



AN CHOMHAIRLE MHÚINTEOIREACHTA

The Teaching Council

Cóid Iompair Ghairmiúil do Mhúinteoirí

Codes of Professional Conduct for Teachers



Cóid Iompair Ghairmiúil do Mhúinteoirí
Codes of Professional Conduct for Teachers

ar a n-áirítear:
which include :

Caighdeáin Mhúinteoireachta, Eolais, Oilteachta agus Inniúlachta
Standards of Teaching, Knowledge, Skill and Competence

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Nótaí Buíochais

Tá na Cóid á bhfoilsíú anois tar éis mórchuid díospóireachta, comhairliúcháin agus athdhréachtaidh.

Tá ár mbuíochas tuillte ag baill na Comhairle Múinteoireachta, ag Coiste Oideachais na Comhairle agus ag Cathaoirleach an Choiste, Gerry Malone, don chúram diansaotharach, dúthrachtach, a ghlac siad in ullmhú na gCód. Táimid go mór faoi chomaoin freisin ag Carmel Kearns, Oifigeach Cumarsáide agus Oideachais, agus ag foireann na Comhairle, faoi cheannasaíocht an Stiúrthóra, Áine Lawlor, don tacaíocht fheidhmiúcháin a bhí ar fáil le linn an phróiséis.

Gabhaimid buíochas leo siúd uile a ghlac páirt sa phróiséas comhairliúcháin agus a chuir tuairimí luachmhara ar fáil don Chomhairle.

Tá ár mórghuíochas ag dul do na Stiúrthóirí agus do na foirne sna naoi Ionad Oideachais a bhí mar óstionaid do na cruinnithe réigiúnacha.

Go raibh maith agaibh uile a bhí páirteach sa phróiséas plé/díospóireachta ar na Cóid, pé acu ag athbhreithniú na gCód, ag déanamh éascaíochta ar phlé foirne , ag freastal ar cheann de na cruinnithe réigiúnacha, nó ag dul i dteagmháil go díreach leis an gComhairle.

Acknowledgements

The Codes are published following much debate, consultation and drafting.

Thanks are due to the Teaching Council members, the Council's Education Committee and its Chairperson, Gerry Malone, for their careful, painstaking and exemplary work in preparing the Codes. Thanks are also extended to Carmel Kearns, Communications and Education Officer and the staff of the Council, under the leadership of its Director, Áine Lawlor, for the executive support provided at all stages in the process.

Thanks to all those individuals and groups who became involved in the consultation process and provided the Council with valuable feedback to aid its deliberations.

A special word of thanks to the Directors and staff of the nine Education Centres which hosted regional meetings.

Thank you to all of those who participated in the communications/discussion process in relation to the Codes, whether by reflecting on the document, facilitating staffroom discussions, attending one of the regional meetings or corresponding directly with the Council.

Réamhrá

Is cúis áthais dúinn na Cóid Iompair Ghairmiúil a chur i láthair. Is céim mhór chun tosaigh a bhfoilsíú, ní hamháin don Chomhairle Mhúinteoireachta, ná go deimhin do ghairm na múinteoireachta, ach dóibh siúd uile i bpobal an oideachais. Is léiriú iad ar obair chomhtháite agus aontaithe bhall uile na Comhairle Múinteoireachta, comhlacht reachtúil atá bunaithe ar pháirtneireachtas féinrialúcháin.

Thosaigh dréachtadh na gCód i Mí Meán Fómhair 2005. Bhí neart cur agus cúiteamh faoin leagan amach, faoi na teidil, faoi na haltanna, faoi na habairtí agus faoi na focail. Is trí bhaill na Comhairle a fheidhmíonn mar ionaduithe, ní hamháin don ghairm, ach don Aire, do na heagrais bhainistíochta, do na ceardchumainn, d'oiliúnoirí múinteoirí, do thuismitheoirí agus do na comhpháirtithe sóisialta, a déanadh na seisiúin chomhairliúcháin a reachtáil. Ag eascairt as an bpróiseas cuireadh roinnt aighneachtaí chun cinn agus glacadh cúram maidir le haird a thabhairt ar gach ceann acu seo.

Tar éis na Cóid a dhréachtadh, thug an Chomhairle faoi phróiseas díospóireachta/plé ina leith. Foilsíodh na Dréacht Chóid agus na cáipéisí don phlé ar shuíomh idirlín na Comhairle agus lean cruinnithe réigiúnacha do mhúinteoirí é seo.

Tugann na Cóid grinnléiriú follasach ar bhunluachanna ghairm na múinteoireachta in Éirinn. Tá croí luachanna rianta a bhaineann le réimse na múinteoireachta ar a n-áirítear caighdeán an oideachais, tiomantas na múinteoirí, an fhorbairt iomlánaíoch agus cúram daltaí. Tugann réimse na luachanna léiriú ar mhúinteoir a bhíonn ag machnamh agus ag foghlaim laistigh de ghairm bheo fhuinniúil, dhinimiciúil. Léiríonn said freisin an tábhacht a bhaineann le múinteoirí a bheith ag ceistiú luach an oideachais agus a gcuid oibre féin, agus an tionchar a bhíonn ag oideachasóirí gairmiúla ar dhaoine óga a ullmhú don saol. Leagann siad béim ar an lárnachas agus ar an mbunús morálta a bhíonn ag baint le hobair mhúinteoirí.

Is léiriú iad na Cóid ar an gcastacht a bhaineann le tasc na múinteoireachta mar a déantar í a chur i bhfeidhm i gcomhpháirt le comhleacaithe, mic léinn, tuismitheoirí,

Foreword

We are delighted to present the Codes of Professional Conduct. Their publication marks an important milestone, not just for the Teaching Council, nor indeed for the teaching profession, but for all in the education community. They are the result of the combined and united work of all members of the Teaching Council, a statutory body which is based on a partnership model of self-regulation.

The Council began drafting the Codes in September 2005. As with all new documents, the format, the titles, the paragraphs, the sentences and the words were the subject of much deliberation and consultation. The consultation was conducted through the Council members themselves who represent, not only the profession, but also the Minister, management bodies, teacher unions, teacher educators, parents and the social partners. Following this, a number of submissions were received and all were considered very carefully.

Having drafted the Codes, the Council initiated a communications/discussion process. The draft Codes and accompanying discussion documents were published on the Council's web-site and this was followed by a series of regional meetings for teachers.

The Codes make explicit the essential values which underpin the profession of teaching in Ireland. Core values are outlined which span many aspects of teaching from the quality of education, to teachers' commitment, to holistic development, and to caring for students. The listing of values suggests the importance of a reflective, learning teacher within a dynamic, vibrant teaching profession. They suggest also the importance of teachers pausing to ask about the value of education and of their work and about the role of professional educators in preparing young people for life. They underline the centrality and moral basis of teachers' work.

The Codes illustrate the complexity of the task of teaching as undertaken in collaboration with colleagues, students, parents, families, education partners, related bodies and agencies and the wider community. They outline the key responsibilities

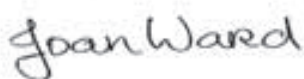
Réamhrá

teaghlaigh, páirtnéirí oideachais, páirtithe agus eagraíochtaí leasmhara agus an pobal níos leithne. Déanann siad na príomhfhreagrachtaí a bhíonn mar chroí ag cleachtas na múinteoireachta a rianadh, agus déantar é seo i gcomhthéacs a léiríonn meas agus luach ar chearta gairmiúla mhúinteoirí.

Déantar cur síos dearafach ar phrionsabail agus ar thiomantais na gCód agus seachnaítear athrá ar nithe a clúdaítear in áiteanna eile. Is maith a thuigeann an Chomhairle gur mó cúinse seachtrach a théann i bhfeidhm ar chleachtas na múinteoireachta ar nós éiteas na scoile, an fáil a bhíonn ar acmhainní agus na deiseanna a bhíonn ann don fhorbairt ghairmiúil. In ainneoin na gcúinsí seo, áfach, bíonn múinteoirí faoi stiúir i gcónaí ag fócas eiticíúil, agus tá sainléiriú ar seo le fáil sna Cóid.

Thuig an Chomhairle, agus na Cód á ndrúchtadh acu, nach mbeidís mar ábhar spéise ag múinteoirí amháin, cé go mbaineann siad leis na múinteoirí uile atá cláraithe leis an gComhairle Mhúinteoireachta. Is fiú do na páirtnéirí i bpobal an oideachais iad a léamh chun tuiscint níos doimhne a fháil ar ghairm na múinteoireachta mar atá in Éirinn faoi láthair, agus ar ghairmiúlacht i gcoitinne. Táimid ag súil go mb'fhéidir go mbainfidh páirtithe eile i bpobal an oideachais leas astu mar bhunús machnamhach ar mhúinteoireacht ionas gur féidir linn obair go comhghuallaíoch agus go comhoibríoch i gcomhpháirt le chéile chun leasa na ndaltaí.

Tá an Chomhairle Mhúinteoireachta tiomanta do chur chun cinn agus do chomhlíonadh na gCód agus de réir mar a éiríonn linn stiúir mheasúil eiticíúil a chur faoi ghairm na múinteoireachta, creidimid gur maith ann na Cód mar threo-uillinn don obair atá romhainn.



Joan Ward
Cathaoirleach



Áine Lawlor
Stiúrthóir

28 Márta 2007

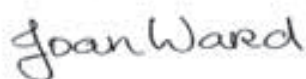
Foreword

which are central to the practice of teaching and they do this in a context which respects and values teachers' professional rights.

The Codes are expressed positively in terms of core principles and commitments and seek to avoid duplicating provisions which are covered elsewhere. The Council is aware that there are many external factors which impact on the practice of teaching such as school ethos, availability of resources and opportunities for professional development. Regardless of these factors, however, teachers are at all times guided by an ethical focus and the Codes make this explicit.

In drawing up the Codes, the Council was conscious that, while they apply to all teachers registered with the Teaching Council, they are not just for teachers. Rather, they may be read by all partners in the education community with a view to gaining a deeper understanding of the teaching profession in Ireland today, and of professionalism in a more general sense. We hope that other groups in the education community might use them as a basis for reflection on teaching so that we may all work together, in the interest of our students, in a spirit of collaboration and co-operation.

The Teaching Council is committed to seeing that these Codes are promoted and observed and, as we seek to steer an ethical and respectful course through the career of teaching, we believe that they will serve us well as a guiding compass.



Joan Ward
Chairperson



Áine Lawlor
Director

28 March 2007

Gluais

Dalta

Úsáidtear an téarma “dalta” sna Cóid seo mar thagairt do mhic léinn agus do dhaltaí ag leibhéal na bunscoile, na hiarbhunscoile agus ag leibhéal breisoideachais.

Tuismitheoir

Úsáidtear an téarma “tuismitheoir” sna Cóid seo mar thagairt do na tuismitheoirí nádúrtha agus do chaomhnóirí dlithiúla.

Múinteoir

Úsáidtear an téarma “múinteoir” sna Cóid seo mar thagairt do mhúinteoir atá cláraithe leis an gComhairle Mhúinteoireachta.

Glossary of Terms

Student

The term “Student” is used in the Codes to denote both pupils and students at primary, post-primary and further education levels.

Parent

The term “Parent” is used in the Codes to denote both natural parents and legal guardians.

Teacher

The term “Teacher” is used in the Codes to denote a teacher registered with the Teaching Council.

Réamhfhocal

Éilíonn an tAcht um Chomhairle Mhúinteoireachta, 2001 ar an gComhairle “cóid iompair ghairmiúil do mhúinteoirí, lena n-áireofar caighdeáin mhúinteoireachta, eolais oilteachta agus inniúlachta, a bhunú, a fhoilsiú, a athbhreithniú agus a chothabháil”.

Is é aidhm na gCód ná cuidiú leis an gComhairle a cuspóirí a bhaint amach mar atá leagtha síos san Acht um Chomhairle Mhúinteoireachta, 2001, agus go háirithe na cuspóirí atá luaite in:

- *Alt 6 (b)(ii) i.e. caighdeáin a bhunú maidir le múinteoireacht, eolas, oilteacht agus inniúlacht múinteoirí*
- *Alt 6 (b)(iii) i.e. caighdeáin a bhunú maidir le hiompar gairmiúil múinteoirí agus cothabháil agus feabhsú na gcaighdeán sin a chur chun cinn*

Tá Cóid Iompair Ghairmiúil do Múinteoirí rianta ag an gComhairle i ndá chuid chun riachtanais Ailt 7-(2) (b) a shásamh. Baineann an chéad chuid le cleachtas gairmiúil agus áirítear “caighdeáin mhúinteoireachta, eolais, oilteachta agus inniúlachta” sa chuid seo. Díríonn an dara cuid ar iompar gairmiúil.

Baineann na Cóid seo leis an uile mhúinteoir atá cláraithe leis an gComhairle Mhúinteoireachta.

- *Ní cóir tuiscint a ghlacadh ar aon chuid de na Cóid gan tagairt don doiciméad ina iomláine mar tá na codanna uile de na Cóid bainteach lena chéile, de réir an cur chuige iomlánaíoch a bhí i gceist lena ndrúachtadh.*

Introduction

The Teaching Council is obliged under the Teaching Council Act, 2001 “to establish, publish, review and maintain codes of professional conduct for teachers which shall include standards of teaching, knowledge, skill and competence”.

The purpose of the Codes is to assist the Council in achieving its objects as set out in the Teaching Council Act, 2001 and in particular the objects referred to at:

- *Section 6(b)(ii) i.e. to establish and promote the maintenance and improvement of standards of teaching, knowledge, skill and competence of teachers*
- *Section 6(b)(iii) i.e. to establish and promote the maintenance and improvement of standards of professional conduct of teachers.*

To fulfil its requirements under the Act, the Council has drawn up the Codes of Professional Conduct in two parts. The first part relates to professional practice and includes “standards of teaching, knowledge, skill and competence”. The second part deals specifically with professional conduct.

These Codes apply to all teachers registered with the Teaching Council.

- *No part of these Codes should be interpreted in isolation from the whole document as all parts of the Codes are interrelated in line with the holistic approach taken in drafting them.*

Na Croí Luachanna

Is é croí na hoibre do mhúinteoirí ná oideachas a sholáthar, agus bíonn na luachanna seo a leanas mar bhunús le gairm na múinteoireachta in Éirinn. Tá na luachanna seo le feiceáil tríd na Cóid agus is féidir iad a áireamh faoi na teidil:

- **An tEispéaras Oideachasúil**
- **Na Torthaí Oideachasúla**
- **Na Caidrimh**

Core Values

Teachers' core work is to educate and the following values underpin the work of the teaching profession in Ireland. These values are reflected throughout the Codes and may be considered under the headings of:

- **The Educational Experience**
- **Educational Outcomes**
- **Relationships**

Croí Luachanna Gairm na Múinteoireachta

Tiomantas

Bíonn múinteoirí tiomanta do sheirbhís ghairmiúil ardchaighdeán ina gcuid múinteoireachta agus tuigean siad gur dá gcuid daltaí a bhíonn a bpríomhdhualgas gairmiúil.

Caighdeán an Oideachais

Soláthraíonn múinteoirí eispéiris oideachasúla ar an gcaighdeán is airde dá gcuid daltaí. Éascaíonn múinteoirí dul chun cinn foghlama agus forbartha daltaí sa ghníomhaíocht éifeachtach a bhíonn acu leis an gcuraclam.

An Fhoghlaim Dalta-Lárnach

Tugann múinteoirí faoi thimpeallacht oideachasúil a chruthú ina mbíonn na daltaí lán-ghníomhach sa phróiseas foghlama.

Ag Freagairt don Athrú

Aithníonn múinteoirí nádúr an athraithe sa sochaí agus tuigean siad an ról atá acu sa bhfreagairt cuí oideachasúil is gá a sholáthar chun freastal ar riachtanais aitheanta na ndaltaí. Aithnítear gur fearrde comhthacaíocht sa ghnó seo ó pháirtneirí uile an oideachais.

Forbairt Ghairmiúil

Bíonn múinteoirí ag machnamh ar, agus ag leanúint lena gcleachtas gairmiúil féin, agus cuirtear deiseanna ar fáil dóibh chun gníomhú i bhforbairt ghairmiúil agus i bpróiseas forbartha an churaclaim.

An tEispéaras Oideachasúil ■

Croí Luachanna Gairm na Múinteoireachta

Forbairt Iomlánaíoch

Bíonn múinteoirí tiomanta do fhís iomlánaíoch oideachasúil ar a n-áirítear na gnéithe aestéitiúla, cognaíocha, intleachtúla, criticiúla, cultúrtha, mothúchánacha, samhlaíocha, morálta, sóisialta, polaitiúla, spioradálta, fisiceacha agus sláinte d'fhorbairt a gcuid daltaí.

Luachanna Cultúrtha

Aithníonn múinteoirí an ról a bhíonn acu deiseanna a chruthú chun feasacht agus meas ar luachanna cultúrtha a fhorbairt, agus iad tuisceanach sa ghnó seo ar an gcomhthéacs Éireannach, Eorpach agus domhanda san áireamh.

An Ceartas Sóisialta, an Chothromaíocht, an Chuimsitheacht

Leiríonn múinteoirí mar chuid dá ról gairmiúil a ndíogras don daonlathas, don cheartas sóisialta, don chothromaíocht agus don chuimsitheacht. Cothaíonn siad saoránacht ghníomhach agus cuidíonn siad le daltaí grinnbhreithniú machnamhach a dhéanamh ar ghnóthaí sóisialta ar leith maraon le meas agus tuiscint a chothú don éagsúlacht, agus gníomhú mar is cuí.

Na Torthaí Oideachasúla

Croí Luachanna Gairm na Múinteoireachta

Comhghuallaíocht

Is mar chomhghuallaithe a oibríonn múinteoirí lena chéile ar mhaithe leis an gcleachtas gairmiúil is fearr a roinnt ar a chéile, a chur chun cinn agus a fhorbairt.

Comhpháirtíocht

Oibríonn múinteoirí i gcomhpháirt le daltaí, le tuismitheoirí, le bainistíocht scoile, le hoiliúnóirí múinteoirí agus le daoine gairmiúla eile chun a gcomhchuspóirí maidir le hoideachas ar ard-chaighdeán a bhaint amach don uile dhuine.

Meas

Leiríonn múinteoirí meas ar dhaltaí, ar thuismitheoirí, ar a gcomhghuallaithe, ar bhainistíocht scoile, ar chomhghairmeoirí agus ar phobal uile na scoile, agus díríonn siad a n-aird ar atmasféar comh-mheasúil a bhunú agus a chaomhnú sna scoileanna.

Cúram

Maraon lena bhfreagracht dhlithiúil i leith cúram daltaí, bíonn ról chúraim mhúinteoirí mar chuid lárnach dá luachanna gairmiúla. Bíonn a gcleachtas bunaithe ar bharrmhaitheas a dheimhniú do na daltaí a bhíonn faoina gcúram.

Comhoibriú

Bíonn múinteoirí gníomhach ar bhonn gairmiúil leis an bpobal de réir mar is fearr a oireann do mhaitheas na ndaltaí, agus ina measc siúd bíonn páirtnéirí an oideachais, maraon le comhghairmeoirí agus eagraíochtaí oideachasúla eile.

Na Caidrimh

Core Values of the Teaching Profession

Commitment

Teachers are committed to the highest standards of professional service in their teaching and understand that their primary professional obligation is to their students.

Quality of Education

Teachers promote and maintain the highest quality of educational experiences for their students. Teachers facilitate student progression in their learning and development and their effective engagement with the curriculum.

Student-Centred Learning

Teachers seek to create an environment where students are active agents in the learning process.

Responding to Change

Teachers acknowledge the changing nature of society and recognise their role in providing appropriate educational responses to cater for the identified needs of students. It is recognised that this is enhanced through mutual support from all partners in education.

Professional Development

Teachers reflect on and continue to improve their own professional practice and are provided with opportunities to engage in professional development and the process of curriculum development.

The Educational Experience

Core Values of the Teaching Profession

Holistic Development

Teachers are committed to a holistic vision of education which includes the aesthetic, cognitive, intellectual, critical, cultural, emotional, imaginative, creative, moral, social, political, spiritual, physical and healthy development of their students.

Cultural Values

Teachers see themselves as providing opportunities for the development of awareness and appreciation of cultural values being mindful of Irish, European and more global contexts.

Social Justice, Equality and Inclusion

Teachers in their professional role show commitment to democracy, social justice, equality and inclusion. They encourage active citizenship and support students in thinking critically about significant social issues, in valuing and accommodating diversity and in responding appropriately.

Educational Outcomes

Core Values of the Teaching Profession

Collegiality

Teachers work in collegiality with colleagues in the interests of sharing, promoting, developing and supporting best professional practice.

Collaboration

Teachers work collaboratively with students, parents, school management, teacher educators and other professionals in developing shared goals towards the achievement of high quality education for all.

Respect

Teachers respect students, parents, colleagues, school management, co-professionals and all in the school community and work to establish and maintain an atmosphere of mutual respect in their schools.

Care

As well as the legal duty of care which teachers exercise, their role as carer is central to their professional value system. Their practice is motivated by the best interests of the students entrusted to their care.

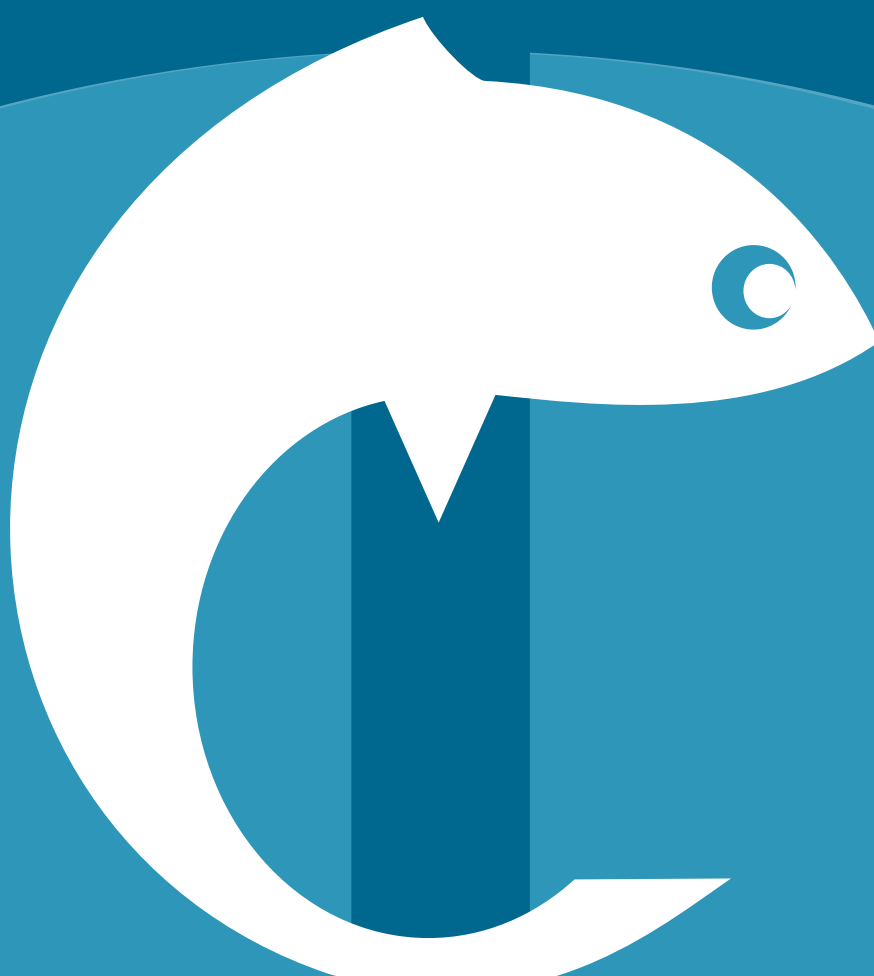
Co-operation

Teachers engage in a professional manner with the wider community including the partners in education, co-professionals and related educational bodies and agencies, as appropriate, for the benefit of students.

Relationships



An Cód Cleachtais Gairmiúil
Code of Professional Practice



An Cód Cleachtais Gairmiúil

Aidhm

Tugadh faoin gCód seo a fhorbairt chun na trí phríomhchuspóir seo a bhaint amach:

- Ardchaighdeán teagaisc agus foghlama a chur chun tosaigh
- Múinteoirí a mhisiú agus a thacú sa ról gairmiúil atá acu
- Gairm na múinteoireachta a chur chun cinn

Ardchaighdeán teagaisc agus foghlama a chur chun tosaigh	Múinteoirí a mhisiú agus a thacú sa ról gairmiúil atá acu	Gairm na múinteoireachta a chur chun cinn
Tugann an Cód faoin gcuspóir mar seo a leanas:	Tugann an Cód faoin gcuspóir mar seo a leanas:	Tugann an Cód faoin gcuspóir mar seo a leanas:
<p>Na heitic a shoiléiriú agus na croí-luchanna bunúsacha do chleachtais mhúinteoirí a rianadh</p> <p>Caighdeán shoiléir don chleachtas gairmiúil ar a bhfuil múinteoirí tiomanta a rianadh</p> <p>Cuidiú le hardchaighdeán sa chleachtas gairmiúil a bhaint amach agus a chaomhnú sa mhúinteoireacht</p> <p>Múinteoirí a mhealladh chun machnamh a dhéanamh ar chleachtas gairmiúil</p> <p>Comhoibriú a fhorbairt idir na páirtnéirí oideachais, na comhghairmeoirí, na heagrais, na comhlachtaí agus na gairmeacha gaolmhara eile</p>	<p>Ról mhúinteoirí i bhforbairt shóisialta, chultúrtha agus eacnamaíochta na tíre a dheimhniú</p> <p>Tacú le múinteoirí ina saoil ghairmiúil</p> <p>Comhghuallaíocht a fhorbairt i ngairm na múinteoireachta</p>	<p>Stadas agus ionracas na gairme a dheimhniú</p> <p>Eolas agus meas an phobail ar ghairm na múinteoireachta a chur chun cinn</p>

Code of Professional Practice

Purpose

This Code has been developed with three key objectives in mind:

- To promote quality teaching and learning
- To encourage and support teachers in their professional role
- To promote the teaching profession

Promote quality teaching and learning	Encourage and support teachers in their professional role	Promote the teaching profession
This Code seeks to do this by:	This Code seeks to do this by:	This Code seeks to do this by:
<ul style="list-style-type: none"> ■ Clarifying the ethics and setting out the core values underpinning teachers' practice ■ Setting out clear standards of professional practice to which teachers are committed ■ Assisting in achieving and maintaining high standards of professional practice in the profession ■ Encouraging teachers to reflect on professional practice ■ Promoting cooperation with the education partners, co-professionals, related bodies and agencies and allied professions 	<ul style="list-style-type: none"> ■ Affirming the role of teachers in the social, cultural and economic development of the country ■ Being supportive of teachers in their professional lives ■ Promoting collegiality within the teaching profession 	<ul style="list-style-type: none"> ■ Confirming the status and integrity of the profession ■ Informing and enhancing the public perception of the teaching profession

An Cód

Is é an t-eolas gairmiúil atá mar bhunús do chleachtas an teagaisc agus na foghlama. Bíonn réimse rólanna, freagrachtaí agus caidreamh mar chuid den eolas gairmiúil seo:

- **An Múinteoir agus an Dalta**
- **An Múinteoir agus na Tuismitheoirí**
- **An Múinteoir agus an Curaclam**
- **An Múinteoir agus mar Fhoghlaimeoir**
- **An Múinteoir, an Stát, an Pobal agus an Scoil**

An Múinteoir agus an Dalta

Is cuid riachtanach de phróiséas an teagaisc agus na foghlama dea-chaidrimh idir mhúinteoirí agus dhaltaí. Déantar na caidrimh seo a fhorbairt trí chumarsáid a bhíonn bunaithe ar chomhmheas agus ar chomhmhuinín.

Cúlra an Dalta

Tuigeann múinteoirí gur féidir le héagsúlachtaí i gcúlraí agus i bhféiniúlacht na ndaltaí tionchar a bheith acu ar an éispéaras agus dul i bhfeidhm ar an bhfoghlaim. Léiríonn siad meas, luach agus tuiscint ar dhifríochtaí, ina measc siúd na difríochtaí a bhaineann le hinscne, stádas pósta, stádas clainne, treoshuíomh gnéis, reiligiún, aois, míchumas, cine, eitneacht, ballraíocht den Lucht Taistil agus stádas shocheacnamaíoch. Déanann siad eolas ar chúlraí, ar fhéiniúlachtaí, ar éispéiris agus ar stíleanna foghlama dhaltaí a chur san áiréamh agus iad i mbun teagaisc.

Forbairt an Dalta

Téann tuiscint ar an bhforbairt dhaonna agus ar an bpróiséas foghlama i bhfeidhm ar chur chuige na múinteoireachta. Cuireann múinteoirí a gcuid eolais ar fhorbairt iomlánaíoch dhaltaí i bhfeidhm ar a dteagasc agus tugann siad faoi fhreagrachtaí shóisialta a fhorbairt iontu.

Cumas an Dalta

Aithníonn múinteoirí na cumais ar leith a bhíonn ag daltaí. Bíonn a fhios acu go mbíonn gá ag daltaí le riachtanais agus cumais speisialta/ar leith fáil a bheith acu ar shaineolas agus ar acmhainní cuí i gcomhthéacs an cur chuige uile-scoile.

The Code

Professional knowledge is the foundation of the practice of teaching and learning. This professional knowledge includes a range of roles, responsibilities and relationships:

- **The Teacher and Student**
- **The Teacher and Parents**
- **The Teacher and Curriculum**
- **The Teacher as Learner**
- **The Teacher, the State, the Community and the School**

The Teacher and Student

Good teacher-student relationships are fundamental to engagement in the teaching/learning process. These are developed through communication which is built on mutual respect and trust.

Student Background

Teachers recognise that differences in students' backgrounds and identities can shape experience and impact on learning. They respect, value and accommodate diversity including those differences arising from gender, marital status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Travelling Community and socio-economic status. They apply their knowledge of students' backgrounds, identities, experiences and learning modes to their teaching.

Student Development

Teaching is shaped by knowledge of human development and learning. Teachers apply their knowledge of students' holistic development to their teaching and to the promotion of social responsibilities.

Student Potential

Teachers recognise the individual potential of students. They know that those with special/exceptional needs and potential require access to appropriate expertise and resources in the context of a whole school approach.

An Cód

Foghlaim an Dalta

Déanann múinteoirí cuspóirí intuigthe, dúshlánacha agus indéanta a phleanáil do dhaltaí. Spreagann siad iad agus cuidíonn siad leo a bheith mar pháirtithe gníomhacha ina bhfoghlaim féin m.sh. eolas a aimsiú agus a mheas go criticiúil. Bíonn sé mar mhian ag múinteoirí gníomhú le daltaí chun stráitéisí teagaisc a fhorbairt a oireann do riachtanais na ndaltaí, agus a chuireann leis an bhfoghlaim. Cruthaíonn siad stráitéisí bhainistíochta ranga a chuidíonn leis an bhfoghlaim idirdhealaitheach ar bhealach a thugann ceart chun na dínite don uile dhalta.

An Múinteoir agus na Tuismitheoirí

Comhpháirtíocht le Tuismitheoirí

Aithníonn múinteoirí ról na dtuismitheoirí mar phríomh-oiliúnóirí na bpáistí. Cruthaíonn siad iontaoibh le tuismitheoirí agus bíonn siad ag feidhmiú go caidreamhach agus go comhpháirteach leo san oideachas a cuirtear ar a bpáistí. Baineann siad leas as a n-ionracas agus as a mbreithiúnas gairmiúil agus iad i dteagmháil le daltaí agus le tuismitheoirí.

An Múinteoir agus an Curaclam

Próiséis an Churaclaim

Bíonn múinteoirí páirteach i bpróiséis dhiminciúil ina ndéantar curaclam a dhearadh agus a chur i bhfeidhm, agus ina ndéantar foghlaim na ndaltaí a éascú agus a mheasúnú. “Cludaíonn an téarma curaclam an t-ábhar, an struchtúr, agus próiséis an teagaisc agus na foghlama ar chóir don scoil a chur ar fáil dar leis na cuspóirí agus na luachanna oideachasúla atá aitheanta. Maraon le cúram na scoile i leith na n-ábhar atá le múineadh, glacann an scoil cúram freisin de chúis agus de chur chuige na foghlama agus de thorthaí na gníomhaíochta seo don fhoghlaiméir.”

(Cairt don Oideachas sna Blianta atá Romhainn, 1995, lch. 18)

Ábhar an Churaclaim

Bíonn múinteoirí eolasach agus tuisceanach de réir mar is cuí ar ábhar an churaclaim/an tsiollabais agus ar na naisc le hábhair eile agus le heispéiris saoil eile.

The Code

Student Learning

Teachers plan and communicate clear, challenging and achievable expectations for students. They motivate and assist them to become agents in their learning, e.g. to access and critically assess information. Teachers seek to engage with students in order to develop teaching strategies that are appropriate to the needs of their students and that promote learning. They establish classroom management strategies that support differentiated learning in a way that respects the dignity of all students.

The Teacher and Parents

Partnership with Parents

Teachers appreciate that parents are the primary educators of their children. They build trust with parents and actively communicate and collaborate with them in the education of their children. They exercise their professional integrity and judgement in communicating with students and parents.

The Teacher and Curriculum

Curriculum Process

Teachers engage in the dynamic processes by which curriculum is designed and implemented and students' learning is facilitated and evaluated. "The term curriculum encompasses the content, structure and process of teaching and learning which the school provides in accordance with its educational objectives and values... It is concerned not only with the subjects taught, but also with how and why they are taught and with the outcomes of this activity for the learner." (Charting our Education Future, 1995, p. 18)

Curriculum Content

Teachers know and understand the subject matter of the relevant curriculum/syllabus, how it is linked to other subjects and related to life experiences.

An Cód

Cur Chuige Múinteoireachta

Úsáideann múinteoirí cur chuige cuí teagasc a chuidíonn le daltaí tabhairt faoin bhfoghlaim ar bhealaí éagsúla. Bíonn cur chuige comhtháite in úsáid acu sa phleanáil ar a n-áirítear straitéis mhúinteoireachta, stíleanna foghlama, gníomhaíochtaí agus acmhainní. Cuireann siad deiseanna cumarsáide ar fáil i measc na ndaltaí chun tacú leis an bhfoghlaim i gcomhpháirt, mar aon le toradh a bheith ar an bhfoghlaim aonair.

Acmhainní

Úsáideann múinteoirí réimse de na hacmhainní curaclaim atá ar fáil chun meadú agus saibhriú a dhéanamh ar an gcomhthéacs foghlama.

Measúnú

Úsáideann múinteoirí réimse straitéisí chun tacú le, breathnú agus measúnú ar fhoghlaim na ndaltaí, ar a gcur chuige sa bhfoghlaim agus ar a ndul chun cinn. Déanann siad dul chun cinn a mheas agus déanann siad leasuithe dá réir ar an mhúinteoireacht.

Athrú Curaclaim

Mar ghníomhairí ar an athrú, bíonn múinteoirí bainteach le dearadh, le forbairt, le cur i bhfeidhm agus le measúnú an churaclaim sa chomhthéacs ranga, scoile agus náisiúnta. Agus iad ag cur an churaclaim i bhfeidhm, éiríonn le múinteoirí straitéis mhúinteoireachta oiriúnacha agus spreagthacha a fhorbairt a fheastalaíonn ar éagsúlachtaí riachtanas dhaltaí i sochaí athraitheach. Déanann siad meastóireacht chriticiúil ar thorthaí na foghlama ar mhaithe le cur le polasaithe scoile agus náisiúnta agus le hathbhreithniú a dhéanamh ar a dtuairimíocht, a luachanna agus a gcleachtas.

An Múinteoir mar Fhoghlaiméoir

An Múinteoir mar Chleachtóir Machnamhach

Bíonn múinteoirí san airdeall ar an idirphlé a bhíonn idir fhoghlaim an mhúinteora agus fhoghlaim na ndaltaí. Agus iad ag tarraingt ar thaighde cleachtas-bhunaithe, déanann siad an teagasc agus an fhoghlaim a phleanáil trí bheith ag machnamh go leanúnach ar a gcleachtas féin.

The Code

Teaching Approaches

Teachers use appropriate pedagogical approaches that assist students to learn in a variety of ways. They adopt an integrated approach to planning which includes teaching strategies, learning modes, activities, and resources. They facilitate interaction among students to enable shared learning as well as individual learning outcomes.

Resources

Teachers employ a variety of available curriculum resources to enhance and enrich the learning environment.

Assessment

Teachers use a range of strategies to support, monitor and assess students' learning, their approach to learning and their progress. They assess the achievement of curriculum objectives and adapt their teaching accordingly.

Curriculum change

As agents of change, teachers are involved in the design, development, implementation and evaluation of the curriculum at classroom, school and national levels.

In implementing the curriculum, teachers develop appropriate and motivational teaching strategies in response to the diverse needs of students in a changing society. They critically evaluate the learning outcomes so as to inform national and school policies and review their own professional beliefs, values and practice.

The Teacher as Learner

The Teacher as Reflective Practitioner

Teachers acknowledge the interdependence of teacher learning and student learning. Drawing on practitioner-based research, they plan for teaching and learning through continuous reflection on their own current practice.

An Cód

An Múinteoir mar Fhoghlaimeoir Fad Saoil

Creideann múinteoirí gur próiséas fad saoil í an fhorbairt ghairmiúil a bhíonn faoi thionchar ag na comhthéacsanna pearsanta, sóisialta agus oideachasúla. Is fearrde an tionchar nuair a bhíonn sí lonnaithe sa chleachtas. Tá an fhorbairt leanúnach ghairmiúil mar cheart agus mar fhreagracht ag múinteoirí agus ba chóir polasaithe agus acmhainní a bheith mar thacaí acu go háitiúil, go réigiúnach agus go náisiúnta.

Comhghuallaíocht Ghairmiúil

Bíonn spiorad na comhghuallaíochta mar ghnás ag múinteoirí lena gcomhghairmeoirí, pé acu iad mar bhaill foirne nó mar chinnirí foirne. Roinneann siad fis, cleachtas agus machnamh an oideachais atá acu féin ar bhealach a ghríosann agus a spreagann a gcomhleacaithe, agus aithníonn agus ceiliúrann siad na hiarrachtaí agus an dul chun cinn a déantar.

An Múinteoir, an Stát, an Pobal agus an Scoil

Riachtanais Reachtúla agus Rialála

Bíonn múinteoirí ag feidhmiú ina ról gairmiúil laistigh den fhráma cuí reachtúla agus rialála. Oibríonn siad i gcomhpháirt le Cigearacht na Roinne Oideachais agus Eolaíochta agus le seirbhísí reachtúla oideachais eile.

Tuismitheoirí, Bainistíocht Scoile agus Comhghairmeoirí

Tugann múinteoirí faoi chaidrimh dhearfacha a fhorbairt le tuismitheoirí, le bainistíocht scoile agus lena gcomhghairmeoirí. Bíonn múinteoirí ag feidhmiú go gníomhach i gcomhpháirt leis an mbainistíocht agus le tuismitheoirí ar mhaithe le héiteas agus cultúr scoile a thacaíonn le timpeallacht dhearfach don teagasc agus don fhoghlaim a bhunú. Oibríonn múinteoirí i gcomhpháirt le bainistíocht, daltaí agus tuismitheoirí chun polasaithe riachtanacha a chinntíonn suíomh teagaisc agus foghlama sábháilte agus cuiditheach a bhunú.

The Code

The Teacher as Lifelong Learner

Teachers believe that professional development is a lifelong process which is influenced by personal, social and educational contexts. It is most effective when it is embedded in practice. Continuous professional development is both a right and a responsibility and should be supported by policy and resources at local, regional and national level.

Professional Collegiality

Teachers act in a spirit of collegiality with professional colleagues, both as team members and as team leaders. They motivate and inspire by sharing their vision, expertise and reflections and they acknowledge and celebrate effort and success.

The Teacher, the State, the Community and the School

Statutory and Regulatory Requirements

Teachers in their professional role work within the framework of relevant legislation and regulations. They work in partnership with the Inspectorate of the Department of Education and Science and other statutory educational services.

Parents, School Management and Co-professionals

Teachers work to develop positive relationships with parents, school management and co-professionals. Teachers are active partners with school management and parents in the development of a school ethos and culture conducive to a positive environment for teaching and learning. Teachers work with management, students and parents in establishing and maintaining policies which are necessary for a safe and supportive teaching and learning environment.

An Cód

An Pobal Áitiúil

Bíonn gá le tacaíocht agus comhpháirtíocht dhearfach an phobail lasmuigh chun éifeacht na múinteoireachta a dheimhniú. Baineann múinteoirí, tríd an scoil, leas as an bpobal mar fhoinsé don fhoghlaim. Agus bíonn an pobal, mar thoradh, saibhrithe ag an gcomhpháirtíocht le múinteoirí a bhfuil sé mar nós tráidisiúnta acu cuidiú le réimse imeachtaí pobail.

An Fhoghlaim i bPobal na Scoile

Is ceannairí oideachasúla iad múinteoirí a thugann faoi phobail fhoghlama a bhunú agus a fhorbairt sna seomraí ranga, sna scoileanna agus trína ngréasáin ghairmiúla.

The Code

The Local Community

Effective teaching requires the support and positive collaboration of the wider community. Teachers, through their schools, utilise the community as a learning resource. The community, in turn, is enriched by its interaction with teachers who have a tradition of contributing to a range of community activities.

Learning in the School Community

Teachers are educational leaders who contribute to creating and sustaining learning communities in their classrooms, in their schools and through their professional networks.



An Cód Iompair Gairmiúil
Code of Professional Conduct



An Cód Iompair Gairmiúil

Aidhm

Tá ardchaighdeán san iompar gairmiúil mar chuid lárnach de ról na múinteoireachta agus tá an Chomhairle Mhúinteoireachta ag tabhairt léiriú sainiúil sa Chód Iompair Gairmiúil ar thiomantas ghairm na múinteoireachta do na caighdeáin seo.

Tá sé mar aidhm ag an gCód seo cuidiú leis an gComhairle na cuspóirí atá leagtha síos in Alt 6(b) d'Acht um Chomhairle Mhúinteoireachta, 2001 a bhaint amach, agus go háirithe na gnéithe ar leith sin a luaitear i rannóg 6(b) (iii) .i.e. caighdeáin a bhunú maidir le hiompar gairmiúil múinteoirí agus cothabháil agus feabhsú na gcaighdeán sin a chur chun cinn.

In Alt 41 d'Acht um Chomhairle Mhúinteoireachta, 2001 tá sé luaite go n-áireofar iad seo a leanas mar chleachtas míghairmiúil ag múinteoir cláraithe:

- *(a) gabháil d'iompar atá contrártha do chód iompair ghairmiúil arna bhunú ag an gComhairle faoi alt 7(2)(b);*
- *(b) gabháil d'aon iompar míchuí ina cháil nó ina cáil ghairmiúil nó ar shlí eile, ar dá bharr atá sé nó sí neamhfheidhmiúil chun múineadh.*

Code of Professional Conduct

Purpose

High standards of professional conduct are central to the role of teaching and in this Code of Professional Conduct, the Teaching Council is making explicit the commitment of the teaching profession to these standards.

The purpose of the Code is to assist the Council in achieving its objects as set out in Section 6(b) of the Teaching Council Act, 2001, in particular the objects referred to at section 6(b)(iii) i.e. to establish and promote the maintenance and improvement of standards of professional conduct of teachers.

Section 41 of the Teaching Council Act, 2001, states that the following shall constitute professional misconduct by a registered teacher:

- *(a) engaging in conduct which is contrary to a code of professional conduct established by the Council under section 7(2)(b);*
- *(b) engaging in any improper conduct in his or her professional capacity or otherwise by reason of which he or she is unfit to teach.*

An Cód

1. Ba chóir do mhúinteoirí aire a thabhairt do dhaltaí atá faoina gcúram agus é mar aidhm acu sábháilteacht agus leas na ndaltaí a dheimhniú chomh fada agus atá indéanta go réasúnta.
2. Ba chóir do mhúinteoirí meas a léiriú ar eolas rúnda atá acu óna gcleachtas gairmiúil le comhleacaithe, daltaí agus teaghlaigh, agus gan é a insint seachas nuair a éilíonn folláine duine nó iallach dlithiúil go scaoilfí an t-eolas.
3. Ba chóir do mhúinteoirí seasamh le dea-chlú agus le stádas na gairme. Ba chóir dóibh feidhmiú go fírinneach agus go hionraic i ngach gné dá gcuid oibre. Ba chóir dóibh an choimhlint dhíreach idir a ngnóthaí príomháideacha agus a gcúramaí gairmiúla a sheachaint.
4. Ba chóir do mhúinteoirí meas a bheith acu ar dhaltaí, ar thuismitheoirí, ar chomhleacaithe, ar bhainistíocht scoile, ar chomhghairmeoirí agus orthu siúd uile i bpobal na scoile. Ba chóir dóibh plé leo ar bhealach nach mbíonn idirdhealaitheach agus a chothaíonn comhionannas maidir le hinscne, stádas pósta, stádas clainne, treoshuíomh gnéis, reiligiún, aois, míchumas, cine, eitneacht, ballraíocht den Lucht Taistil agus stádas shocheacnamaíoch.
5. I gcead do na caidrimh leithleacha agus pribhléideacha a bhíonn ag múinteoirí leis na daltaí a bhíonn faoina gcúram, ba chóir do mhúinteoirí feidhmiú sna caidrimh seo ar bhealach gairmiúil, measúil agus cuí.
6. Ba chóir do mhúinteoirí gan bheith i mbun cleachtais ghairmiúil agus iad faoi thionchar aon substaint a laghdaíonn ar a n-ábaltacht nó ar a bhfolláine.
7. Ba chóir do mhúinteoirí eolas cruinn iomlán agus fíor-dhoiciméid maidir lena stádas, lena gcáilíocht, agus lena dtaithe gairmiúil a sholáthar. Ní cóir dóibh ach a n-ainmneacha féin, mar atá cláraithe, a úsáid agus iad i mbun dualgas gairmiúil. Ba chóir dóibh eolas iomlán cruinn a sholáthar ar aon ghnó gairmiúil, de réir mar a éilíonn an Chomhairle a leithéid. Ní cóir dóibh tacú ná cuidiú le haon duine, nach bhfuil cláraithe é/í féin, a chur chun cinn mar mhúinteoir aitheanta.

The Code

1. Teachers should take care of students under their supervision with the aim of ensuring their safety and welfare insofar as is reasonably practicable.
2. Teachers should respect confidential information relating to colleagues, students and families gained in the course of professional practice, unless the wellbeing of an individual or a legal imperative requires disclosure.
3. Teachers should uphold the reputation and standing of the profession. They should act with honesty and integrity in all aspects of their work. They should avoid direct conflict between their private interests and their professional work.
4. Teachers should respect students, parents, colleagues, school management, co-professionals and all in the school community. They should interact with them in a way that does not discriminate and that promotes equality in relation to gender, marital status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Travelling Community and socio-economic status.
5. Recognising the unique and privileged relationships that exist between teachers and the students entrusted to their care, teachers should conduct these relationships in a way that is professional, respectful and appropriate.
6. Teachers should not practise the profession while under the influence of any substance which impairs their ability or medical fitness.
7. Teachers should provide complete and accurate information and authentic documents with respect to their professional status, qualifications and experience. They should use only their own names, as set out in the register, in the course of their professional duties. They should provide complete and accurate information on any professional matter as requested by the Council. They should not counsel or assist any person who is not a registered teacher to represent himself or herself as being so registered.

Aguisín 1

Liosta Reachtanna Ábhartha

Na hAchtanna um Chomhairle Mhúinteoireachta, 2001 agus 2006

An tAcht Oideachais, 1998

An tAcht Oideachais (Leas), 2000

An tAcht um Oideachas do Dhaoine a bhfuil Riachtanais Speisialta Oideachais Acu, 2004

Acht na Leanaí, 2001 (mar atá leasaithe ag an Acht Ceartais Choiriúil, 2006)

An tAcht um Ombudsman do Leanaí, 2002

An tAcht um Shábháilteacht, Sláinte agus Leas ag an Obair, 2005

An tAcht um Chosaint do Dhaoine a Thuairisceoidh Drochúsáid Leanaí, 1998

Na hAchtanna um Shaoráil Faisnéise, 1997 agus 2003

Na hAchtanna um Chosaint Sonraí, 1988 agus 2003

Na hAchtanna um Stádas Comhionann, 2000 agus 2004

An tAcht um Chomhionannas Fostaíochta, 1998 agus 2004

Na hAchtanna Oideachais Ghairme Beatha, 1930 - 2006

Acht na gCailíochtaí (Oideachas agus Oiliúint) 1999

Appendix 1

List of Relevant Statutes

Teaching Council Acts, 2001 and 2006

Education Act, 1998

Education (Welfare) Act, 2000

Education for Persons with Special Educational Needs Act, 2004

Children Act, 2001 (as amended by the Criminal Justice Act, 2006)

Ombudsman for Children Act, 2002

Safety, Health and Welfare at Work Act, 2005

Protection for Persons Reporting Child Abuse Act, 1998

Freedom of Information Acts, 1997 and 2003

Data Protection Acts, 1988 and 2003

The Equal Status Act, 2000 and 2004

Employment Equality Acts, 1998 and 2004

Vocational Education Acts, 1930 to 2006

Qualifications (Education and Training) Act, 1999

Aguisín 2

Baill na Comhairle 2005 go 2009

Léiríonn an réiltín ballraíocht de Choiste Oideachais na Comhairle

Ball

Rannóg

Mr. Christy Carroll	Tofa	Bunleibhéal (ceaptha Meán Fómhair 2006)
Dr. Peadar Cremin	Ainmniúchán	Coláistí Oideachais
Ms. Lily Cronin*	Tofa	Iarbhunleibhéal Deonach
Mr. Oliver Donohoe*	Ainmniúchán	Aire (ICTU)
Professor Sheelagh Drudy	Ainmniúchán	Ollscoileanna & Coláistí Ainmnithe 3ú Leibhéal
Mr. Derek Dunne	Ainmniúchán	AMÉ (TUI)
Ms. Emer Egan	Ainmniúchán	Aire
Dr. Jim Gleeson*	Ainmniúchán	Ollscoileanna & Coláistí Ainmnithe 3ú Leibhéal
Mr. Tommy Glynn*	Tofa	Gairmoideachas
Ms. Susie Hall	Tofa	Scoileanna Pobail is Cuimsitheacha
Sr. Darina Hosey*	Ainmniúchán	Coláistí Oideachais
Mr. Jack Keane	Tofa	Iarbhunleibhéal Deonach
Mr. Justin MacCarthy	Tofa	Bunleibhéal
Mr. Christopher Maginn	Ainmniúchán	CMMÉ (ASTI)
Mr. Gerry Malone*	Ainmniúchán	CMÉ (INTO)
Dr. Kevin Marshall*	Ainmniúchán	Aire (IBEC) (ceaptha Eanáir 2007)
Ms. Anita McCann	Ainmniúchán	Comhairle Náisiúnta na dTuismitheoirí (Bunleibhéal)
Ms. Anne McElduff	Ainmniúchán	CMÉ (INTO)
Mr. Patrick McQuaile*	Tofa	Gairmoideachas
Ms. Dympna Mulkerrins*	Tofa	Bunleibhéal
Ms. Máire Ní Laoire	Ainmniúchán	CMMÉ (ASTI)
Mr. Tomás Ó Cruadhlaoidh	Ainmniúchán	Aire
Mr. Micheál Ó Gríofa	Tofa	Bunleibhéal
Mr. George O'Callaghan	Ainmniúchán	Bainistíocht Scoile (Iarbhunleibhéal)
Ms. Maree O'Connell	Tofa	Bunleibhéal
Msgr. Dan O'Connor	Ainmniúchán	Bainistíocht Scoile (Bunleibhéal)
Ms. Deirdre O'Donoghue*	Ainmniúchán	Bainistíocht Scoile (Bunleibhéal)
Mr. Kieran O'Driscoll	Ainmniúchán	Aire
Ms. Bernadine O'Sullivan	Tofa	Iarbhunleibhéal Deonach
Ms. Eleanor Petrie	Ainmniúchán	Comhairle Náisiúnta na dTuismitheoirí (Iarbhunleibhéal)
Mr. Dermot Quish*	Tofa	Iarbhunleibhéal Deonach
Mr. Seán Rowley	Tofa	Bunleibhéal
Ms. Jacqueline Sheil	Ainmniúchán	AMÉ (TUI)
Ms. Jacinta Stewart*	Ainmniúchán	Bainistíocht Scoile (Iarbhunleibhéal)
Mr. Milo Walsh	Tofa	Bunleibhéal
Ms. Eileen Ward*	Tofa	Bunleibhéal
Ms. Joan Ward	Tofa	Bunleibhéal
Ms. Mary Culhane*	Tofa	Bunleibhéal (éirithe as Feabhra 2006)
Mr. Frank Turpin*	Ainmniúchán	Aire (éirithe as Meán Fómhair 2006)

Appendix 2

Council Members 2005 to 2009

Asterisk indicates membership of the Council's Education Committee

Member		Sector
Mr. Christy Carroll	Elected	Primary (appointed September 2006)
Dr. Peadar Cremin	Nominee	Colleges of Education
Ms. Lily Cronin*	Elected	Voluntary Secondary
Mr. Oliver Donohoe*	Nominee	Minister (ICTU)
Professor Sheelagh Drudy	Nominee	Universities & Named 3rd Level Colleges
Mr. Derek Dunne	Nominee	TUI
Ms. Emer Egan	Nominee	Minister
Dr. Jim Gleeson*	Nominee	Universities & Named 3rd Level Colleges
Mr. Tommy Glynn*	Elected	Vocational
Ms. Susie Hall	Elected	Community & Comprehensive
Sr. Darina Hosey*	Nominee	Colleges of Education
Mr. Jack Keane	Elected	Voluntary Secondary
Mr. Justin MacCarthy	Elected	Primary
Mr. Christopher Maginn	Nominee	ASTI
Mr. Gerry Malone*	Nominee	INTO
Dr. Kevin Marshall*	Nominee	Minister (IBEC) (appointed January 2007)
Ms. Anita McCann	Nominee	National Parents' Council (Primary)
Ms. Anne McElduff	Nominee	INTO
Mr. Patrick McQuaile*	Elected	Vocational
Ms. Dymphna Mulkerrins*	Elected	Primary
Ms. Máire Ní Laoire	Nominee	ASTI
Mr. Tomás Ó Cruadhlaoidh	Nominee	Minister
Mr. Micheál Ó Gríofa	Elected	Primary
Mr. George O'Callaghan	Nominee	School Management (Post-Primary)
Ms. Maree O'Connell	Elected	Primary
Msgr. Dan O'Connor	Nominee	School Management (Primary)
Ms. Deirdre O'Donoghue*	Nominee	School Management (Primary)
Mr. Kieran O'Driscoll	Nominee	Minister
Ms. Bernadine O'Sullivan	Elected	Voluntary Secondary
Ms. Eleanor Petrie	Nominee	National Parents' Council (Post-Primary)
Mr. Dermot Quish*	Elected	Voluntary Secondary
Mr. Seán Rowley	Elected	Primary
Ms. Jacqueline Sheil	Nominee	TUI
Ms. Jacinta Stewart*	Nominee	School Management (Post-Primary)
Mr. Milo Walsh	Elected	Primary
Ms. Eileen Ward*	Elected	Primary
Ms. Joan Ward	Elected	Primary
Ms. Mary Culhane*	Elected	Primary (resigned February 2006)
Mr. Frank Turpin*	Nominee	Minister (resigned September 2006)

Nótaí:

Notes:



AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

Block A, Maynooth Business Campus, Maynooth, Co. Kildare

Tel: 00 353 (0)1 6517900

Fax: 00 353 (0)1 6517901

Email: info@teachingcouncil.ie

www.teachingcouncil.ie