



General Teaching Council
for Northern Ireland

Promoting Teacher Professionalism

Corporate Plan 2013/2016

Incorporating the Council's Annual Business Plan 2013/2014



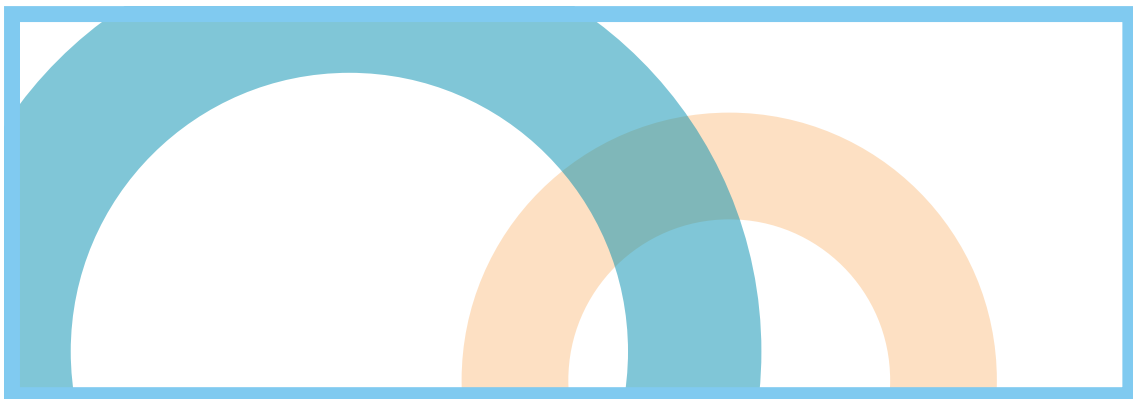
Promoting Teacher Professionalism

CONTENTS

Foreword	3
1. INTRODUCTION	5
1.1 Our Mission	5
1.2 Our Vision and Values	5
1.3 Our Council.....	6
1.4 Our Key functions.....	8
2. STRATEGIC CONTEXT	8
2.1 Introduction	8
2.2 NI Executive's Strategy	8
2.3 Education service goals	8
2.4 GTCNI's strategic contribution	9
3. INTRODUCTION	12
3.1 Challenges	12
3.2 Establishing full regulatory powers	12
3.3 The inclusion of Further Education.....	12
3.4 Enhancing professional development	12
3.5 Enhancing teachers' professional voice and influence	12
3.6 Managing the business effectively	12
3.4 Enhancing professional development	12
3.5 Enhancing teachers' professional voice and influence	13
3.6 Managing the business effectively	13
3.7 Monitoring, Reporting and Accountability	14
4. CORPORATE GOALS AND DELIVERY ARRANGEMENTS	15-24
Corporate goals including:	
• Strategic objectives	
• Success indicators	
• Key milestones	
• Business plan activities 2013-14	
APPENDICES	25
1: ANNUAL BUSINESS PLAN 2013-14	25-31
2: Current Council Members	32-35
3: Governance and Accountability Assurance Framework.....	36-37
FIGURES	
1: Main areas of the Council's work	7
2: Strategic context of planning	10-11
3: Regulation Process Model	18
4: GTCNI proposed framework for career-long professional development.....	22-23
5: Governance and Accountability	36-37



*...enhancing public
understanding and
respect for teaching*



FOREWORD



This is the fourth Corporate Plan to be published by the General Teaching for Northern Ireland (*GTCNI*) since its inception in 2003 and my first as Registrar of the Council since taking up post on 1st October 2012.

GTCNI's role, as the professional and regulatory body for teachers in Northern Ireland, is to enhance public understanding and respect for teaching as a complex and critically important profession.

We aim to fulfil that mission through five main activities involving: the professional registration of qualified teachers; undertaking and disseminating research about practice; advising government and employing authorities on all matters relating to teaching, including the career-long professional development of teachers; consulting and advocating on behalf of the profession on matters of concern in order to enhance teachers' influence; and, in the near future, facilitating professional self-regulation of the profession by the profession.

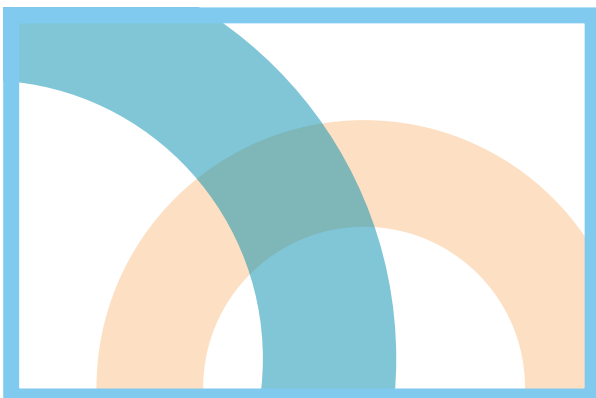
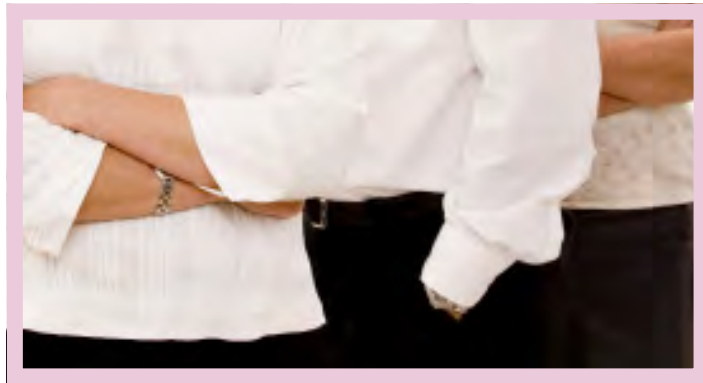
During the life of this Corporate Plan it is proposed that the existing GTCNI legislation will be repealed and replaced with a bespoke GTCNI Bill, to make the Council fully independent, to extend its remit to include the Further Education sector and to widen our regulatory powers.

This Corporate Plan sets out our strategy over the next three years for proactively embracing these challenges and opportunities.

In carrying this work forward on behalf of the profession we are committed to working closely with the profession and collaborating with all key stakeholders to fulfil our central mission of promoting teacher professionalism and development.

Dr Carmel Gallagher

Registrar GTCNI



1: INTRODUCTION

1.1 Our Mission

The General Teaching Council for Northern Ireland (*GTCNI*) is the professional and regulatory body for teachers. Our mission, working in collaboration with the profession and key stakeholders, is to promote teacher professionalism and development. We aim to fulfil our mission and statutory remit in four ways:

- By advocating the highest standards of professional conduct and practice;
 - By ensuring that everyone wishing to teach in Northern Ireland schools and colleges is appropriately qualified, registered and regulated;
 - By promoting career-long professional development and providing government and employing authorities with proposals and recommendations; and
 - By providing an authoritative voice for the profession, informed by reliable research evidence and practice.
1. By advocating the highest standards of professional conduct and practice;
 2. By ensuring that everyone wishing to teach in Northern Ireland schools and colleges is appropriately qualified, registered and regulated;
 3. By promoting career-long professional development and providing government and employing authorities with proposals and recommendations; and
 4. By providing an authoritative voice for the profession,
 5. By ensuring that our advice to, and on behalf of the profession is informed by reliable research evidence and practice.

1.2 Our Vision and Values

The General Teaching Council for Northern Ireland (*GTCNI*) is the professional and regulatory body for teachers. Our mission, working in collaboration with the profession and key stakeholders, is to promote teacher professionalism and development. We aim to fulfil our mission and statutory remit in four ways:

Collaboration

- We are convinced that partnership is the best way to achieve coherence and impact for the good of the profession, students, parents and society;
- We will strive to collaborate effectively with all key stakeholders;
- We will work towards strategic priorities for the good of the whole education system; and
- We will offer a policy challenge function.

Reflection

- We are convinced that change should be informed by reflection, reliable research and best practice;
- We will promote research-informed reflective practice;
- Our advice will be independent, impartial and trust-worthy; and
- We will speak for what we believe in with integrity, courage and conviction.

Respect

- We will promote and uphold the highest standards of professional conduct and practice;
- We will act with professional integrity when those standards are in question;
- We will provide transparent, consistent and sensitive regulatory processes;

Responsibility

- We will promote the concept of intelligent accountability;
- We will prioritise our efforts and resources for the good of the profession;
- We will ensure the best use of resources to achieve corporate goals; and
- We will be responsible and accountable for all our actions and decisions.

1.3 Our Council

The Council has 33 members (*see Appendix 2 for current membership*) comprising:

- 4 members directly elected by teachers;
- 5 members nominated to GTCNI by Teaching Unions through the Northern Ireland Teachers' Council;
- 4 members nominated by employing authorities;
- 4 members appointed by the Department of Education;
- 6 members nominated by the following bodies:
 - » Comhairle na Gaelscolaíochta;
 - » Governing Bodies Association;
 - » Northern Ireland Council for Integrated Education;
 - » Transferors' Representative Council;
 - » Trustees of Catholic Schools; and
 - » Universities' Council for the Education of Teachers (*UCETNI*).

The work of the Council is facilitated by a number of committees, each of which has a monitoring, evaluation and approval role.

- The Audit Committee monitors the Council's systems of internal control, which safeguard the Council's funding;
- The General Purposes and Finance Committee is responsible for ensuring that the Council has appropriate staffing and infrastructures in place to provide a high quality service. The Committee reviews and approves policies and procedures to ensure the optimum use of the Council's financial and human resources;
- The Policy Committee is responsible for overseeing policy development and responding to emerging issues in education relevant to the Council's remit; and
- The Registration and Regulation Committee provides advice on the implications of statutory registration and regulation requirements and advises on matters of teacher supply and recruitment.

The Council's governance and Accountability Framework arrangements are set out in diagrammatic form at Appendix 3.

1.4. Our Key Functions

The Council fulfils 5 key functions on behalf of the profession:

Through **Professional Registration** we ensure that only appropriately qualified teachers are registered to teach in Northern Ireland. When a teacher indicates their wish to teach here, their qualifications are checked to ensure they have completed a suitable initial teacher education course (*and, in some cases, fulfilled induction requirements as necessary*). A teacher must be eligible to teach before they can be listed on the professional teachers' register. The register of qualified teachers provides an up-to-date source of statistics to inform policy-making. Pending the passage of new legislation, registration will be extended to Further Education lecturers.

2. Through **Professional Regulation** we aim to safeguard and promote the highest standards of professional conduct, competence and practice to uphold and enhance public confidence in the profession. The teacher competences framework, which was published in 'Teaching: the Reflective Profession' (GTCNI, 2007) is currently under review, with the aim of producing a refined competence framework which is linked to and informs the core business of school development planning and school self evaluation. Fair and transparent regulation processes will be developed and consulted in line with the framework and the new legislation to be passed on regulation.



3. Through commissioning and accessing **Professional Research** at both a local and global level we aim to keep the profession up to date on current educational thinking. We will develop research-informed advice on matters affecting teaching and learning to inform educational policy and best practice.
4. Through policy advice on **Professional Development** to government, employers and other stakeholders, we will advocate for provision of a progressive range of career-long, professional development opportunities that will enable teachers to continually update their knowledge, skills and commitment to quality teaching. The proposed Professional Development framework will be aligned to: the revised competences, school development planning, school self-evaluation, PRSD and possibly – in time – to a 'professional update' e-portfolio.
5. Through enhancing teachers' **Professional Voice** we will advocate on behalf of the profession all matters relating to teaching, with a view to the educational voice of the profession leading educational policy-thinking and development. We will engage with the profession and a wide range of stakeholders, through various channels so that matters of concern and policy debate can be represented with authority.

2: STRATEGIC CONTEXT

2.1 Introduction

All education partners aim to contribute to the continuous improvement of the education service. International evidence suggests that the most important factor in helping learners to achieve their potential and to improve their life chances is the quality of teachers and teaching. Contributing to and promoting the professionalism of teaching is the core business of GTCNI so that teachers are empowered to make a powerful contribution to the pursuit of the following systemic aims, goals and priorities.

2.2 The NI Executive's Strategy

The Corporate Plan for Education 2012-2015 outlines the strategic direction for the Department of Education and the wider education service. It has been reviewed in developing the Council's Business Plan. The Northern Ireland Executive's Programme for Government (*PfG*) 2011-15 has also been referred to by the Council when developing this plan as it sets out the Executive's Key Priorities which aim to: grow a sustainable economy and invest in the future; create opportunities, address disadvantage and improve health and wellbeing; protect citizens and the environment by creating safer communities; build a strong and shared community; and deliver high quality and efficient public services. This is not solely an economic agenda. Educating young people to achieve their potential and addressing social and economic disadvantage are also very strong educational agendas.

2.3 Education service goals

In contributing to the Programme for Government, the Department of Education's (*DE*) vision is that 'every young person will achieve his or her potential at each stage of his or her development'. In pursuit of this vision the Department has set out two overarching goals 'to raise standards for all' - through high quality teaching and learning; and 'to close the performance gap and increase access and equality'. Among a range of measures to enable these goals, DE recognises the importance of the professional role of teachers and school leaders, and those who support them, in implementing an effective curriculum and raising standards. DE's Action Plan for the Way Forward for Teacher Education seeks to:

- Facilitate structured and accredited continuous professional development to ensure that every teacher has the skills set to support the learning needs of all pupils;
- Improve professional accountability through the work of the GTCNI.

The Department is developing a Strategy for the Future Direction of Teacher Education and the Council understands that the five priority areas are likely to be:

- » i. Setting the Right Pathway - creating a coherent framework for teachers' professional development;
- » ii. Attracting and Retaining the Right People - reviewing the selection process and entry requirements to Initial Teacher Education (*ITE*);
- » iii. Getting the Right Training - reviewing teacher development to meet the 21st century demands of education;
- » iv. Strengthening Accountability - reviewing the PRSD process to reflect the teacher

competency framework; establishing GTCNI regulatory powers* and developing rigorous processes for identifying and supporting under-performance; and

» v. Building Leadership Capacity - attracting, developing and sustaining leaders.

* On 3rd September 2012 the Northern Ireland Executive agreed that the Department for Employment and Learning and the Department of Education should consult stakeholders on proposals to increase the powers of the General Teaching Council for Northern Ireland (GTCNI) and to extend its remit to include the Further Education sector. Between October 2012 and January 2013, both Departments consulted jointly on those proposals and it is anticipated that draft legislation will be brought before the NI Assembly in September 2013.

2.4 GTCNI's strategic contribution

The Council's role in responding to these systemic aims, goals and priorities is helping to develop a confident, competent and committed teaching profession which commands the respect of students, parents and the general public.

Our specific remit is strongly aligned to supporting the priorities articulated in 'the Future Direction of Teacher Education', in particular, providing research-informed advice on the refinement of the teacher competency framework; the PRSD process and career-long professional development; and robust, transparent and fair regulatory processes.

The Council's contribution to date to promoting the professionalism of teaching has been:

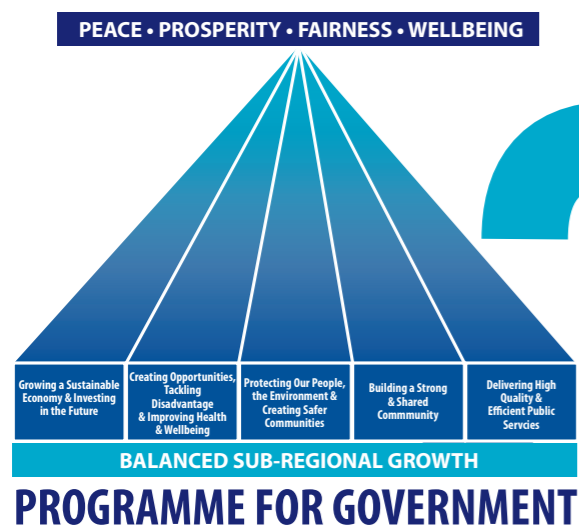
- setting up and maintaining an up-to-date register of circa 27,000 teachers
- establishing and disseminating a 'Code of Values and professional practice';
- accrediting all initial teacher education programmes in Northern Ireland;
- advising on PRSD and continuous professional development;
- developing proposals for a professional development framework (2005); and
- developing the GTCNI Teaching Competences published within 'Teaching: the Reflective Profession'; and supporting:
 - » over 200 teacher bursaries for development work in schools;
 - » a three year Research-Lesson Study project in 30 schools; and
 - » eight teacher fellowships each linked to the local HEI's;
 - » establishment of an education research repository;
 - » two major 'Teachers' Voice' surveys;
 - » extensive consultation responses on behalf of the profession; and
 - » a range of conferences, policy forums and workshops.

To fulfil its strategic advisory and regulatory remit, the Council seeks to act as an independent, professional regulatory body for teachers and lecturers in schools and further education colleges.

Figure 2: Illustrating the Strategic Context of Planning

How the Council's strategic objectives seek to respond to:

- » the Programme for Government Priorities
- » the Department of Education's Corporate Plan for 2012-2015 and
- » strategic objectives in relation to teacher education



DE VISION FOR EDUCATION 2012-15
Every young person achieving to his or her full potential at each stage of his or her development.

DE CORPORATE GOAL 3
Developing the education workforce - recognising the particular professional role of teachers and school leaders in delivering an effective curriculum and raising standards...



Raising standards for all - through high quality teaching and learning

DE STRATEGIC CORPORATE GOAL 3

3. Deliver an improved focus on professional development including the Action Plan for the Way Forward for Teacher Education.


4. Through structured and accredited continuous professional development ensure that every teacher has the skills set to support the learning needs of all pupils.

5. Secure increased accountability of the workforce through the role of the General Teaching Council for Northern Ireland.

Education Workforce Development Team

5 KEY PRIORITIES
Future Direction of Teacher Education:

Getting the 'Right' People
Getting the 'Right' Training
Setting the 'Right' Pathway
Strengthening Accountability
Building Leadership & Management Capacity



Promoting Teacher Professionalism

1. To develop as the independent, professional, regulatory body for teachers in Northern Ireland
2. To promote career-long professional development
3. To promote teachers' professional voice, status and influence
4. To ensure effective business management

GTCNI Corporate Plan 2013-2016

3: CHALLENGES AND OPPORTUNITIES

3.1 Challenges

The current strategic context presents a number of very significant challenges and exciting opportunities for the Council. The major challenges over the next three years include engaging effectively with government, employing authorities, higher education, further education, the teaching profession and its teacher unions:

- to liaise with key stakeholders in relation to proposed legislation to facilitate the establishment of a fully independent, professional and regulatory body.
- to establish trusted regulatory processes across the teaching profession;
- to establish trusted registration processes within the FE sector;
- to develop a coherent framework for career-long professional development;
- to enhance teachers' professional voice and influence;
- to enhance understanding of the Council's professional role; and
- to convince teachers that this role is important in upholding and enhancing the profession's status and reputation.

3.2 Establishing full regulatory powers

The original establishing legislation for GTCNI in relation to its regulatory function provided for solely one sanction, the removal of a teacher from the register. Subsequent amendments allowed the Council to develop, and from time to time revise, a code laying down standards of professional conduct and practice. The enactment of appropriate legislation should see the Council acting as a regulator within the period of the Corporate Plan.

Over the period of this Corporate Plan the Council needs to:

- set up appropriate, fair and transparent regulatory processes and mechanisms;
- recruit and train those who will be involved in professional self-regulation;
- begin to implement the process in a sensitive manner; and
- enhance teacher understanding of the importance of self-regulation.

3.3 The inclusion of Further Education

If and when new legislation is enacted, the Council will begin for the first time to work to extend requirements for qualification approval, professional registration and self-regulation to the Further Education sector. The major challenge and opportunity for the Council is to communicate effectively across the FE sector to build understanding and mutually respectful and trusting relationships and to convince the sector of the long-term value and overall benefits of these new requirements.

3.4 Enhancing professional development

The effective recruitment and professional development of a highly motivated and skilled teaching profession is central to meeting government and education service goals. Evidence from around the world suggests that the most important factor in helping young people

to achieve their potential and to improve their life chances is the quality of teachers and teaching. The most highly regarded education systems in the world:

- sustain a very high respect for teaching as a profession;
- attract able and committed young people into the profession;
- provide quality initial teacher education focusing on sound research informed theory linked to up to date classroom practice;
- support all professionals throughout their careers with effective career-long professional development and provide effective and appropriate training for leadership positions.

Engaging in continuous professional development and keeping up-to-date with relevant research and new insights and approaches to teaching and learning is core to the meaning of what it is to be a professional teacher. The challenge for the teaching profession, however, has often been the lack of coherent thinking, planning and appropriate and sustained provision to support career-long professional development and leadership.

The challenge and opportunity for the Council, working in partnership with other key professionals, is to advocate for and influence the development of a coherent, effective, motivating and sustainable career-long professional development framework for teachers and lecturers, with progression aligned to updated professional competences. The aim of the framework would be to nurture a teaching profession which has the appropriate skills, confidence, capacity and motivation to enable every young person to achieve his or her potential. Such a framework should align professional development with the processes of school development planning, school self evaluation, PRSD and external quality assurance through inspection.

3.5 Enhancing teachers' professional voice and influence

At a time when many of the organisations which delivered core school and teacher support functions are expected to be subsumed into a new Education and Skills Authority, the Council has a responsibility to advocate for coherent policies, approaches and support mechanisms which are informed by consultation, research and best practice. Research informed advocacy and communication on behalf of the profession presents a major opportunity for the Council to increase its standing and influence. To be in a position to represent and promote teachers' collective views and interests in all matters relating to teaching, the Council needs to:

- consult regularly with teachers;
- conduct research and collect, compile and disseminate information of common interest;
- formulate advice and initiate action to inform policy; and
- respond to events and speak with authority on issues of professional concern.

3.6 Managing the business efficiently

As a professional organisation working in the public domain, paid for by teacher subscriptions, the Council must ensure that the business is run efficiently and effectively, in accordance with the principles outlined in 'Managing Public Money (NI)' and reflecting wider best practice where appropriate to maximise the organisation's influence and impact. To achieve the aspirations set out in this Corporate Plan the Council will need to ensure that resources are prioritised and deployed effectively.

The Council will undertake a complete review of its current staffing structure and plan for a significant increase in its staffing complement, once the necessary funding has been bid for expediently, as required, and secured to address its enhanced remit and broader constituency. The Council may also need to relocate the business premises to accommodate an increased staff complement.

3.7 Monitoring, reporting and accountability

Reflection on these challenges has helped us to identify four strategic goals within this Corporate Plan and, from these, to develop a detailed business plan for the year ahead, 2013-14, the detail of which follows.

These plans are being made available publicly on the GTCNI website and will be reviewed and updated annually. We are accountable, through our Council, to the teaching profession and the Minister of Education for the effective delivery of the objectives and activities set out in this plan and the cost-efficient use of our funding, derived from teachers' registration fees.

Progress towards strategic goals, success indicators and business plan actions will be reviewed and reported on through:

1. A programme of monthly action plans within each business area;
2. Monitoring of the Business Plan and associated financial reporting to relevant Committees and Council and the Department of Education; and
3. The Annual Report at the end of each financial year, which will be placed on the website.

4: CORPORATE GOALS

This plan aims to advance our mission ***to promote teacher professionalism and development*** and to contribute to the achievement of wider government and education services goals through the pursuit of the following 4 goals:

1: To develop as the independent, professional, regulatory body for teachers in Northern Ireland

In collaboration with key stakeholders to ensure that appropriate registration and regulatory processes and mechanisms are in place, to meet legislative requirements.

2: To promote career-long teacher professional development

In collaboration with key stakeholders to propose (and pilot aspects of) a career-long professional development continuum to influence future policy, structures and implementation mechanisms.

3: To promote teachers' professional voice, status and influence

Through active engagement with teachers, policy-makers, politicians, other educational stakeholders and the general public, to improve understanding, appreciation and respect for teaching as a complex and demanding profession.

4: To ensure effective business management

Through effective management of robust administrative, financial and personnel policies, processes and systems which conform to the requirements of regularity, propriety and good financial management, support the delivery of the Council's objectives.

The section which follows set outs the strategic objectives, success indicators and key milestones for each corporate goal.

The Business Plan for 2013-14 (Appendix 1) sets out associated actions related to each objective.

Goal 1:

To develop as the independent, professional, regulatory body for teachers in Northern Ireland.

Strategic objectives

The Council will work collaboratively with key stakeholders to ensure that, by 2016, appropriate advice, structures, processes and mechanisms are set in place in relation to:

- » 1a) statutory legislation, regulations and governance;
 - » 1b) extend registration to include FE lecturers;
 - » 1c) professional regulation; and
 - » 1d) course approval to include FE qualifications
- 1a) Legislation, statutory regulations and governance.

1a) Legislation, statutory regulations and governance

Key Success Indicator	Milestones		
	2013-14	2014-15	2015-16
Appropriate legislation drafted, and enacted.	Advisory papers developed as necessary and discussed with key stakeholders. Draft legislation monitored and refinements proposed.	Progress of legislation through the Assembly monitored. Regulatory procedural rules drafted in consultation with key stakeholders.	Governance arrangements revised and implemented in accordance with the legislation.
A re-constituted Council and appropriate governance procedures established and operating effectively.	New governance structures and processes planned and consulted upon.	Stakeholders engaged nomination/appointment of new Council New Council appointed /elected and inducted.	New Council and its sub committees in operation and effective working relationships and processes established.

1b) extending registration to include further education lecturers

Key Success Indicator	Milestones		
	2013-14	2014-15	2015-16
FE Lecturers registered in accordance with legislation .	Extension of registration to the FE Sector scoped and costed. New information management system planned and tested.	Phased registration of FE lecturers commenced. New management information systems in place.	Designated FE lecturers registered in accordance with the legislation. New information management systems fully functional and all necessary quality control measures in place.
The quality of registration data is up-to-date, reliable and valid and valued by schools, employers, DE and other stakeholders	Statistical analysis and reporting capacity established and refined, taking into consideration stakeholder requirements.	Relevant statistical analysis available to all appropriate stakeholders. All data verification procedures in place.	On-going data analysis and statistical modelling, as appropriate, targeted at the needs of the profession and its stakeholders.

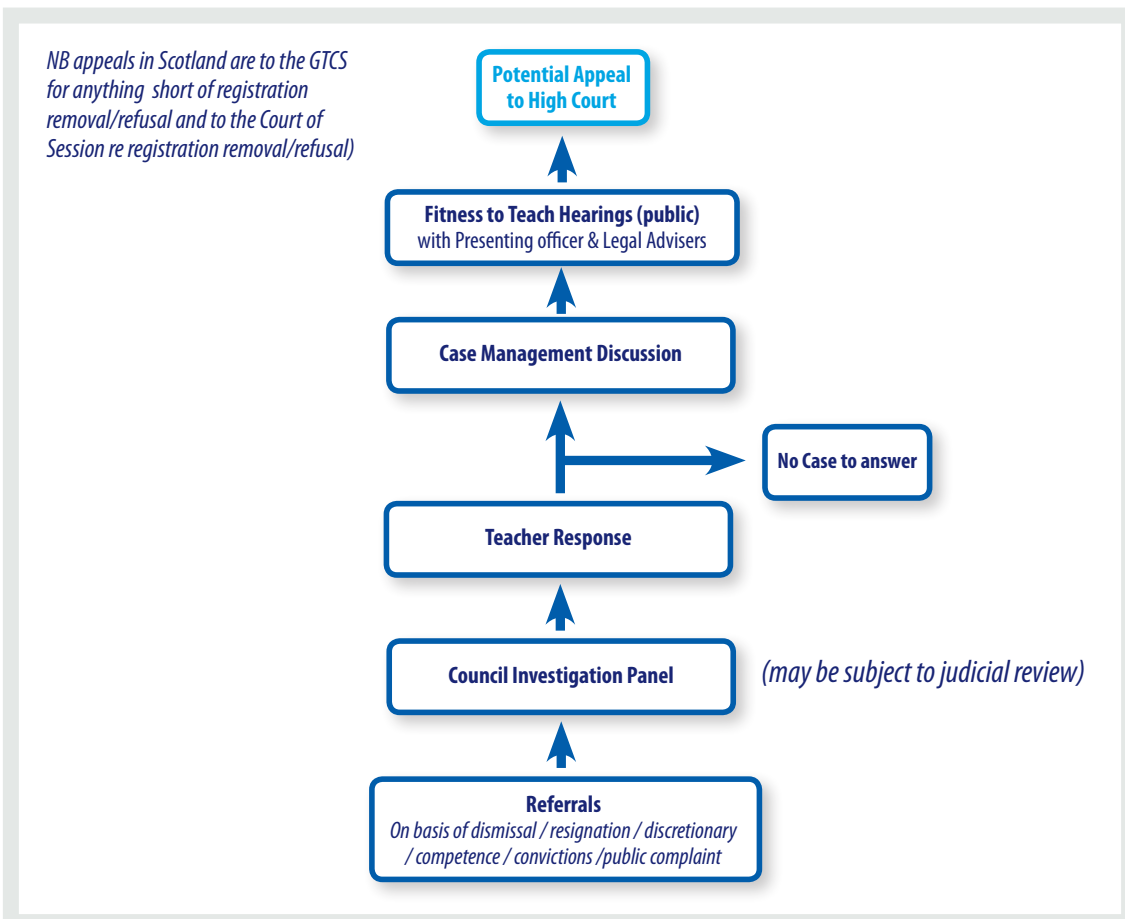
1c) professional regulation

Key Success Indicator	Milestones		
	2013-14	2014-15	2015-16
Professional self-regulation framework in operation.	An appropriate framework, processes and mechanisms negotiated to ensure that best regulatory practice is followed.	Appropriate personnel recruited and trained. Stakeholder awareness-raising undertaken.	Regulatory processes commenced as required.
Professional and public confidence in the Council's regulatory role and processes established.	Key stakeholders consulted.	Communication strategy implemented. Liaise with key stakeholders.	Ongoing quality assurance of the Council's regulatory processes.

1d) course approval processes to include FE qualifications

Key Success Indicator	Milestones		
	2013-14	2014-15	2015-16
Review and initiate a new cycle of the accreditation of initial teacher education programmes.	Accreditation cycle of initial teacher education programmes reviewed.	New cycle of accreditation of initial teacher education programmes commenced, focusing on the PGCE. Plan for the accreditation of continuing professional development programmes proposed.	New cycle of accreditation of initial teacher education programmes commenced focusing on Bachelor of Education programmes. Begin phased accreditation continuing professional development programmes including professional leadership programmes.
Processes in place for the approval of qualifications and registration to include FE.	Processes for the approval of qualifications reviewed, based on legislative requirements.	Procedures and processes for the extension of the Council's accreditation remit to the FE sector established.	All processes for the approval of qualifications and registration with GTCNI in place. Quality assurance processes ongoing.

Figure 3: Possible Regulation Process (based on the Scottish Model)



Goal 2:

To promote career-long teacher professional development.

Strategic objectives

The Council will work collaboratively with key stakeholders to:

- » 2.1 Review, consult upon and publish revised professional competences/standards;
- » 2.2 Research, negotiate, design (*and pilot aspects of*) a coherent framework for career-long professional development, aligned to revised professional competences to influence and inform policy on workforce development;
- » 2.3 Develop and advise on quality assurance criteria for Induction, EPD and CPD;
- » 2.4 Develop and advise on an appropriate e-portfolio mechanism to facilitate the effective compilation of teacher professional development experiences; and
- » 2.5 Explore the potential to quality assure induction, early professional development and continuous professional development support.

1a) Legislation, statutory regulations and governance

Key Success Indicator	Milestones ¹		
	2013-14	2014-15	2015-16
<p>A coherent model of career-long professional development devised and aligned to professional competences, school planning and self-evaluation, quality assurance processes and PRSD.</p> <p>Aspects of the model trialled and outcomes used to influence policy and structures .</p>	<p>Competences refined in light of UK and international models.</p> <p>CPD frameworks researched.</p> <p>Key features of the model identified for elaboration and feasibility testing.</p> <p>Career-long coherent model proposed and negotiated.</p>	<p>Key aspects of the model trialled via pilot projects and workshops.</p> <p>Model refined and proposed as potential basis for policy.</p> <p>Quality assurance criteria for ITE and professional development activities agreed and drawn up in collaboration with key stakeholders.</p>	<p>Appropriate system of teacher 'active registration' /re-accreditation /professional update negotiated.</p> <p>'teacher portfolio' to record professional registration and update developed and trialled.</p> <p>arrangements for register of accredited and/or quality assured professional development opportunities established.</p>

¹ The milestones above are subject to the Department of Education's 'Future Direction Strategy'

GTCNI PROPOSED FRAMEWORK FOR CAREER LONG PROFESSIONAL DEVELOPMENT

(Working in collaboration with DE / ETI / ESA / ELBs / RTU, FE, HE/UCET, Unions to influence and shape policy development)



Goal 3:

To promote teachers' professional voice, status and influence.

Strategic objectives

The Council will work collaboratively with key stakeholders to:

- » 3.1 Undertake/ commission and disseminate research in areas related to the Council's remit;
- » 3.2 Consult and engage actively with teachers, policy makers, politicians and other educational stakeholders and the general public to raise the profile of, and respect for, teaching as an exacting profession and the most dominant agent contributing to social and economic progress.

Key Success Indicator	Milestones ¹		
	2013-14	2014-15	2015-16
Evidence of enhanced awareness of the Council as a professional and regulatory body.	Areas for research and advocacy reviewed.	Communications plan implemented.	Research, advocacy and stakeholder partnerships evaluated.
Evidence of enhanced political and public awareness of the complex work of teachers.	A detailed stakeholder map scoped and developed.	Stakeholder communication links evaluated and refined.	stakeholder engagement further refined.
Evidence of enhanced respect for research-informed teachers' professional voice.	A research, advocacy and proactive stakeholder engagement plan commenced. Relevant consultation undertaken.		

Goal 4:

To ensure efficient business management.

Strategic objectives:

- » 4.1 Negotiate and implement a new staffing structure/ human resource strategy;
- » 4.2 Monitor, audit and refine admin, financial and personnel policies and systems;
- » 4.3 Ensure appropriate governance, accountability processes and risk management processes are in place;
- » 4.4 Provide effective support service for Council members; and
- » 4.5 Secure and maintain 'fit for purpose' office accommodation.

Key Success Indicator	Milestones		
	2013-14	2014-15	2015-16
Plans for developing organisational priorities and requirements approved.	Human Resource Strategy devised and implemented. 2014-2015 Business Plan developed.	2015-2016 Business Plan developed.	2016-2017 Business Plan developed. 3 year Corporate Plan 2016-2019 developed.
Leadership Management and staffing structures in place and effective.	Governance, leadership and management structures reviewed Staffing reviewed and new staffing structure proposed, negotiated and approved Staff appointed and inducted. Staff performance appraisal system introduced.	Governance, leadership and management structures embedded. Staff development and up-skilling programme. Staff induction complete Staff performance and appraisal system embedded.	Governance, leadership and management structures. Effective continuous staff development as necessary. On-going staff development. Staff performance and appraisal system reviewed.
Business managed efficiently to ensure full compliance with best practice policies and procedures.	Admin, financial and personnel policies and systems are monitored, audited and refined on an ongoing basis. Full compliance with principles of economic appraisal.	Admin, financial and personnel policies and systems monitored, audited and refined. Full compliance with principles of economic appraisal.	Admin, financial and personnel policies and systems monitored, audited and refined Full compliance with principles of economic appraisal.
	Procurement undertaken through a recognised CoPE. Full compliance with Corporation Tax requirements. Full compliance with HMRC requirements.	Procurement undertaken through a recognised CoPE. Full compliance with Corporation Tax requirements. Full compliance with HMRC requirements.	Procurement undertaken through a recognised CoPE. Full compliance with Corporation Tax requirements. Full compliance with HMRC requirements.

Continued page 24

Goal 4:**To ensure efficient business management.***Continued from page 23*

Key Success Indicator	Milestones		
	2013-14	2014-15	2015-16
	Procurement undertaken through a recognised CoPE. Full compliance with Corporation Tax requirements. Full compliance with HMRC requirements	Procurement undertaken through a recognised CoPE Full compliance with Corporation Tax requirements. Full compliance with HMRC requirements.	Procurement undertaken through a recognised CoPE. Full compliance with Corporation Tax requirements. Full compliance with HMRC requirements.
Internal Control Systems in place and effective.	Internal control systems monitored.	Internal control systems monitored .	Internal control systems monitored.
Effective use of resources.	Corporate risk register monitored, reviewed, developed and revised.	Corporate risk register monitored, reviewed, developed and revised.	Corporate risk register monitored, reviewed, developed and revised.
An effective Council and proposed staff structure in place and operating to full potential.	Annual staff satisfaction survey commenced. Committee and Council annual self evaluation commenced. Annual training needs analysis of staff and council members.	Staff satisfaction survey continued Committee and Council annual self evaluation continued. Annual training needs analysis of staff and council members continued.	Staff satisfaction survey continued Committee and Council annual self evaluation continued. Annual training needs analysis of staff and council members continued.
Efficient and effective support service for council members.	Papers, reports and data facilitates timely, informed decision making.	Papers, reports and data facilitates timely, informed decision making.	Papers, reports and data facilitates timely, informed decision making.
Fit for purpose accommodation.	Office accommodation requirement reviewed. Business Case prepared.	Approval for future office accommodation. Requirements approved.	'Preferred option' for future office accommodation implemented.



APPENDIX 1: ANNUAL BUSINESS PLAN 2013/2014

This section draws together detailed business plan activities for 2013-14 in pursuit of 4 corporate goals, which aim to advance our mission **to promote the professionalism of teaching** and to contribute to the achievement of wider government and education services goals. The goals are:

1: To develop as an independent, professional, regulatory body

In collaboration with key stakeholders to ensure effective legislation, statutory regulations and appropriate registration and regulatory processes and mechanisms are set in place.

2: To promote career-long professional development

In collaboration with key stakeholders to propose (and pilot aspects of) a career-long professional development continuum to influence future policy, structures and implementation mechanisms.

3: To promote teachers' professional voice, status and influence

Through active engagement with teachers, policy makers, politicians, other educational stakeholders and the general public, to improve understanding, appreciation and respect for teaching as a complex and demanding profession.

4: To ensure effective business management

Through effective management of robust administrative, financial and personnel policies, processes and systems, support the delivery of the Council's objectives between 2013 and 2016.

Goal 1:

To develop as an independent, professional regulatory body.

In collaboration with key stakeholders to ensure effective legislation, statutory regulations and appropriate registration and regulatory processes and mechanisms are set in place.

Business Plan activities during 2013-14

1a) Legislation, statutory regulations and governance:

In preparation for the introduction of the GTCNI Bill in autumn 2013	
i	Audit existing legislation within sister countries and work with DE/DEL to input to the development of legislative clauses to meet agreed objectives.
ii	Liaise with DE to ensure that all necessary and appropriate provisions and clauses are incorporated within the draft Order.
iii	Liaise with DE to ensure that all necessary Rules are devised and aligned with the Order in a simple and clear format.
iv	Devise and/or revise all information, processes, policies and documentation in line with revised governing legislation; and
v.	By November 2014 ensure that the term of the current Council is extended as necessary or devise and implement new election, nomination and appointment processes for the reconstituted Council and its committees/panels.

1b) Extending registration to include further education lecturers:

In preparation for the extension of registration during 2013-14	
i	Scope, plan and cost for the extension of registration to the FE Sector.
ii	Plan and test a new information management system.
iii	Refine statistical analysis and reporting capacity taking into consideration stakeholder requirements.
iv	Provide regular, timely and useful statistical analysis of registration data to stakeholders as required.
v	Develop MyGTCNI to facilitate on line registration and the gathering of additional teacher data.
vi	Explore one stop registration to include NISTRA and registration for induction and EPD.

1c) Professional regulation:

In preparation for the introduction of the GTCNI Bill in autumn 2013 and its implications for the development of a subsequent regulations and processes.	
1c.i	Research current regulation systems in operation in sister Councils.
1b.ii	Build working relationships and communications with key stakeholders.
1c.iii	Develop a database to form a register of Council and panel members, support member services, cross-reference hearing participation.
1b.iv	Design a proposed framework and associated processes, mechanisms and quality controls.
1b.v	Consult all stakeholders on proposed regulatory processes.
1b.vi	Develop recruitment plan for regulatory role.

1d) Course approval processes to include FE qualifications:

During 2013-14	
1d.i	Review the Council's policy on the accreditation of initial teacher education programmes
1.dii	Develop a policy position regarding the Council's role in the accreditation of continuing professional development programmes
1.diii	Review the current processes for the approval of initial teacher education programmes based on legislative requirements
1.div	Review the current processes for the approval of qualifications to teach in NI

Goal 2:

To promote career-long professional development.

Introduction

The overall aim of the proposed work, in line with the Council's remit, is to inform and influence future policy, approaches to and support for the teaching profession.

It is recognised that the attached proposals are at an early stage and will require sensitive brokerage and negotiation with partners in order to 'flesh out' the detail. The objectives are:

- To develop one coherent, progressive and interlocking framework. The conceptual basis and language of the framework is to be streamlined and made more manageable. It will be underpinned and informed by the teacher competences and aligned to:
 - » the core business of school development planning;
 - » teacher performance review and development (*PRSD*);
 - » continuous (*and potentially accredited*) professional development;
 - » school self-evaluation and external quality assurance;
 - » possible future active registration / professional update; and regulation.
- Present a clear picture of progressive, career-long teacher development for school leaders and managers,
- Reduce the bureaucratic burden on schools; and
- Align the work of all partners into a collaborative and mutually supportive endeavour for the good of the profession.

The elements of the proposed are as follows:

1. Review the teacher competences framework:

The Council is responsible for developing and periodically reviewing and updating the teacher competence framework. Currently there are 27 competence statements framed at two levels.

Building on insights from the work of other Councils around the world (*currently being researched*) it is proposed:

- a) To streamline and update the competences to a more manageable set of 10-12 at each of three levels (*the description of which to be consulted upon*) nominally
 - » graduate/induction level covering the first 3-5 years of teaching;
 - » proficient level; and
 - » leader

2. Set up a range of partnership pilot programmes :

Linked as appropriate to established development work among sister Councils in the UK and beyond, to develop insights and expertise relating to the interpretation and out-workings of the competences within:

- Initial teaching practice - developing approaches to collaborative 'co-teaching' for student teachers which allows them to draw upon the insights of experienced teachers in planning, delivering and evaluating lessons;
- PRSD - developing approaches to coaching and mentoring of beginning teachers over a 3-5 year period;
- Ongoing PRSD - interpreting and use the competences as part of school-development planning and annual PRSD objectives;
- Work with the HEIs to influence the development of a suite of modules at Masters' Level to support the accreditation of CPD;
- Influence the shape of future leadership development through the development of the leadership competence-framework and its outworkings
- Help review and stream-line school development planning documentation and approaches to reduce the bureaucratic burden on schools
- Influence the shape of future external quality assurance /inspection to reflect all of these elements and to reduce the bureaucratic burden on schools.

Career-long professional development.

In collaboration with key stakeholders to propose (*and pilot aspects of*) a career-long professional development continuum to influence future policy, structures and implementation mechanisms.

Business Plan activities during 2013-14 ²	
2. a	Research competence/standards frameworks around the world. Review, propose and consult upon a revised NI competence framework.
2.b	Research models of induction and continuous professional development in leading countries Propose a coherent career-long professional development continuum.
2.c	Research documentation which informs school development planning and self-evaluation and; Liaise with ETI to suggest a refined cohesive framework.
2.d	Negotiate with key stakeholders and propose the alignment of competence framework with PRSD, CPD, school development planning, school self evaluation and new models of school inspection.
2.e	Negotiate potential pilot projects to advance emergent models of: <ul style="list-style-type: none"> • Induction, EPD, CPD • E-portfolios • Associated quality assurance processes.

² The Department of Education 'Future Direction Strategy' is pending and will determine how the proposed business plan is taken forward

Goal 3:

To promote teachers' professional voice, status and influence.

Through active engagement with teachers, policy-makers, politicians, other educational stakeholders and the general public, to improve understanding, appreciation and respect for teaching as a complex and demanding profession

Business Plan activities during 2013-14	
3.a	Consult the profession on key areas e.g. assessment arrangements, professional competences, career-long professional development.
3.b	Respond to consultations on behalf of the profession.
3.c	Commission and/or evaluate research in key areas and disseminate relevant research and development work.
3.d	Advocate authoritatively on behalf of the profession reflecting consultation evidence, research-verified experiences and the professionalism of teachers.
3.e	Influence policy and debate on key issues relating to teaching.
3.f	Develop and implement a communications plan.
3.g	Redesign website and develop corporate publications.
3.h	Engage with stakeholders on and offline through events, meetings, online surveys and social media.
3.i	Review all publications.

Goal 4:

To ensure effective business management.

Through effective management of robust administrative, financial and personnel policies, processes and systems, support the delivery of the Council's objectives between 2013 and 2016.

Business Plan activities during 2013-14	
4.i	Revise financial accounting and reporting systems to match new structure and functions.
4.ii	Develop and monitor timely, accurate and high quality financial and management information.
4.iii	Review, revise and implement the Council's Risk management Strategy.
4.iv	By March 2014 Develop a procurement policy that reflect public procurement policy (<i>NI Executive May 2002, refreshed May 2009</i>) and guidance issued by Central Procurement Directorate (<i>CPD</i>).
4.v	Carry out all procurement activities with CPD to ensure compliance with relevant UK, EU and international procurement rules.
4.vi	Apply the principles of economic appraisal, with appropriate and proportionate effort.
4.vii	Throughout 2013 – 14 maximise and monitor the payment of all non-disputed invoices within 10 working days.
4.viii	By October 2013 develop a 3-5 year internal audit plan and deliver an agreed internal audit plan.
4.ix	By October 2013, liaise with NIAO to undertake the external audit of the Council's 2012-2013 Annual Report and Accounts.
4.x	By June 2013, undertake a full staffing review to ensure the roles and responsibilities of staff are appropriately matched to the functions and tasks of the new, full-functioning independent Council.
4.xi	By September 2013 Introduce a performance review staff development (<i>PRSD</i>) process to ensure that all staff have the necessary skills and expertise to enable them to carry out their responsibilities.
4.xii	Undertake a comprehensive training needs analysis for all staff members. Develop and deliver an associated training programme. Induct new staff members as required.
4.xiii	Undertake a comprehensive training needs analysis for all Council members. Develop and deliver an associated training programme. Induct new members as required.
4.xiv	Live within budget allocation and make effective use of budget allocation with an under spend of no more than 1% of the overall budget.
4.xv	Ensure that 97% of all non-disputed invoices are paid within 30 days of terms date.
4.xvi	By 17th May 2013 submit to DE draft 2012-13 accounts and Annual Report in accordance with the Accounts Direction.
4.xvii	Ensure that the pay remits align fully with pay policy thresholds as detailed in relevant DFP guidance.

APPENDIX 2:

Membership by Committee

Policy & Professional Development	General Purposes & Finance	Registration & Regulation	Audit & Risk Management
Daisy Mules (<i>Chair</i>)	Gillian Scott (<i>Chair</i>)	John Pollock (<i>Chair</i>)	Teresa Graham (<i>Chair</i>)
Sharon Beattie (<i>Vice-Chair</i>)	Graham Agnew (<i>Vice-Chair</i>)	Frances Donnelly(<i>Vice-Chair</i>)	Barry Mulholland
Áine Andrews	Eugene O'Neill	Brian Carlin	Rosemary Rainey
Audrey Curry	Gillian Dunlop	Sandra E Douglas	Chair of Policy
Bryan Jess	David Canning	Carney Cumper	Chair of GP&F
Mary Leonard	Rosemary Barton	Colm Davis	Chair of Registration
Elizabeth McNeice	Sheila Crea	Dermot Hardy	
Ciara McCay		Jennifer Cornyn	
John Colgan		Sally McKee	
Ian Simons			
Sean Lambe			
John Devlin			

CURRENT COUNCIL MEMBERS



Mr Ivan Arbuthnot
Chair
Secondary School
Principle



Mr Graham Agnew
Secondary School
Representative



Mrs Áine Andrews
Comhairle na
Gaelscolaíochta



Mrs Rosemary Barton
Secondary School
Representative



Mrs Sharon Beattie
Nursery School
Representative



Mr David Canning
Northern Ireland
Teachers' Council



Mr Brian Carlin
Primary School
Representative



Mr John Colgan
Council for Catholic
Maintained Schools



Jennifer Cornyn
Department of
Education



Mrs Sheila Crea
Governing Bodies
Association



Mrs Carney Cumper
Primary School
Representative



Ms Audrey Curry
Universities Council
for the Education of
Teachers

CURRENT COUNCIL MEMBERS



Mr Colm Davis
Special School
Representative



John Devlin
NASUWT



Mrs Frances Donnelly
Council for Integrated
Education



Mrs Sandra E Douglas
Primary School
Representative



Mrs Gillian Dunlop
Primary School
Representative



Mrs Teresa Graham
Northern Ireland
Teachers' Council



Mr Dermot Hardy
Secondary School
Representative



Mr Bryan Jess
Primary School
Principal



Mrs Mary Leonard
Primary School
Representative



Ms Daisy Mules
Northern Ireland
Teachers' Council



Sally McKee
Department of
Education



Barry Mulholland
CEO WELB

CURRENT COUNCIL MEMBERS



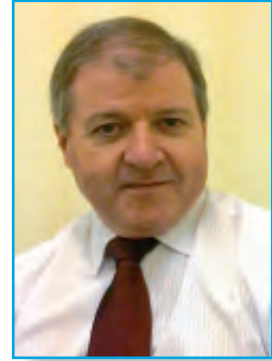
Ms Ciara McKay
Secondary School
Representative



Mrs Elizabeth McNeice
Trustees of Catholic
Maintained Schools



Mr Eugene O'Neill
Council for Catholic
Maintained Schools



Mr John Pollock
Northern Ireland
Teachers' Council



**Miss Rosemary Rainey
(OBE)**
Transferor
Representatives' Council



Mrs Gillian Scott
Northern Ireland
Teachers' Council



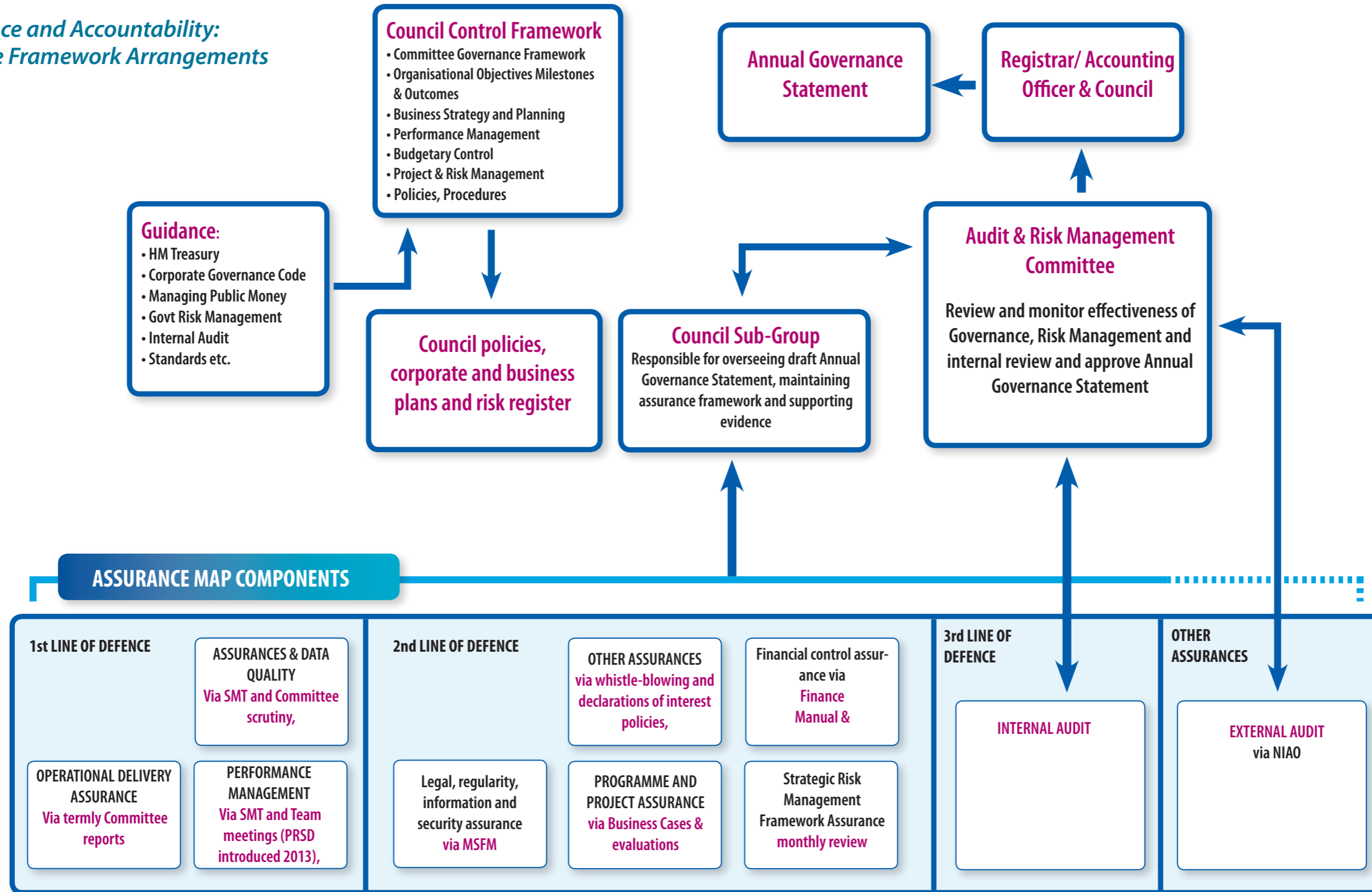
Ian Simons
Secondary School
Representative



Mr Sean Lambe
Department of
Education

APPENDIX 3:

Governance and Accountability: Assurance Framework Arrangements



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