



General Teaching Council
for Northern Ireland

Corporate Plan

2007-2010

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FOREWORD

The Council launches this Corporate Plan at a time of great change and uncertainty. The nature and extent of the pressures for change are unparalleled with issues such as globalisation driving curricular change, whilst factors such as demography and the new political dispensation will drive changes in respect of administration and governance.

Change inevitably brings uncertainty but equally it often creates opportunities. Perhaps the most significant development arising from the current raft of changes is the opportunity afforded teachers to assume, once again, a central role in regard to the curriculum. This rolling back of 'prescription', is an appropriate recognition of the reality that teachers are best placed to make decisions on the detail and thrust of the curriculum offered to the young people entrusted to their care. The Council has long argued that the exercise of professional autonomy, allied to a sense of mission or moral purpose and a clear commitment to excellence, are the true hallmarks of professionalism, and thus we welcome the enhanced role for teachers in regard to the curriculum.

Over the lifetime of this plan we will continue to work to create the conditions conducive to the development of a sense of autonomy and professional empowerment. Among the most significant advances in this area will be the assumption by the Council of responsibility for the granting of entry to the profession, via the approval of teaching qualifications. This allied to the codification of teaching competences and the full implementation of regulatory functions will be significant milestones in the development of the Council.

In addition to our endeavours in these seminal areas, the Council will continue to be active in regard to issues such as the enhancement of professional status and the articulation to government, and others, of the professional concerns of teachers. Alongside this work we will seek to ensure that strategies are put in place which will appropriately recognise the primacy of the profession in an increasingly diversified workforce.

This plan like all corporate plans reflects an analysis and understanding of the core and emerging issues likely to impact over the coming years; it is inevitable that over the span of the plan other issues, challenges and priorities will emerge. The profession can be assured that the Council will remain vigilant and work assiduously to ensure that such challenges are addressed effectively and expeditiously.



Sally McKee

Sally McKee
Chair, GTCNI



Eddie McArdle

Eddie McArdle
Registrar, GTCNI

MISSION STATEMENT, CULTURE AND VALUES

MISSION STATEMENT

The General Teaching Council for Northern Ireland 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.

In pursuing its mission, the Council will work in partnership to develop and sustain a broad and dynamic 'professional community' characterised by a culture of respect, integrity, cooperation and dialogue.

It is readily recognised that the production of a statement on corporate culture and values is inevitably problematic, in that values are perhaps more readily exemplified than articulated. What then does the Council understand by the term values? In essence it refers to principles, ideals, standards which act as both points of reference in decision making and guides to behaviour. The Council's culture is rooted in an appreciation and exemplification of professionalism, which it sees as inextricably linked to the values of: **trust, respect, integrity, honesty, fairness, tolerance, equality, commitment and service**. Underpinning all of the Council's endeavours is, of course, a dedication to service requiring that the Council seeks to understand and meet the needs of both the teaching profession and the common good.

In addition, as part of its ongoing commitment to the public good, the Council will seek to promote the vision enshrined within 'A Shared Future' (March 2005), which commits all within the public sector to work towards the establishment of a society in which respect for diversity, a recognition of interdependence and a commitment to dialogue, as a means of resolving differences, will be the norm. The profession readily endorses the objectives underpinning 'A Shared Future' and the Council would assert that its Code of Values and Professional Practice has already embraced diversity, equality and inclusiveness.



In seeking to exemplify the diverse values noted above the Council is committed to:

- ensuring that its operations and policies are characterised by adherence to the highest ethical standards;
- engaging in meaningful consultation with the profession and the broader professional community on issues and concerns in which the Council has an interest;
- the operation of a Code of Values and Professional Practice and the establishment of regulatory procedures predicated upon these core values;
- the promotion of a culture of professional excellence; and
- the promotion of the aims and objectives enshrined within 'A Shared Future'.

In essence, the Council seeks to model the professional standards it upholds for the profession itself. Our mission statement speaks of 'developing and sustaining a broad and dynamic professional community', and implicit in that notion, is the idea of partnership, cooperative working and open communication. In light of this, the Council is committed to identifying and working with a wide range of stakeholders; stakeholders are defined as those whose work impacts on the Council, and/or individuals and organisations on whom the work of the Council impacts.

COUNCIL'S PROFILE AND CORE ACTIVITIES

Established under the auspices of the Education (Northern Ireland) Order 1998, 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. The membership reflects the broader education service and in so doing goes some way to assisting in the development of a community of professional practice.

The Council's responsibilities, as set out in the Education (Northern Ireland) Order 1998 Articles 34-41 and Articles 35 and 36 of the Education Order (Northern Ireland) 2006, are as follows:

- the registration of teachers;
- the approval of qualifications leading to registered teacher status;
- the development of a Code of Values and Professional Practice;
- disciplinary functions relating to professional misconduct and teacher competence;
- the provision of advice to the Department of Education and Employing Authorities on:



- the training, career development and performance management of teachers;
- standards of teaching;
- registration issues;
- standards of conduct for teachers; and
- other issues such as may be determined by the Department of Education.

One of the Council's primary aims is to contribute to the development of a world-class educational system in Northern Ireland; in seeking to achieve this aim, and enhance the status of the profession, it has established what might be deemed core priorities or objectives. In doing so, the Council has had to consider not just legal imperatives and logistical requirements, but also the context within which it will operate over the next three to four years. An analysis of those factors seen as most likely to impact on the profession is offered elsewhere in this document. At this stage it is sufficient to say that, in a world characterised by accelerating change, longer-term planning will always be uncertain. Thus, the priorities set out for the life of this plan may well alter in light of developing circumstances and changing needs. The strategic objectives presently identified for the duration of this Corporate Plan are set out overleaf.

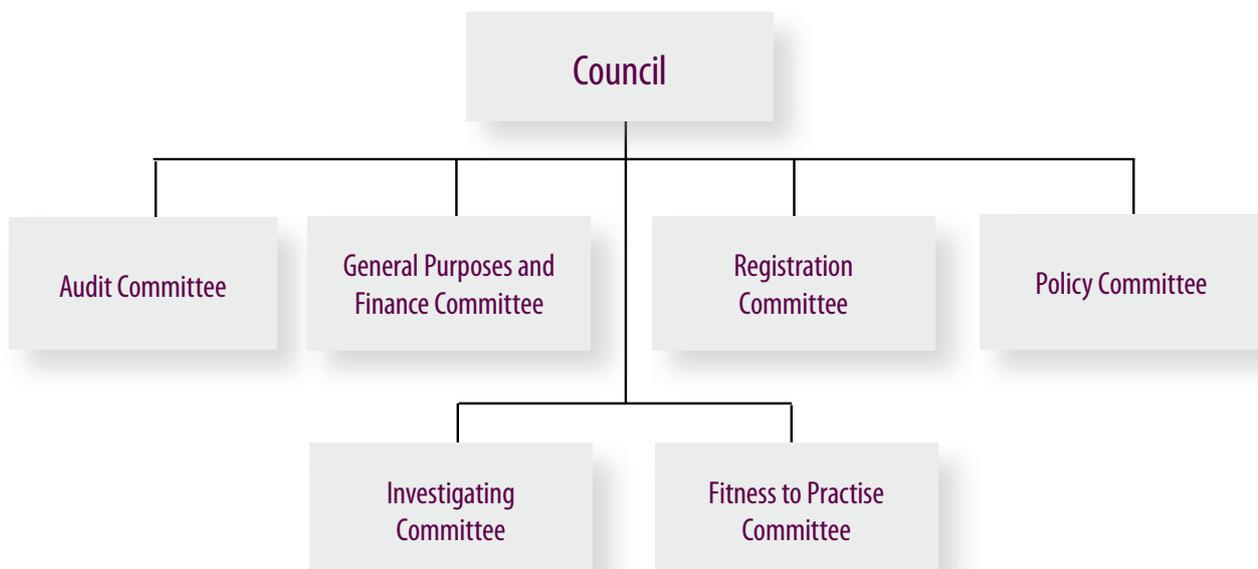
Strategic Objectives

- To provide an independent, representative and authoritative voice for the profession on matters pertaining to teaching.
- To promote and maintain the highest standards of professional conduct and practice in collaboration with key partners.
- To enhance the status of teaching as a profession.
- To develop effective and cost efficient structures, processes and systems to support the delivery of the Council's objectives.

COUNCIL STRUCTURES

Perhaps uniquely in Northern Ireland the General Teaching 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.

Council and Committee Structure



The responsibilities of the Committees will be subject to periodic review. At this time they are as follows:

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 the Council's 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 General Purposes and Finance Committee

The General Purposes and Finance Committee is responsible for ensuring that the Council has appropriate staffing and infrastructures 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:
 - finance
 - recruitment
 - training
 - procurement
 - premises
 - legal and insurance
 - administration
 - staffing
 - equal opportunities
 - information technology
 - health and safety





The Policy 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
 - 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;
- the development of protocols, routines and processes to facilitate the approval of qualifications leading to registration;
- the maintenance and further development of the registration database; and
- the 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 of a relevant offence.

An Investigating Committee will:

- make an initial consideration of all allegations received;
- issue a 'Notice of Investigation' where appropriate;
- consider all relevant information; and
- make a determination of 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.

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

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

THE CONTEXT FOR PLANNING

The foreword to this document has already made mention of the potential impact of 'context' on policy and strategy. The analysis of context is inevitably a reflection on both the micro and the macro and therefore must, of necessity, involve a consideration of the how the Council itself has evolved since its inception.

The Council's Past Work

The Council in the last three years has established the first complete Register of Teachers. Following consultation with the profession the Council set out, in its Code of Values and Professional Practice, a clear understanding as to the ethical basis for professional behaviour. At the behest of the Departments of Education, and Employment and Learning, the Council completed a major review of teacher competences and continuing professional development and has developed a cogent regulatory framework. In addition, the Council has undertaken a significant pilot programme of individualised CPD bursaries and initiated an annual lecture programme. The Council has also established Northern Ireland's first online repository for research and education policy; a valuable and unique facility for teachers. One of the most important milestones for the Council was the completion of the first major survey of teachers' opinions on a wide range of professional issues. The significance of this work should not be underestimated and the fact that some 42% of those teachers, included in the sample, responded is eloquent testimony to the desire of the profession to make its collective voice heard. The survey will provide the Council and its various committees with a substantial evidence base, upon which to develop and articulate its policies. This is in keeping with the Council's advocacy of evidence-informed policy development within the wider education service in Northern Ireland. All of the activities outlined above have been underpinned by a programme of work designed to create not just an appropriate administrative infrastructure, but more importantly, to begin the process of 'community building', embracing the diverse partners within the education service in Northern Ireland.

The Charter for Education

At a time of uncertainty and change it is important that society as a whole establishes a consensus as to what Michael Fullan calls the 'moral purposes of education'. The Council, in concert with its partners in the education service, has reflected on this issue of purpose and has agreed a Charter for Education. The Charter has been endorsed not just by all partners within the education service but by policy makers and all local political parties. Launched by the Permanent Secretary in the company of an audience of teachers and others, the Charter outlines the broad aims of education and sets out, in a series of eleven statements, a range of commitments, understandings and responsibilities. Northern Ireland is unique in these islands in having such a Charter. The success of the Council, in securing the endorsement of such a document, illustrates the extent to which education is seen as a vital endeavour in the service both of the individual and society at large. Over the span of this Corporate Plan the Council will work assiduously to ensure that the Charter becomes embedded in the thinking of all within the profession, and those who seek to support the profession in its work.

The Knowledge Economy and Society

Reflecting on the wider context is more problematical, in that the global economic and political environment is inherently and increasingly volatile. It was once fashionable to speak of change as a cyclical process with readily discernible phases, marked by periods of relative stability allowing for the consolidation and assimilation. Such a notion sits ill at ease with the modern world. It is now recognised that in a world characterised by increasing mobility and connectivity, change is now 'the only constant', as we enter a new era of globalisation, knowledge is the new currency. It is readily accepted that the economy of the 21st century will require a workforce possessed of the following characteristics: adaptability, ingenuity, creativity and a commitment to life-long learning.



If Northern Ireland is to prosper in this new world, it is essential that our education system first recognises and then addresses the pressures arising from change. The pressures go beyond matters of economic concern and will be reflected in an increasingly fractured world characterised by uncertainties and accelerating change. Education must be cognisant of the emerging issues and prepare our young people to live in this increasingly volatile environment.

Curriculum Change

If we consider the attributes required for effective participation in a knowledge society and economy and the need to develop or awaken within our young people the skills of innovation, problem solving, co-operative working, flexibility and a disposition for learning, then it is essential that our education system develops such skills and qualities. In response to these pressures Northern Ireland is moving to a skills-based entitlement curriculum; realisation of the core aims of the revised curriculum should ensure that our young people are well prepared for the social and economic changes they will encounter. For the Council the question remains how best to ensure that the profession is suitably empowered to deliver the revised curriculum.

It is important to note that along with the revised curriculum comes a new approach to the profession itself. Gone is the era of regimentation; as the then Minister for Education, Maria Eagle, noted in the Council's house magazine **termtalk** (Sept 2006), the new arrangements offer a minimum of prescription, in order that we might more readily maximise pupil opportunity. As importantly for the profession, she notes that the new arrangements have "given back to teachers the capacity to tailor what is taught more closely to the needs of pupils". This notion of professional discretion resonates with the Council's understanding of professional standing and is to be applauded. The Council, as the professional body for teachers, will work to ensure that the trust implicit in this new approach is well placed.

Governance and Administrative Arrangements

The period of this Corporate Plan will see far reaching changes in the governance and administration of Northern Ireland arising from the return to a devolved government and the out-workings of the Review of Public Administration (RPA) which will see, in the Education and Skills Authority (ESA), the emergence of a new unitary system of administration for education. The possible policy implications arising from the aforementioned are difficult to predict and thus plan for.

The publication of 'Schools for the Future', the report of the independent strategic review of education conducted by Sir George Bain, will have wide-ranging implications for both the school estate and future planning. As with the challenges arising from the RPA the Council will take steps to address issues arising from the 'Bain Report'.

What can be said with a certainty is that the return of a devolved administration, allied to the changes in local government and the new structures for the administration of education, will significantly change the environment in which teachers work. Whilst many of the structural and administrative changes will be phased in over the next three to four years we shall undoubtedly see interim arrangements that will impact on the profession in areas such as professional development.



The Social Inclusion Agenda

In the context of Northern Ireland there are those who would interpret the social inclusion agenda solely in terms of issues emerging from 'A Shared Future'. However, it is more meaningful to consider the issue in a more comprehensive way encompassing not just matters relating to communal division but also issues pertaining to equality, equity of access, and the broader quality and excellence agenda. These themes run through all aspects of government and departmental policy and planning and are specifically enshrined in legislation such as Special Education Needs and Disability Order (SENDO).

A concern for quality in all aspects of education is also to the fore in the ongoing work of the Education and Training Inspectorate (ETI). The ETI, in its promotion of a culture of self-evaluation, reflective practice and school improvement, effectively co-joins all within the broader education service in the inclusion and excellence agenda.

This broad inclusion agenda resonates readily with the Council's commitment to excellence in and for all, and equally with the profession's Code of Values and Professional Practice which commits all within the profession to core values addressing issues such as respect, equality of opportunity and excellence. The co-joining of all partners in pursuit of this agenda also resonates with the Council's commitment to developing communities of practice dedicated to service and excellence.

Teacher Profile and Supply

Reference has been made earlier of the Council's commitment to evidence-informed policy making. One prerequisite of such an approach is the development of a data rich environment. The Council's 'Annual Digest of Statistics' provides, for the first time, comprehensive and important data concerning the profile of the profession, which will assist in the development of the Council's policy advice.

The data arising from the first employment census is significant in that it is the most detailed report ever to have been prepared on this issue. The findings represent the beginnings of a process that will allow the Council to track trends and discern significant changes within the profession. As of the 31st March 2006 there were 26,151 teachers registered with the Council, and of these some 19,796 had permanent or one year temporary contracts. In terms of the age profiles of these teachers, 30% are less than 35 years old, 40% are aged between 35 and 50, and 30% are 50 years of age or older. The percentage figure of the teaching workforce, in Northern Ireland, who are 50 years of age or older compares with figures of 35% for the workforce in England and 37.5% in Wales.

The issue of the gender profile within the profession has long been a subject of speculation; overall the gender balance within the profession in Northern Ireland is 73% female and 27% male. A more detailed analysis, by school type, shows that 84% of primary school teachers and 63% of teachers in post-primary schools are female.

The demographic profile of the teaching profession is increasingly becoming female. Figures, derived from analysis of the age range/gender profile of registered teachers, supports this contention, with 39% of teachers in the 55 to 59 age range being male as compared to 20% in the 25 to 29 age range. The Council will continue to monitor the gender balance within the profession.

Regulatory Environment

One of the significant challenges in the near future will be to develop the Council's regulatory remit and the concomitant processes. This challenge is increasingly faced by all professional bodies as they strive to review their regulatory systems and processes to ensure that best practice is followed. The development of professional regulatory systems and who should have regulatory authority is contested in modern society. It is therefore imperative that the teaching profession itself in Northern Ireland, through its professional body, develops a system of professional self-regulation over which the profession itself can exercise narrative privilege. This can be achieved by ensuring that the current guidelines on regulatory best practice are followed. This best practice was outlined by the Better Regulation Task Force in 1997 which stipulated that the following five principles should inform regulatory systems:

- Proportionality
- Accountability
- Consistence
- Transparency
- Targeting

The Council approves and endorses these five principles of good regulation and will further develop its regulatory role and processes taking account of them. The Council is committed to a compliance-based approach to professionally-led regulation. It will work with all relevant partners to formulate a system which is underpinned by professional practice, developed and sustained through professional communities, incorporates school-based and employers' processes and is shaped and driven by the professional body.

Demographic Trends

The issue of demography will continue to impact on Northern Ireland in the coming years. Some might suggest that the education service has not been adequately proactive in addressing the issues emerging from the decline in pupil numbers. However, it is not the intention here to reflect on the past but to consider the implications of future trends. The decline in pupil numbers will undoubtedly impact on school viability, employment opportunities and teacher supply and demand. This issue is not unique to Northern Ireland and the sensitivities surrounding demographic downturn cannot be overstated. The recent publicity surrounding school closures is testimony to the politicised nature of the debate, and the difficulties encountered by those seeking to address the implications arising from local trends. The issue of demography is not restricted to the simple issue of numbers and must address the question of diversity and workplace mobility. It is difficult to quantify the likely impact of EU expansion on pupil numbers, or indeed the demands arising from an increasingly diverse pupil population. As mentioned previously, the Bain Report 'Schools for the Future' has examined this issue in some detail and has made a series of far reaching proposals relating to school viability and sustainability. The outworking of this report will have significant implications in the coming years.

The downward demography should not be thought of solely in negative terms, the reality is that it creates a potential opportunity to reduce class sizes and create 'professional time' for teachers; undoubtedly, these are possibilities that should be fully explored.

Summation

In any period of intense change there is always a risk that the uncertainties arising from such change may engender a sense of anomie and a feeling of displacement. Northern Ireland will be impacted upon not just by the local or micro changes arising from administrative reorganisation, but will also see increasing manifestations of globalisation and the economic and social implications arising from that phenomenon. At such a time it is important that the world of education offers a measure of certainty to both society and the young people placed in our care: certainty as to the purposes of education, and certainty in regard to the value that society attaches to both individuals and to the processes of education itself. The Council, as the professional body for teachers, has already sought to articulate the moral purposes underpinning education and is confident that the profession itself will continue to cherish, support and empower pupils and students as they prepare them for living in the 21st century with all its challenges and opportunities

STRATEGIC OBJECTIVES, TARGETS AND ACTIVITIES

The strategic objectives, targets and activities relating to this Corporate Plan are outlined in this section. Given the significant changes that will undoubtedly arise from the outworking of the factors identified in the contextual analysis, it is inevitable that the targets, as set out, will change to take account of emerging circumstances. Such changes will be reflected in the Council's Annual Business Plans which will set out specific targets for each year complete with appropriate timescales; the progress made in relation to the targets set out in the Annual Business Plans will be the subject of in-year monitoring and an Annual Report.

The lifetime of this Corporate Plan will see significant changes in Northern Ireland with a new local administration, the arrival of the new ESA and a revised curriculum. The implementation of this plan will ensure that the teaching profession will be well placed to take advantage of the benefits arising from the new landscape and, as importantly, to meet the challenges which will also inevitably emerge.



Strategic Objective 1:

To provide an independent, representative and authoritative voice for the profession on matters pertaining to teaching.

| Targets | Activities |
|--|---|
| <p>1.1 To provide evidence – informed advice on the issues set out in Article 35 of the 1998 Order.</p> | <p>The Council will continue to provide advice to the Department of Education and other relevant bodies on:</p> <ul style="list-style-type: none"> • the registration of teachers; • the training, career development and performance management of teachers; • standards of teaching; and • standards of conduct for teachers. |
| <p>1.2 To continue to be recognised as the definitive voice for teachers on professional matters in Northern Ireland.</p> | <p>Through evidence-informed policy development publish a range of position papers on education related matters.</p> |
| <p>1.3 To conduct consultations to best practice standards and respond authoritatively, on behalf of the profession, to consultations from external organisations.</p> | <p>Establish a comprehensive consultation facility to enable the Council to more accurately reflect the views of teachers on educational and professional matters.</p> |
| <p>1.4 Develop an ambitious research capacity and programme commensurate with the Council’s remit and needs.</p> | <p>In partnership with HEIs or other agencies engage in research activities to enable the Council to develop its remit as a significant advisory body on professional issues.</p> |
| <p>1.5 Establish alliances of influence with appropriate stakeholders.</p> | <p>Engage with all stakeholders within the broader education service, to explore issues of mutual interest and to act as a catalyst for new thinking in regard to the nature of teaching as a profession.</p> |

Strategic Objective 2:

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

| Targets | Activities |
|--|--|
| <p>2.1 Establish a teacher competence model for all teachers in Northern Ireland.</p> | <p>Establish and disseminate to all members of the profession, and those engaged in teacher education or support, a guidance document containing the competence statements and development exemplars, the Charter for Education and the Council’s Code of Values and Professional Practice. Use said publication to influence not just professional practice but ancillary activities such as PRSD, School Development Planning and all aspects of Professional Development.</p> |
| <p>2.2 Establish a comprehensive CPD framework for the profession.</p> | <p>Consult with all relevant stakeholders to establish a CPD framework addressing the following issues:</p> <ul style="list-style-type: none"> • the ethical basis for teaching; • competences; • professional milestones; • quality assurance; • evidence and portfolios; and • accreditation and certification. |
| <p>2.3 Maintain and enhance the Council’s Register of Teachers and registration processes.</p> | <p>Continue with the processes of data collation, data cleansing and verification with regard to the Council’s Register of Teachers.</p> <p>Review and amend, as required, the Council’s registration procedures and protocols.</p> <p>Further develop data mapping and reporting processes to use more effectively the Council’s Register as a means of informing policy and advice.</p> |

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Strategic Objective 2: continued

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

| Targets | Activities |
|---|--|
| <p>2.4 Ensure appropriate professional oversight of professional education and development within Northern Ireland.</p> | <p>Establish with the Department of Education and HEIs protocols and processes in regard to the approval of qualifications.</p> <p>Subsequent to the establishment of the Education and Skills Authority and decisions regarding CPD and Chartered Teacher, agree protocols in respect of the approval of CPD courses.</p> |
| <p>2.5 Establish a robust, professionally-led regulatory regime.</p> | <p>Further to primary and regulatory powers being in place, establish the appropriate committees and processes, logistical and legal, to expedite the investigation and addressing of regulatory issues relating to professional competence and conduct.</p> |

Strategic Objective 3:

To enhance the status of teaching as a profession.

| Targets | Activities |
|---|--|
| <p>3.1 Further enhance public confidence in the teaching profession.</p> | <p>Establish, in the eyes of the public, the profession's commitment to excellence and service and the reciprocal expectation that civic society as a whole will play its part in the process of education.</p> |
| <p>3.2 Promote the importance of education in the political/policy agenda.</p> | <p>Seek to align the Council's work in enhancing teacher professionalism with the School Improvement Agenda.</p> |
| <p>3.3 Further develop appropriate interfaces between the Council and its stakeholders.</p> | <p>Work in this area will, in part, be shaped by the issue of devolution which will establish a new policy making dynamic. The Council will develop formal and informal links to all political interests and establish regular meetings with political parties and their policy advisers on all issues pertaining to the Council's Work.</p> |
| <p>3.3 Further develop appropriate interfaces between the Council and its stakeholders.</p> | <p>To renew or establish the Council's interfaces with bodies such as:</p> <ul style="list-style-type: none">• the NI Assembly Education Committee;• the newly constituted ESA;• Teachers Educators;• Department of Education;• Education & Training Inspectorate;and• Teacher Unions. |
| <p>3.3 Further develop appropriate interfaces between the Council and its stakeholders.</p> | <p>Develop a comprehensive stakeholder communication strategy.</p> |

Strategic Objective 4:

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

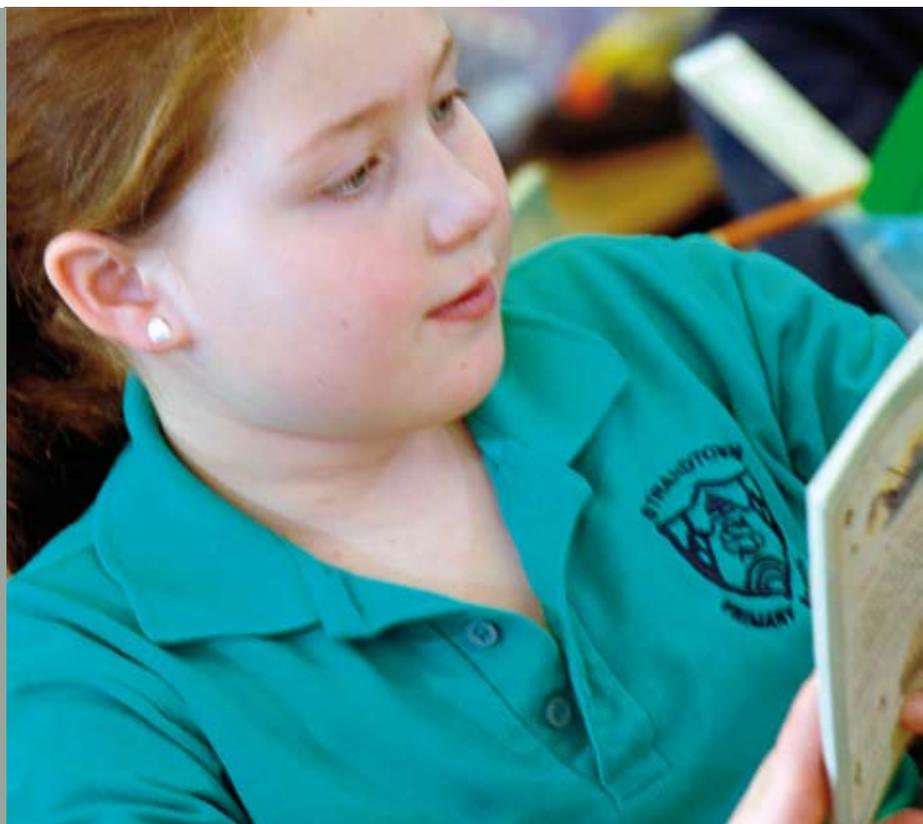
| Targets | Activities |
|--|---|
| <p>4.1 Optimise the use of human and financial resources through careful planning, monitoring, financial control and policy development.</p> | <p>Review and update the budget monitoring and planning systems.</p> <p>Enhance audit planning and operating systems for increased effectiveness.</p> <p>Review banking arrangements.</p> <p>Source alternative streams of funding for projects and initiatives.</p> <p>Implement a job evaluation process to address the changing roles and responsibilities of staff.</p> |
| <p>4.2 Maintain a climate of probity and propriety in relation to operations and business of the Council.</p> | <p>Complete development of financial governance and reporting policies appropriate for an independent, autonomous, professional body.</p> <p>Ensure that all staff and Council members are fully conversant with the Council's governance arrangements and procedures through programmes of training and awareness raising.</p> <p>Revise the Council's Risk Management strategy and internal control procedures to take account of additional functions undertaken by the Council.</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 information to facilitate informed decision making.</p> <p>Manage the accurate and timely dissemination of data to council members and, where possible, develop on-line processes.</p> <p>Maintain a Register of Members' interests.</p> |

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Strategic Objective 4: continued

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

| Targets | Activities |
|--|--|
| 4.4 Ensure appropriate staffing profile commensurate with Council business activity. | <p>Review the Council's staffing complement in light of additional and developing activities and functions.</p> <p>Maximise the use of the Council's ICT facilities.</p> <p>Provide effective training and development for all staff.</p> <p>Review and revise human resources policies.</p> |



COUNCIL MEMBERSHIP

Elected Members

| | |
|----------------------------------|---|
| Nursery School representative | - Mrs Susan Campbell |
| Special School representative | - Mrs Sally McKee (<i>Chair</i>) |
| Primary School representatives | - Mr Charles Glenn - Mr John Kerr - Mr John McGrady - Ms Daisy Mules - Mrs Thea Patton |
| Secondary School representatives | - Mrs Rosemary Barton - Mrs Teresa Graham - Dr Theo Lavery - Mr Keith Smith - Mr Damian Walls |
| Primary School Principal | - Mrs Audrey Stewart |
| Secondary School Principal | - Mr Ivan Arbuthnot |

Appointed Members

| | |
|--|--|
| Northern Ireland Teachers' Council | - Mr Malachy Doherty - Mr Tony Lappin - Mr Alistair Orr (<i>Vice chair</i>) - Mr John Pollock - Mr Peter Scott |
| Association of Education and Library Boards | - Mr Dominic McElholm - Mr Gordon Topping |
| Council for Catholic Maintained Schools | - Mr John Colgan - Ms La'Verne Montgomery |
| Comhairle na Gaelscolaíochta | - Ms Áine Andrews |
| Governing Bodies Association | - Dr Wilfred Mulryne |
| Northern Ireland Council for Integrated Education | - Mrs Frances Donnelly |
| Transferor Representatives' Council | - Rev Lee Glenny |
| Trustees of Catholic Maintained Schools | - Mr Joe Corrigan |
| Universities Council for the Education of Teachers | - Dr Leslie Caul |
| Department of Education | - Mrs Miriam Karp - Ms Dorothy Black - Mr Brendan McConville |

COUNCIL STAFF

Staffing as of April 2007:

| | |
|---------------------------|---------------------------------|
| Eddie McArdle | Registrar |
| Barney Ball | Policy and Registration Manager |
| Lesley Dickson | PA to the Registrar |
| Gerard Devlin | Senior Education Officer |
| Yvonne McCool | Corporate Services Manager |
| Deirdre Lavery | Finance & Office Manager |
| Debra Castles | Communications Officer |
| Carol Bailie | Corporate Services Officer |
| Helen Jackson | Registration Team Leader |
| Janet Bell | Registration Officer |
| Norma Ingram | Registration Officer |
| Eithne Nic Giolla Catháin | Registration Officer |
| Claire Neely | Registration Officer |

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