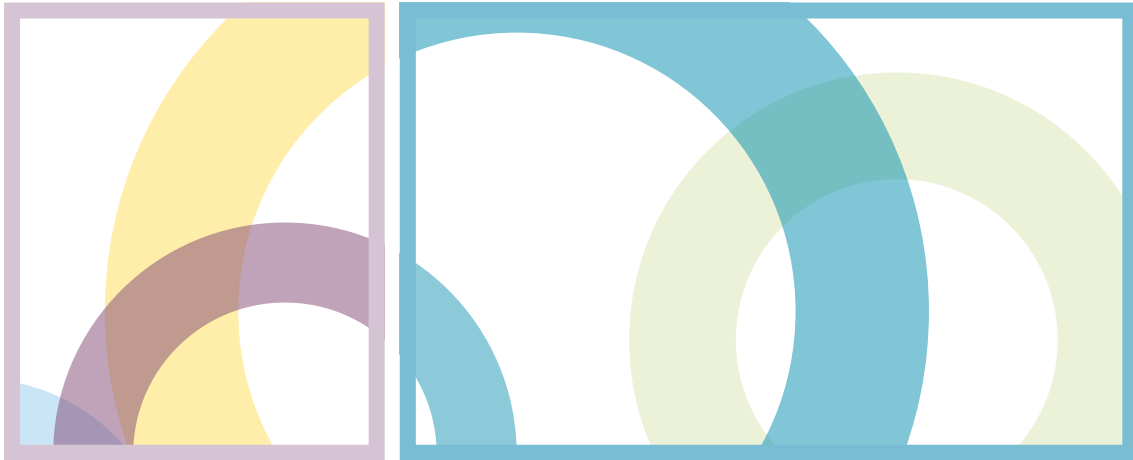




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*“At the centre of all our efforts must be the raising of the achievements and standards for children, young people and adult learners, at both personal and academic level.”*



## FOREWORD

This Corporate Plan, the third to be published by the General Teaching Council for Northern Ireland (GTCNI), comes at a time of great uncertainty for education. The unprecedented cuts imposed on the Northern Ireland Executive will undoubtedly have a significant impact on the funding for education over the lifetime of this Plan. Budgetary constraints will impact on all aspects of education: schools, capital projects, support services and the profession itself. Teachers, committed as they are to the well-being of children, will rise to meet the challenges that lie ahead – just as they have always done. At the same time, it is incumbent on all involved in the education service to work assiduously to minimise the impact of the budget restrictions on teaching and front line services.

The delay in establishing the Education and Skills Authority has created deep confusion for schools and support services alike. This must never be repeated. In short, at a time when uncertainty is the norm, no effort must be spared to promote, where possible, certainty and stability. This will require more than just commitment; but transparency, trust and constructive collaboration among all partners as well.

Given the inevitably difficult circumstances facing the educational community, there needs to be a new consensus. We need a new era characterised by realism, a sharing of perspectives and a commitment to a unified vision. The Council's Charter for Education, endorsed by all political parties and the diverse partners within the broader education service, provides a ready-made template.

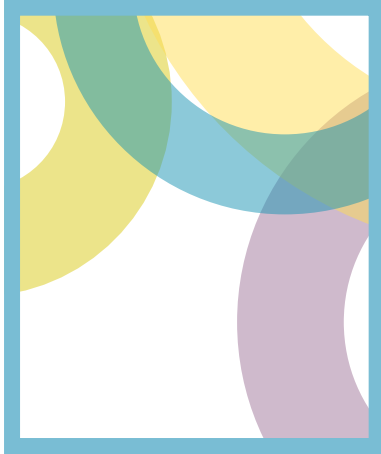
What is now required is a determination, on the part of all, to turn that support for the principles within the Charter into positive action in pursuit of the vision outlined in it.

The Charter clearly recognises that:

- education, in developing social capital, facilitates personal development and empowerment and contributes to communal well-being and social cohesion;
- education, in all its phases and aspects, is central to the knowledge economy and economic prosperity;
- education, in its fullest sense, embraces both the formal and informal and is the responsibility of students, parents and society as a whole, as well as of teaching professionals;
- appropriate investment in education, in all phases, equals investment for future economic prosperity and towards the goal of a stable, mutually respectful and diverse society in Northern Ireland; and
- teaching is the core profession for the knowledge economy, in that it is the bedrock of knowledge development in all domains.

The Council recognises that, in times of economic constraint, the investment of resources is problematical. However, the investment of energy in collaboration and consensus-building is essential – and resource neutral.

Over the coming years, our collective responsibility is to ensure that the profession is supported in its challenging role. This Corporate Plan marks the Council's commitment to a positive programme designed to further empower the teaching profession to meet the challenges ahead in order that the needs of our young people can be met. Like all such plans, it will provide a foundation for ongoing business plans, which in turn will reflect immediate challenges and emerging circumstances.



*"...education must seek to develop social capital, engender a commitment to excellence and contribute to the common good."*



## INTRODUCTION

The Council launches this Corporate Plan at a time of disturbing uncertainty for the education service. The delay in the introduction of the Education and Skills Authority (ESA) has impacted significantly, in that the Council has been unable to assume its full regulatory remit. It is to be hoped that the legislation will be brought forward as a matter of urgency. Failure to do so will be unacceptable to the Council, which has already expressed its dismay at the previous abortive attempts to rectify the deficiencies in the original legislation. Indeed, the Council now believes that there is merit in considering a stand alone 'Act' to expedite matters in regard to GTCNI.

Whatever approach is taken in regard to ESA, it is essential that action is taken quickly to end uncertainty and to allow those within the education service to plan effectively. Furthermore, if we are to realize the potential of a unitary service, as a vehicle for enhancing the quality of education, then it is essential that those charged with the strategic direction of that service engage, as a matter of urgency, in meaningful dialogue with the teaching profession and its professional body.

The Minister and the Department of Education have clearly indicated their commitment to the pursuit of excellence for all children, particularly in the recently published *Every School a Good School*, a document endorsed by GTCNI. The values and goals enshrined within that document resonate readily with those of the Council. It is essential that those in government and ESA recognise that GTCNI – with its responsibilities for the approval of teaching qualifications, the accreditation of programmes of initial teacher education and the regulation of the profession – is uniquely placed to promote a culture of excellence, professionalism and responsibility. Indeed, in its work to date, the Council has pursued an agenda

of excellence in, and for, all. The notions of excellence and service sit easily with the teaching profession and it is essential that politicians, policy makers and those in leadership within the newly formed ESA recognise that and work to ensure that the profession is suitably empowered to discharge its obligations and commitments.

The strategic goals set out in this Corporate Plan reflect the Council's perspective on the profession's commitment to excellence, and effectively encapsulates its commitment to support teachers – and those who work with and for teachers – as they endeavour to meet the needs of the young people the profession serves.

## THE CONTEXT FOR PLANNING

The Council, in its last Corporate Plan (2007-2010) referring to societal change made the following statement:

*"Reflecting on the wider context is more problematical, in that the global economic and political environment is inherently and increasingly volatile."*

The prescience of this statement is self-evident in the turmoil that characterises today's economic climate. The decline in the fortunes of our nearest neighbour, the Republic of Ireland, and the depth of the recession in the UK and beyond have enormous consequences for us as a society. It is no exaggeration to say that our world is now characterised by universal uncertainty and doubt, as the economic certainties of the last decades have been swept away on a tide of 'toxic debt'.

Ironically, the same sages who now seek to explain the crisis that has beset the global economic markets, are those who singularly failed to predict the consequences of the target driven, 'short-termist' culture that has prevailed within banking systems in recent years. A culture of management

by target setting is not exclusive to the world of banking. Indeed, within the broader world of education policy making and administration, there are those who hold the earnest belief that the education system, if it is to meet the needs of society, must of necessity conform to a quasi-business model, with a culture predicated on targets and performance indicators. The Council readily recognises the value of target setting and the use of data to inform both planning and professional judgement and the role this plays in enhancing the quality of education in our schools; but has also long argued that the transformative mission of education cannot be encapsulated in targets and performance indicators alone. Rather, teachers as professionals, and society at large must embrace a wider more inclusive vision of the purposes of education; a vision that transcends the reductionist and utilitarian. A somewhat similar perspective is voiced in the Chief Inspector's Report for 2006-2008:

*"At the centre of all our efforts must be the raising of the achievements and standards for children, young people and adult learners, at both a personal and academic level. In so doing, we provide them with the necessary skills and attributes to live successfully and productively in an ever-changing world."*

## Context and Purpose

At a time of upheaval, it is wholly appropriate that the profession should seek to identify and confirm the core purposes of education, as a means of reaffirming the profession's mission and sustaining professional dynamism. It is interesting that it was just such a desire that underpinned the initiation of the recently completed Nuffield Foundation Review, entitled *Education for All: The Future of Education and Training for 14-19 Year Olds*.

In publishing its findings, the Review identified what might be deemed five overarching demands and there is merit in quoting the first of these in full:

*"The re-assertion of a broader vision of education in which there is a profound respect for the whole person (not just the narrowly conceived 'intellectual excellence' or 'skills for economic prosperity') irrespective of ability or cultural and social background, in which there is a broader vision of learning and in which the learning contributes to a more just and cohesive society."*

It is noteworthy that the Council, in its *Charter for Education* first launched in 2006, had already articulated a similar view as to the nature and purposes of education; drawing on the UNESCO Delors Report of 1996 – *Learning the Treasure Within* – and affirming not just that education should be seen as "a liberating experience to be enjoyed by all", but equally:

*"...education must seek to develop social capital, engender a commitment to excellence and contribute to the common good."*



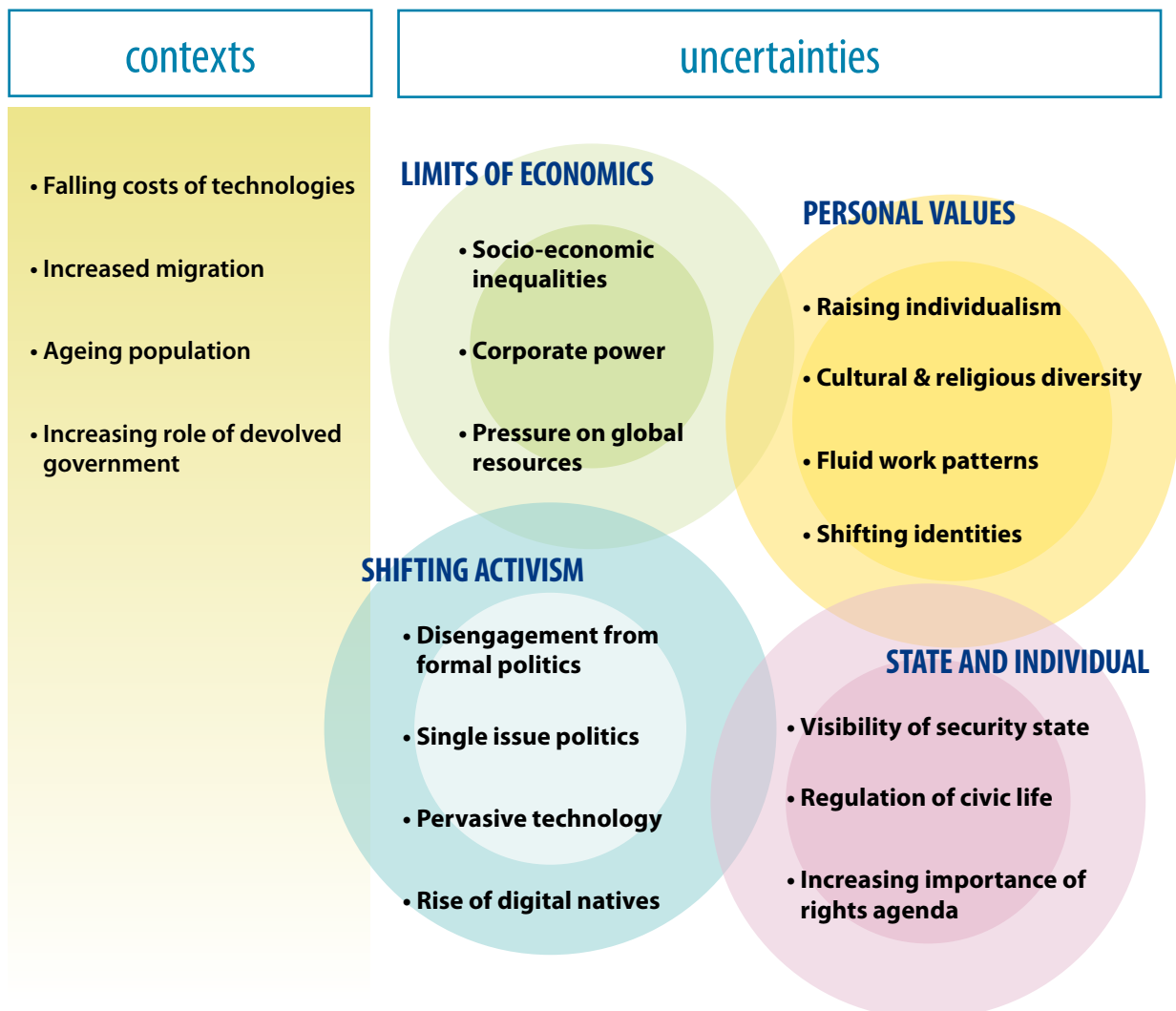
It is encouraging that *Every School a Good School*, published in April 2009, which effectively serves as a strategic plan for education, endorses the Council's views on the nature and core purposes of our mission in education.

### Context and Societal Change

If teaching is to be appropriately recognised as a profession – or if teachers are to be fully recognised as professionals – it is essential that the work of teachers is considered within the broader context of a rapidly changing world. Whilst the 'immediacy' of daily routines, allied to the pressures engendered by initiatives,

inevitably absorbs much of the energies of individual teachers, it is nonetheless important that collectively, as a profession, teachers both understand the nature of the changes impacting on society and, where appropriate, comment on and seek to shape how society responds to such changes. Failure to do so would be to embrace a culture of passivity which is wholly inappropriate for those who consider themselves to be professionals. The Carnegie Trust has undertaken a major study reflecting on those 'change factors' impacting on society and the implications for policy makers and society itself.

The diagram below reflects the work undertaken by the Carnegie Trust:  
*The Shape of Civil Society to Come (2007)*



The consideration of issues such as those outlined in the work of the Carnegie Trust is important for the Council. These changes and trends have implications for how teaching, as a profession, prepares young people for future living and for how society, as a whole, will interface with teachers and schools.

The work of the Carnegie Trust resonates with that of OECD Centre for Research and Innovation in its 2008 publication *Trends Shaping Education*, which raises questions as to how the world of education might respond to factors such as globalization, the ever quickening digital revolution, the issues surrounding diversity and values.

The Council has always recognised that the profession has a central role in shaping the citizens of the future, and confirms that, in so doing, teachers need to be aware of the social and policy contexts in which the aims of education are defined and implemented and equipped to participate in the public debate around these matters. It was in this context that the Council addressed this issue in the second of its competence statements:

*“Teachers will have developed a knowledge and understanding of contemporary debates about the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented.”*

If the profession is to contribute meaningfully to the ongoing debate on education, it is essential that teachers are aware of the factors and forces impacting on society at large and of research in areas such as: early learning; the importance of social and cultural capital as determinants of educational outcomes; and the potential of disciplines like neuroscience to inform thinking, not just on learning, but also in the area of developmental disorders and issues such as dyslexia and dyscalculia. The weight attached to neuroscience is evidenced by its inclusion in the Teaching and Learning Research Programme (TLRP).

It will be part of the Council’s responsibility, as the professional body for teachers, to both inform the profession and engage with key policy and decision makers. Thus the Council, over the lifetime of this Corporate Plan, will engage proactively with the NI Assembly, the Minister for Education, the Department of Education and ESA to seek to both inform and influence discussions and policy decisions. In doing so, the Council will ensure that the voice of the profession is heard.

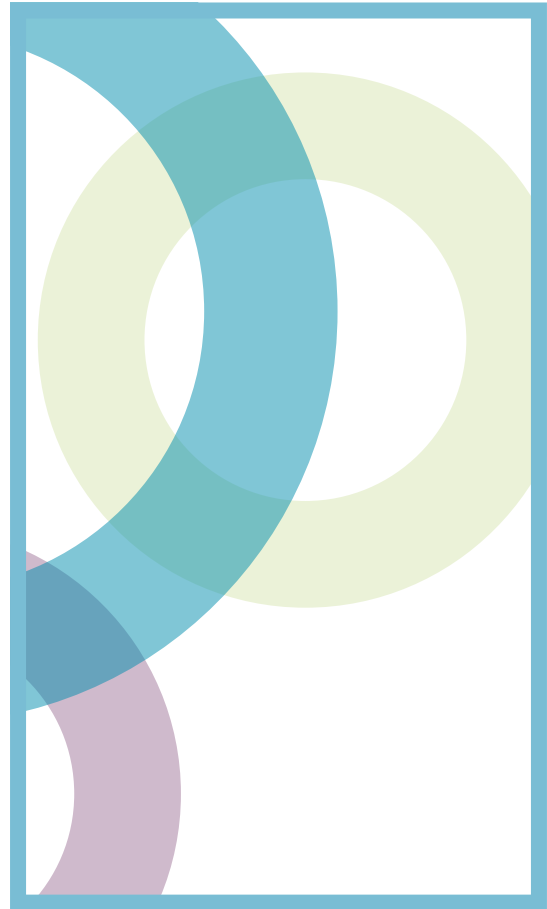
### Context and Regulation

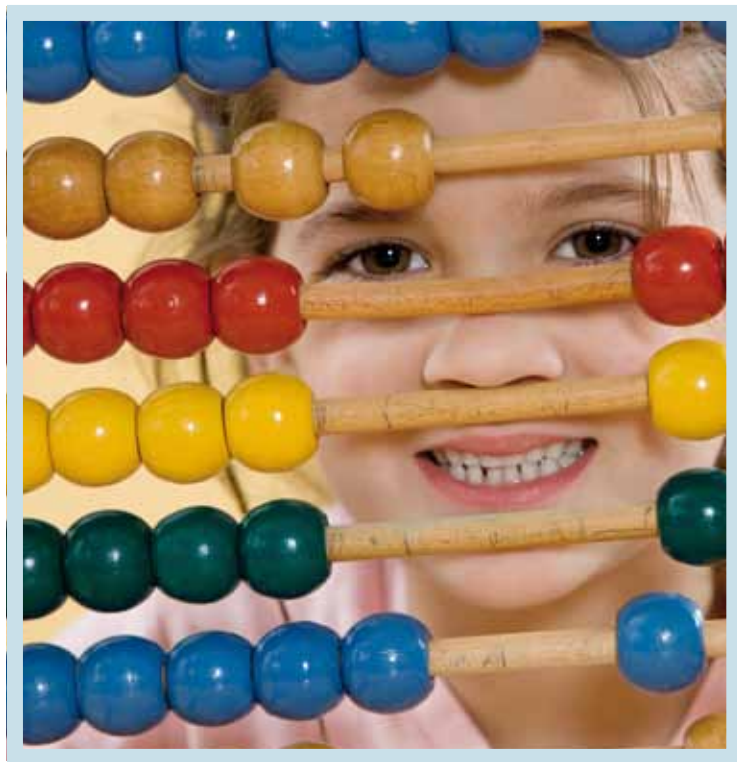
The Education Act will bring another significant milestone for both the Council and the broader education service, with the introduction of legislation further facilitating the Council’s regulatory functions. The delay in the assumption, by the Council, of its full regulatory responsibilities remains a matter of considerable concern. However, the Council is proactive on this issue and, over the life of the last Corporate Plan, has worked assiduously to ensure that protocols and systems are in place to ensure a trouble free introduction of a self-regulatory framework for the profession. Over the past four years the Council has:

- established a Code of Values and Professional Practice thus making explicit the values underpinning ethical practice;
- established the Northern Ireland Teacher Competences, underpinning professional practice;
- established a robust basis for the approval of qualifications;
- initiated processes for the accreditation of Initial Teacher Education Programmes; and
- consulted extensively on the principles that will underpin professional regulation.

In addition, the Council has promoted the concept of reflection and the development of communities of practice as core aspects of a tiered model of professional regulation, the other tiers being school-based regulation (reflecting the employer's responsibilities) and ultimately professional regulation, where the Council itself will exercise its powers.

However, even as the Council embraces this aspect of its work, it is important to be mindful that the world of regulation is in a state of flux, with new pressures demanding that professional regulation is demonstrably independent and transparent. This will, of course, have implications for the protocols the Council develops in regard to its regulatory work. Above all, it will require that the Council establishes sound working relationships with ESA and engages again with colleagues in the Teaching Unions.





*"... to ensuring that every child has equal opportunity to go to a good school, where their aspirations will be nurtured, their learning needs met and their welfare supported."*



## MISSION STATEMENT, CULTURE AND VALUES

The General Teaching Council for Northern Ireland is the independent, professional and regulatory body for teachers. It is dedicated to enhancing the status of the profession by upholding the highest standards of professional conduct and practice.

In doing so, the Council will work in partnership to develop professional communities of practice characterised by a commitment to excellence and a culture of respect, integrity and cooperation.

The achievement of this mission is predicated upon a compact between teachers and society, based on trust and responsibility, and the acceptance of service as a fundamental element of professionalism in practice. This implies a working pattern that is based on partnership, respect, dialogue and a sense of common purpose and a community of interests.

### Corporate Values

Professional communities are sustained not solely by a sense of common purpose, but equally by a commitment to guiding principles and values. The Council has set out, in its Charter for Education, the principles it believes should underpin education and professional service. Furthermore, the Council has articulated clearly, in its Code of Values and Professional Practice, the commitments that teachers, as professionals, must make in relation to learners, colleagues and the profession itself. The Code also sets out clearly the values embraced by the Council and the profession, namely:

**trust, respect, integrity, honesty, fairness, tolerance, equality, commitment and service.**



The teaching profession, like all professions, must be aware of the broader issues impacting on society and of government policy and programmes and, as far as is possible, contribute to the common good. The Council believes that its commitment to excellence and service and the core values set out above will do much to support the pledge, found in the ten-year strategy for children and young people 2006-2016, *Our Children and Young People – Our Pledge*, to create an environment in which:

*"...all children and young people living in Northern Ireland will thrive and look forward with confidence to the future."*

## Mission and Empowerment

For the profession to contribute to this lofty and wholly appropriate vision, it is necessary that politicians and society as a whole recognise their responsibility to address the eleven commitments enshrined within the Charter for Education, published by GTCNI and endorsed by all local political parties.

As articulated above, if government, society at large and the profession work in a mutually supportive way and meaningfully share in respective responsibilities to young people, then society can be assured that education can be a liberating enterprise to be enjoyed by all. This will promote the development of social capital, facilitate personal development and contribute to economic prosperity, communal well-being and social cohesion.

The Council, indeed the profession as a whole, shares the Department of Education's commitment, as set out in *Every School a Good School*:

*"... to ensuring that every child has equal opportunity to go to a good school where their aspirations will be nurtured, their learning needs met and their welfare supported."*

This commitment resonates with the Council's undertaking to pursue excellence, in, and for, all. However, if the profession is to optimise its efforts on behalf of this programme then it is imperative that government take note of the recent Chief Inspector's Report for 2006-2008, in which he observed in relation to the professional development of teachers:

*"There is proportionately insufficient investment in the development of the teachers and the education workforce compared with that in changing structures and systems."*



The Chief Inspector's observations are particularly significant at a time when the pace of change is accelerating and financial resources are increasingly constrained. If, as the McKinsey Report *How the World's Best-Performing School Systems Come Out on Top*, suggests:

*"...the quality of an education system cannot exceed the quality of its teachers..."*

then this is perhaps the most significant comment in the Chief Inspector's Report.

The Council regards the ongoing professional development of teachers as the single most crucial factor requiring attention over the lifespan of this Corporate Plan. Failure to address this issue will have serious implications, not just in terms of morale and performance within the profession, but in terms of our success in meeting the needs of our young people.

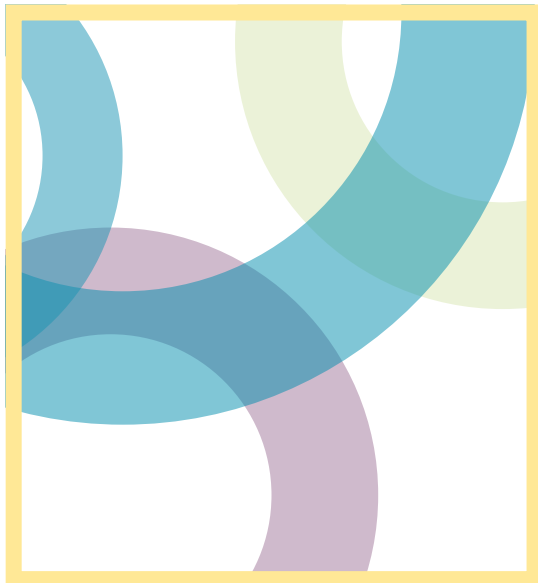
## COUNCIL'S REMIT AND STRUCTURE

### Remit

The Council's responsibilities as set out in the Education (NI) Order 1998, the Education (NI) Orders 2003 and 2006 and DE Circulars are as follows:

- establishing and maintaining a register of teachers in Northern Ireland;
- the provision of a professional code for registered teachers;
- the promotion of standards;
- the approval of qualifications leading to registered status including the accreditation of courses of Initial Teacher Education; and
- regulatory functions relating to professional conduct and teacher competence.

In addition, the Council has a statutory responsibility to provide advice to the Department and the employing authorities on a wide range of issues, including the training, the career development and performance management of teachers.



### Constitution

Established by the Education (Northern Ireland) Order 1998, the Council has a membership of 33 and is presently constituted as follows:

14 members are directly elected by teachers.

5 members are nominated to GTCNI by Teaching Unions via the Northern Ireland Teachers' Council.

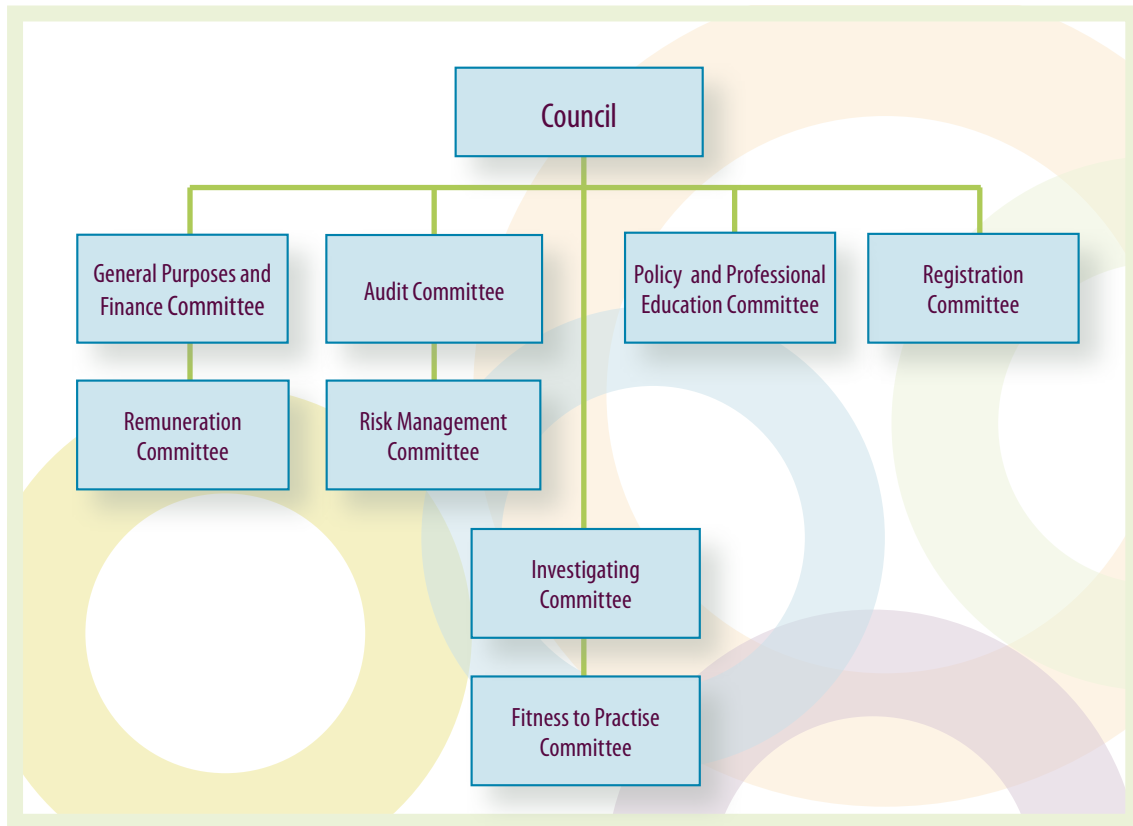
4 members are nominated by employing authorities.

4 members are appointed by the Department of Education.

6 members are nominated to the Council by the following bodies:

- Comhairle na Gaelscolaíochta;
- Governing Bodies Association;
- Northern Ireland Council for Integrated Education;
- Transferor Representatives' Council;
- Trustees of Catholic Schools; and
- Universities' Council for The Education of Teachers (NI).

Perhaps uniquely in Northern Ireland, the Council draws together all of the diverse parties and interests within the education service, thus providing a forum for discussion that is inclusive and benefits from the expertise and experience of all members. The work of the Council is facilitated by a system of committees, each supported by Council officers. Throughout the period of the Corporate Plan, the diverse committees will discharge a monitoring, evaluation and approval role. The final approval in all areas will remain with the Council itself.



## The Audit Committee

The Audit Committee ensures that the Council meets its corporate aims and objectives through the efficient and effective use of its resources. The Committee promotes high standards of probity and propriety within the Council and monitors the Council's systems of internal control which safeguard its assets and resources.

The Committee's key responsibilities are to:

- oversee the Council's planning processes and financial reporting mechanisms;
- approve and monitor the Council's audit programme;
- ensure compliance with statutory regulations and guidance; and
- promote a culture which reflects the highest standards and values.

## The Risk Management Committee

The Risk Management Committee is a sub-committee of the Audit Committee. The Committee provides advice on the co-ordination of risk management strategies. Its objectives are to:

- co-ordinate activities to obtain a more effective risk management process from existing resources;
- prioritise and accelerate those risk management strategies that are critical to the achievement of corporate objectives; and
- ensure that actions required are given the appropriate level of priority and support.

The Committee's key responsibilities are to:

- set the tone for and influence the culture of risk management within the Council;
- raise the level of management awareness and accountability for the business risks experienced by the Council ;
- determine which type of risk is acceptable and which are not;
- set the standards required from staff with respect to conduct and probity;
- determine the appropriate risk appetite or level of exposure of the Council;
- approve major decisions affecting the Council's risk profile or exposure;
- monitor the management of significant risks to reduce the likelihood of unwelcome occurrences;
- ensure that the less significant risks are being actively managed, with the appropriate controls in place and working effectively; and
- provide a mechanism for risk management issues to be discussed and disseminated to all areas of the Council.

## **The General Purposes and Finance Committee**

The General Purposes and Finance Committee is responsible for ensuring that the Council has appropriate staffing and infrastructure in place to provide a quality service.

The Committee reviews and approves policies and procedures to ensure the optimum use of the Council's financial and human resources.

The Committee's key responsibilities are to:

- approve and monitor the Council's budgets;
- review and approve the Council's Annual Report and Accounts;
- monitor and assess the Council's Corporate and Business Plans; and
- review, approve and monitor the management of policies and procedures in relation to issues including:



- finance and administration;
- recruitment and staffing;
- training and equal opportunities;
- procurement and information technology;
- premises and health and safety; and
- legal and insurance issues.

### The Policy and Professional Education Committee

The Policy Committee is responsible for the development of evidence-informed policy and policy advice. The Committee ensures that policies reflect the views of teachers, by consulting with the profession and the wider education service.

The Committee's key responsibilities are to consider issues and develop policies, advice and guidance in relation to:

- the standards of teaching;
- initial teacher education;
- continuing professional development;
- a professional code for teachers; and
- performance management.

### The Registration Committee

The Registration Committee has strategic responsibility for all aspects of teacher registration and is responsible for ensuring that the Council's statutory obligations to establish and maintain a Register of Teachers are fulfilled. In addition, the Committee advises on the profile of the profession and the ramifications in respect of recruitment and supply.

The Committee's key responsibilities are the:

- establishment and ongoing development of registration processes;
- development of protocols, routines and processes to facilitate the approval of qualifications leading to registration with the Council;

- maintenance and further development of the registration database; and
- establishment and review of the Council's regulatory procedures and processes.

### Investigating Committee

In keeping with its regulatory responsibilities, the Council will establish an Investigating Committee to examine any allegations made against a registered teacher. The Committee will consider whether or not there is a case to answer in terms of unacceptable professional conduct, serious professional incompetence or conviction for a relevant offence.

The Investigating Committee will:

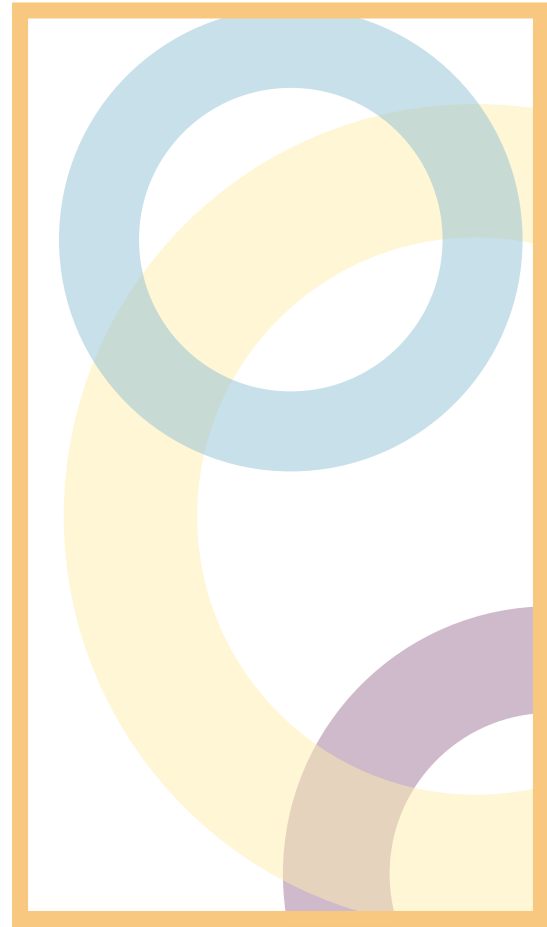
- make an initial assessment of all allegations received;
- issue a 'Notice of Investigation' where appropriate;
- consider all relevant information; and
- make a determination as to whether or not a registered teacher has a case to answer, and if so refer the case to a Fitness to Practise Committee.

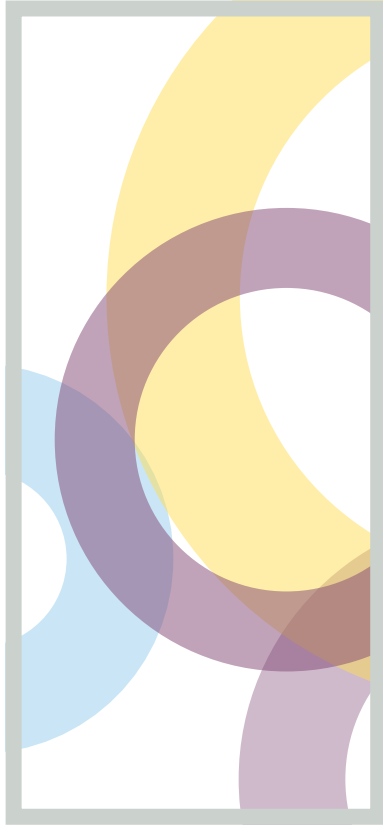
### Fitness to Practise Committee

The Council will also establish a Fitness to Practise Committee, to hear cases referred by an Investigating Committee. The Fitness to Practise Committee will act as a tribunal and will have powers that will include the ability to examine all relevant available documentation and to call and examine witnesses, in order to arrive at informed decisions.

The Fitness to Practise Committee will consider cases referred to it and will:

- issue a 'Notice of Proceedings', when required to do so, to a registered teacher;
- conduct formal hearings, where all available evidence is considered; and
- make determinations which may include an application of disciplinary orders.





## STRATEGIC GOALS 2010 – 2013

The Council has identified four overarching strategic goals for the duration of this Corporate Plan. However, it recognises that in an environment characterised by rapid change, these goals or their associated objectives may change.

The following page sets out the goals, objectives and activities underpinning the Council's work in the years 2010 to 2013 and will form the foundation for the annual work plans for that period.

### ● Goal 1

To provide an independent and authoritative voice for the profession and promote teaching as a profession.

### ● Goal 2

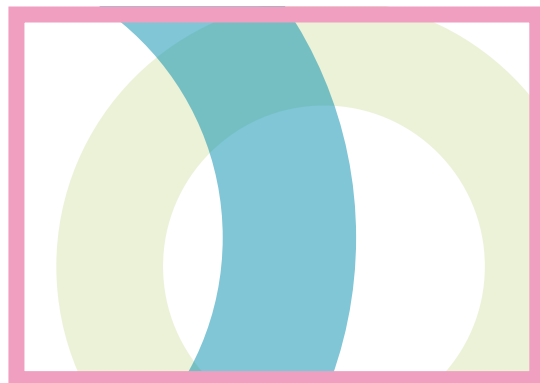
To maintain and promote the highest standards of professional conduct and practice.

### ● Goal 3

To promote a culture within teaching of activist and responsible professionalism.

### ● Goal 4

To develop efficient and cost-effective structures, processes and systems to support the delivery of the Council's goals and associated objectives.



## GOAL 1

To provide an independent and authoritative voice for the profession and promote teaching as a profession.

| Objectives  | Activities  |
|---|---|
| <p>1.1 Promote an understanding of teaching as a core public service and a key element in civic life; promoting concern for democracy and civic virtues such as equality, inclusion and social justice.</p> | <p>Promote the Council's Code of Professional Values and Practice as a basis for informing public debate on the purposes of education.</p> <p>Develop and publish papers regarding the purposes of education.</p>                 |
| <p>1.2 Enhance the status of the teaching profession through the establishment of alliances with key stakeholders.</p>  | <p>Establish effective interfaces with key stakeholders.</p> <p>Highlight the complex nature of teaching and the intellectual calibre of those entering the profession.</p>   |
| <p>1.3 Establishing GTCNI as an authoritative independent advocate for the teaching profession and as the pre-eminently influential voice on matters pertaining to teaching.</p>                            | <p>Promote GTCNI as an authentic voice for the whole profession via conferences, publications, policies and development of the database as a vehicle for evidence-informed policy making on a range of issues.</p>                |
| <p>1.4 Act as a catalyst for research and promote a re-intellectualisation of the profession.</p>   | <p>Liaise with other agencies with a research interest.</p> <p>Undertake a range of research activities to promote and support teaching as an evidence-informed profession and to provide an evidence base for policy making.</p> |

## GOAL 2

To maintain and promote the highest standards of professional conduct and practice.

| Objectives  | Activities  |
|---|---|
| <p>2.1 Maintain and enhance the Council's Register of Teachers and explore the extension of registration status to a wider education workforce.</p> | <p>Process all applications and renewals for registration with the Council.</p> <p>Develop position papers and policy documents on possible development and extension of registration categories.</p>   |
| <p>2.2 Ensure that the teacher competences remain both fit-for-purpose and remain central to all phases of teacher education and development.</p>   | <p>Review and update Teaching: the Reflective Profession.</p> <p>Undertake a formal accreditation of Initial Teacher Education programmes.</p> <p>Review current arrangements for Induction and EPD to ensure compliance with the competence framework.</p> |
| <p>2.3 Refine the Council's data mapping and verification of teacher qualifications.</p>  | <p>Initiate programme of 'cohort targeting' for data cleansing in relation to qualifications.</p> <p>Liaise with HEIs/C2K regarding electronic data sharing.</p>  |
| <p>2.4 Explore processes of 'upskilling' for those returning to the profession and those educated outwith Northern Ireland.</p>                     | <p>Develop 'upskill packages' for returning teachers and those trained outwith Northern Ireland.</p>  |
| <p>2.5 Establish a robust, transparent, independent and professionally-led system of regulation.</p>  | <p>Finalise Council's protocols regarding regulation.</p> <p>Develop and implement a training programme for Council members.</p> <p>Publish targeted guidance for members of the profession, employers and the general public.</p>                          |

## GOAL 3

To promote a culture within teaching of activist and responsible professionalism.

| Objectives   | Activities  |
|--|---|
| <p>3.1 Advocate a coherent professional development framework for all teachers in Northern Ireland.</p>  | <p>Work with DE, ESA and HEIs to establish a coherent professional development framework for all teachers.</p> <p>Model and issue guidance to schools and teachers with best practice and advice on teacher professional development.</p> |
| <p>3.2 Develop and promote the concept of collaborative teacher development within professional communities of practice.</p>                         | <p>Collaborate with the educational research community to encourage research initiatives that have a strong practice dimension and classroom impact.</p>  |
| <p>3.3 Nurture and extend teacher professionalism to encompass evidence-informed practice and action research.</p>                                   | <p>Publish a range of guidance documents and resources that provide teachers and schools with practical development guidance and support in relation to teaching and continuing professional development.</p>                             |
| <p>3.4 Explore the opportunities for extended professional engagement with the wider educational workforce and other inter-professional working.</p> | <p>Develop position papers on issues such as inter-professional interfaces, extended workforce regulation and registration.</p>   |

## GOAL 4

To develop efficient and cost-effective structures, processes and systems to support the delivery of the Council's goals and associated objectives.

| Objectives   | Activities  |
|--|---|
| <p>4.1 Optimise the use of human and financial resources through careful planning, monitoring, financial control and policy development.</p> | <p>Implement an appropriate planning and operating framework to include the following:</p> <ul style="list-style-type: none"> <li>• Corporate Plan;</li> <li>• Annual Business Plan;</li> <li>• Action Plans;</li> <li>• Annual Report and Accounts; and</li> <li>• Quarterly Financial Reports.</li> </ul> <p>Promote sound financial systems and procedures, incorporating appropriate checks and controls and value for money processes.</p> |
| <p>4.2 Promote a climate of probity and propriety in relation to operations and business.</p>  | <p>Develop and implement 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>4.3 Provide an efficient and effective support service for Council members.</p>   | <p>Ensure that Council members receive appropriate papers, reports and data to facilitate informed decision making.</p> <p>Arrange the provision of appropriate training for Council members.</p>   |
| <p>4.4 Ensure appropriate staffing profile commensurate with Council business activity.</p>  | <p>Develop and implement a three-year human resource plan including a revised performance review system.</p> <p>Ensure the delivery of an effective Training and Development Policy.</p> <p>Review and develop a range of appropriate policies in relation to issues such as personnel, welfare, employment and health and safety.</p>  |

## COUNCIL MEMBERSHIP

### Elected Members

Nursery School representative  
Special School representative  
Primary School representatives

### 2007 - 2010

Susan Campbell  
Sally McKee  
Charles Glenn  
John McGrady  
Daisy Mules  
Thea Patton  
John Kerr

### 2010 - 2013

Sharon Beattie  
Colm Davis  
Brian Carlin  
Carney Cumper  
Sandra E. Douglas  
Gillian Garrett  
Mary Leonard

Secondary School representatives

Keith Smith  
Damian Walls  
Theo Laverty  
Teresa Graham  
Rosemary Barton

Graham Agnew  
Theo Laverty  
Paddy Linden  
Ciara McKay  
Rosemary Barton

Primary School Principal

Audrey Stewart

Brian Jess

Secondary School Principal

Ivan Arbuthnot

Ivan Arbuthnot

### Appointed Members

Northern Ireland Teachers' Council

John Pollock  
Peter Scott  
Malachy Doherty  
Tony Lappin  
Alistair Orr

John Pollock  
Stephen Moore  
Daisy Mules  
Gillian Scott  
Teresa Graham

Association of Education and Library Boards

Vacant

Pending  
Pending

Council for Catholic Maintained Schools

John Colgan  
La'Verne Montgomery

John Colgan  
Eugene O'Neill

Comhairle na Gaelscolaíochta

Áine Andrews

Áine Andrews

Governing Bodies Association

Ronnie Hassard

Sheila Crea

Northern Ireland Council for Integrated Education

Frances Donnelly

Frances Donnelly

Transferor Representatives' Council

Rosemary Rainey

Rosemary Rainey

Trustees of Catholic Maintained Schools

Joe Corrigan

Elizabeth McNeice

Universities Council for the Education of Teachers

Leslie Caul

Audrey Curry

Department of Education

Dorothy Black  
Jennifer Cornyn  
Miriam Karp  
Brendan McConville

Pending  
Pending  
Pending  
Pending

## COUNCIL STAFF

|  |                           |
|--|---------------------------|
| <b>Registrar</b>                               | Eddie McArdle             |
| <b>PA to the Registrar</b>                     | Lesley Dickson            |
| <b>Planning and Corporate Services Manager</b> | Barney Ball               |
| <b>Senior Education Officer</b>                | Gerard Devlin             |
| <b>Communications Officer</b>                  | Debra Castles             |
| <b>Finance Officer</b>                         | Jim McClean               |
| <b>Corporate Services Administrator</b>        | Faye Harrison             |
| <b>Registration Manager</b>                    | Helen Jackson             |
| <b>Senior Registration Officer</b>             | Janet Bell                |
| <b>Registration Officer</b>                    | Norma Ingram              |
| <b>Registration Officer</b>                    | Carol Bailie              |
| <b>Registration Officer</b>                    | Claire Neely              |
| <b>Registration Officer</b>                    | Davina Knocker            |
| <b>Registration Officer</b>                    | Eithne Nic Giolla Catháin |
| <b>Registration Administrator</b>              | Rosie Orr                 |





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