

From college to classroom

INTO
information, tips
and strategies for
newly qualified
teachers

into 

Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

150

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Welcome to the INTO

Congratulations on becoming a member of the teaching profession. You have joined a workforce with a long and proud tradition of public service excellence.

In 2018 we will be celebrating the INTO's 150th anniversary. Throughout its history, the INTO has been to the forefront of every improvement for teachers in their workplaces from salaries to resources from class sizes to school funding. These have been fought and won by successive generations of teachers working together through the union, the INTO.

I invite you to play your part to build on this tradition by becoming an active member of your union. Challenges today include pay parity, promotional opportunities, workload and pensions. By working together we can make progress on these and other issues.

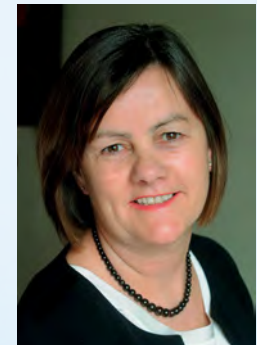
The INTO is also able to supply members with the very best support advice and quality guidance on all aspects of their professional lives.

Membership of your union also pays dividends through access to financial schemes and advice, preferential insurance rates and loans through INTO Comhar Linn Credit Union.

The INTO is your union; I look forward to working with you.



Sheila Nunan
General Secretary



Comhar Linn INTO Credit Union.

Comhar Linn INTO Credit Union Ltd is owned, controlled and resourced by I.N.T.O. members to provide financial services to members and their families.

Services provided by Comhar Linn are:

- Savings
- Loans (Secured & Unsecured)
- Budget Plan
- Members' Draw
- House Insurance
- Travel Insurance

Benefits of membership are:

- Online Banking
- Salary deduction at source
- Great loan rates
- Free loan protection and life savings insurance
- Easy access to your savings
- No transaction fees
- Quick decision on loans

Accessing your account is easy:

- Comhar Linn INTO App
- Members can complete all transactions by online banking, fax, email or post
- 24/7 access to accounts is provided via:
www.comharlinnintocu.ie
Lo-call number 1850 277 377

To find out how we can help you please contact us by:

Tel: 1850 277 377 **Fax:** 01 873 3253

E-mail: info@intocreditunion.ie **Web:** www.comharlinnintocu.ie

Address: Comhar Linn INTO Credit Union Ltd, 33 Parnell Square, Dublin 1, D01 W563

Opening Hours: 10a.m. to 5p.m. Monday - Friday

Comhar Linn INTO Credit Union Limited is regulated by the Central Bank of Ireland. Registered Number 393cu

Comhar Linn

INTO CREDIT UNION LTD



1 INTO and you



About INTO

The Irish National Teachers' Organisation (INTO), which was founded in 1868, is the largest teachers' trade union in Ireland. It represents teachers at primary level in the Republic of Ireland and at primary and post-primary level in Northern Ireland. The INTO celebrates its 150th anniversary in 2018.

Joining INTO

Permanent, fixed-term or substitute teachers can join online at www.into.ie/ROI.

Teachers serving in a permanent or fixed-term capacity pay a fortnightly subscription which is deducted directly from salary. A teacher joining the INTO for the first time in a permanent or fixed-term capacity will get the first three months of membership free before their subscription is deducted from their salary.

Substitute membership runs from September to August

every year and can be renewed online. Substitute teachers pay a reduced rate of membership.

Teachers moving from substitute to permanent/fixed-term work need to apply for full membership on appointment.

More information on joining the INTO and on categories of membership are available on the INTO website.

Get involved

Now that you have joined the INTO let your voice be heard where it matters. Make your contribution to the improvement of teaching conditions and education standards. Be part of the union which has secured every significant improvement for teachers over the years – from redeployment to ensuring that only qualified teachers work in schools.

For more information on how to get involved visit www.into.ie/ROI or talk to your staff representative or branch officer.

Check the events calendar on the INTO website for upcoming INTO events and conferences.

10 reasons to be part of INTO

1 Advice, support and legal backing

Handling thousands of queries and requests for support from members, we deal with the Department of Education and Skills, the Teaching Council and Management, providing legal advice/support as necessary. The INTO has a strong reputation for representing members.

2 Have your voice heard

The INTO, from the ground up, organises on democratic principles. Annual Congress is the governing body. The INTO ballots members on major decisions, holds elections to key roles, and runs a range of consultative events: e.g. Youth Conference, Principals/Deputy Principals' Conference, Equality Conference and Education Conference.

3 Better together

Joining the INTO means you are part of Ireland's largest and longest-established teachers' union, representing almost 44,000 teachers across the island.

4 Advice and financial support in hard times

The INTO's Benevolent Fund supports members or their families in cases of bereavement or financial hardship. The Benefit Funds Committee (BFC) members are available to advise in these situations.

5 Salary protection, insurance, credit union, discounts

You can protect earnings against the risk of serious illness through the INTO Salary Protection Scheme. The INTO also has a credit union, approved AVC and car insurance schemes and a money-saving discount card, Membership Plus.

6 Campaigning on issues that matter to you

Member campaigns on class size have secured thousands of additional teaching jobs despite tight budget conditions.

7 INTO networks

Support networks for LGBT teachers and for separated teachers are provided, and the INTO has a Global Solidarity Network for teachers interested in global education/union issues.

8

Pay and conditions

The INTO campaigns for professional salaries and conditions of service. Over challenging years since 2008, the INTO has won greater security for fixed-term teachers, fought off attempts to raise class sizes generally, and negotiated a start to pay equalisation and restoration.

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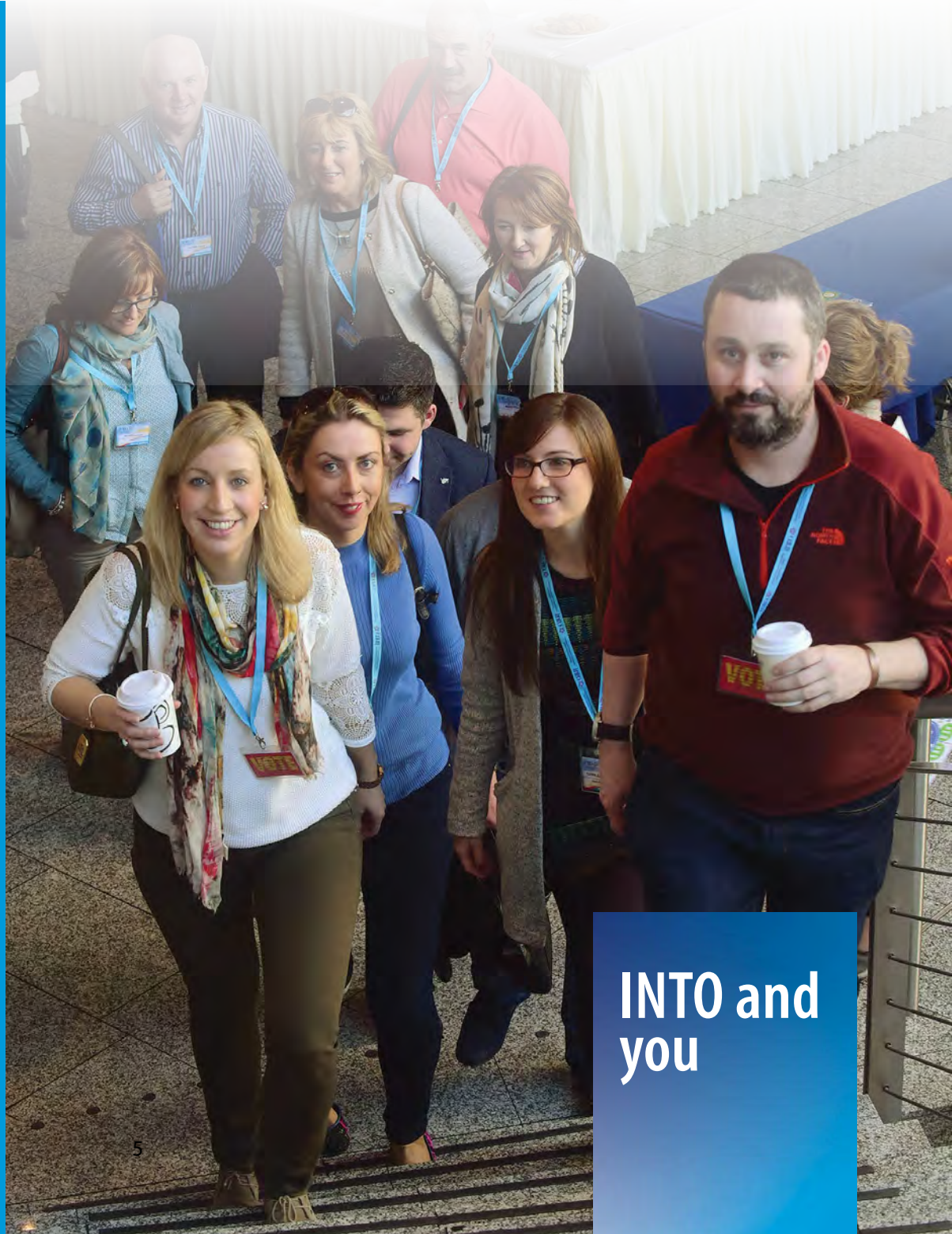
Supporting you as a professional

The INTO supports members through CPD programmes, 'Teaching Matters' in *InTouch*, the *Irish Teachers' Journal*, the annual Education Conference and the provision of study bursaries. The INTO leads on education issues through representatives on bodies like the Curriculum Council (NCCA) and the Teaching Council. The Organisation has made detailed submissions on issues such as supporting pupils with special educational needs, a digital strategy for schools and consultation on educational disadvantage.

10

Up to date information

You have access to accurate information via the INTO website, weekly enewsletters, the *InTouch* magazine, social media and through local branches and representatives like the INTO's elected Central Executive Committee (CEC) members, all full-time teachers.



**INTO and
you**

INTO structure explained

Congress

The INTO is governed by Annual Congress, held each Easter. INTO policy is determined by Annual Congress, or by special congresses which are called from time to time. Any member can submit a motion for congress through their branch.

Central Executive Committee

Between congresses, the Central Executive Committee (CEC) manages INTO affairs. The CEC consists of the President, Vice-President, Ex-President, 16 district representatives and three ex-officio members, the General Secretary, Deputy General Secretary/General Treasurer and Northern Secretary. The CEC generally meets on a monthly basis.

The duties of the CEC include:

- carrying out the decisions of the INTO's Annual Congress;
- reporting on the progress made on the implementation of each resolution passed at the previous congress; and
- managing, superintending and directing the affairs of the Organisation between annual congresses.

Find out who your CEC representative is on www.into.ie/ROI or in the INTO Member's Diary. Contact details for all CEC representatives are in the INTO Member's Diary.

National committees

In addition to the election of the CEC, each district also elects a representative to the Education Committee (EDC), the Principals' and Deputy Principals' Committee (PDC) and the Equality Committee (EQC).

The Northern Committee (NC) is elected by members of Districts 1 and 2, representing teachers in Northern Ireland.

The General Secretary of the INTO is Sheila Nunan and Noel Ward is the Deputy General Secretary/General Treasurer.



Which district are you in?

- 1 Antrim, North Down
- 2 Derry, Tyrone, Fermanagh, Armagh, South Down
- 3 Donegal, Leitrim
- 4 Sligo, Mayo
- 5 Cavan, Monaghan, Louth
- 6 Galway, Roscommon
- 7 Longford, Westmeath, Offaly, Kildare, Meath
- 8 Wicklow, parts of South Dublin
- 9 South Dublin City and West County Dublin
- 10 Carlow, Kilkenny, Wexford, Laois
- 11 Tipperary, Clare, Waterford
- 12 South Cork
- 13 Kerry, Limerick
- 14 North Dublin City
- 15 North County Dublin
- 16 North Cork

Your staff representative – first point of contact

INTO staff reps have three key responsibilities: 1. Recruiting members. 2. Informing members. 3. Supporting members.

You may be interested in becoming an INTO staff rep at some stage. If you would like to know more about the role contact tut@into.ie



**INTO and
you**

INTO Head Office

INTO Head Office is located at Vere Foster House, 35 Parnell Square, Dublin 1. D01 ET35

Website: www.into.ie

Email: info@into.ie

Tel: 01 8047700 / Lo-Call: 1850 708 708 / Fax 01 8722462



Need advice or want an answer to a question?

The fastest way to get an answer to a question is to visit the INTO website at www.into.ie/ROI. Members can also email info@into.ie or ring the INTO Queryline at 01 8047700/LoCall 1850 708 708.

The Queryline is operational from 9 a.m. to 5 p.m. daily. However, a team member may call you back up to 6 p.m.

Calls to the Queryline are logged by our reception staff. You will be asked to provide evidence of INTO membership (INTO number, teacher number, school roll number etc). Your query is then assigned to a team member with the relevant expertise to deal with the specifics of the enquiry.

Friday service

Telephone calls are logged in the normal manner each Friday. However, the main focus on Friday is to deal with urgent and/or emergency issues and to ensure that all calls received that week are concluded. Depending on the volume of calls in any given week, call backs in relation to routine queries received on Friday may not be made until the following Monday.

If you have a question you can also talk to the staff representative in your school or contact your district representative. Members who wish to contact their district representative by telephone

are requested not to make contact during school hours except in the most urgent cases. District representatives may be contacted between 4 p.m. and 6.30 p.m. on weekdays. If unavailable, a message can be left and the call will be returned at the earliest opportunity. Please do not contact your district representative on a Sunday or after 12 noon on Saturdays.



Ways to stay connected

The INTO website www.into.ie brings you the latest news, advice and information related to teaching. You can also find out about INTO campaigns and how to get involved. The website also has an exclusive Members' Area with information and resources. You can view and/or update your INTO membership information in this area.



Go to your branch meetings – check dates with your staff representative. You can also check the events calendar on the INTO website.



Visit the INTO Learning section of www.into.ie/ROI for information on courses.

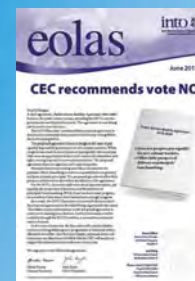
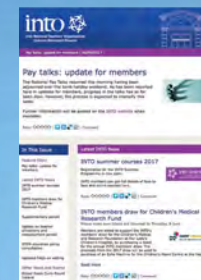


Something happening in your branch or school? Send a photo to editor@into.ie for the INTO Flickr account at www.flickr.com/photos/irishnationalteachersorganisation



InTouch magazine is posted to schools, normally during the first week of every month. If you do not receive your copy check with your staff rep or contact INTO Head Office. *InTouch* is also available on the INTO website.

The INTO e-newsletter is emailed on Tuesdays during termtime. Subscribe free at <http://into.newsweaver.ie>



Whenever we have exceptional news an *Eolas* is issued to members and is also posted online.

Follow INTO on Twitter @INTOnews
Facebook at www.facebook.com/INTOnews
and on YouTube at INTOIreland.



INTO and you

Log into the into.ie Members' Area

In the Members' Area of the INTO website you will find a wealth of invaluable information on topics such as:

Classroom resources

Understanding your payslip

How to maximise your earnings

INTO recommended financial schemes

From the Members' Area you can:

Access your membership details

Make changes online to those details

Find useful contact information for the INTO

Should you encounter any problems contact support@into.ie or tel 01 8047713.



On the Members' Area login page you can view a video on the registration process for first time logins.

Login page:

<https://www.into.ie/ROI/Login/>

Remember

As an INTO member you can access information relevant to you as a teacher quickly and easily on the main INTO website. You can:

Check your entitlements to maternity/paternity/adoptive leave

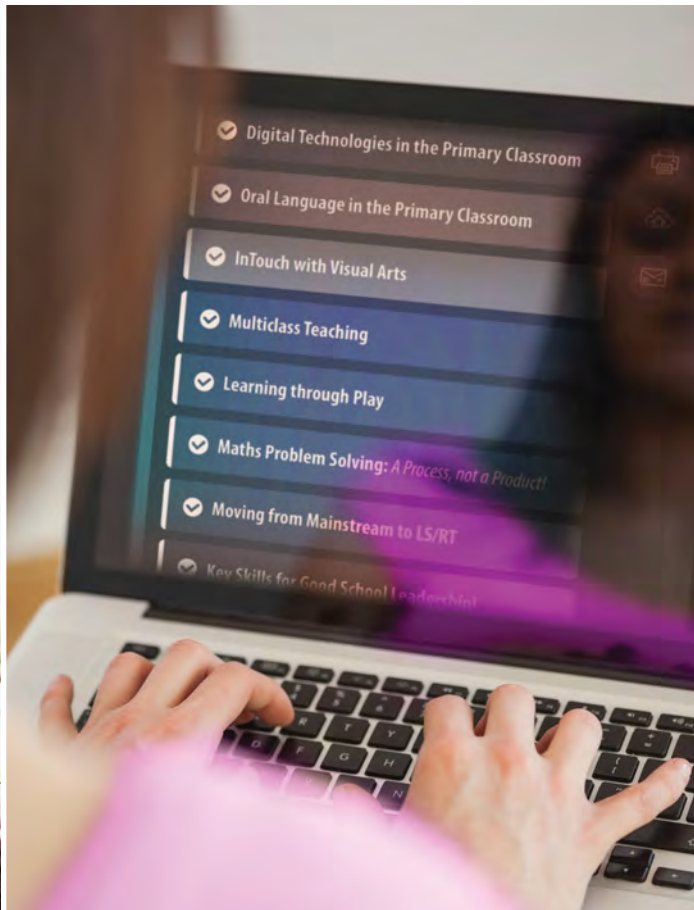
A free health insurance comparison service

Teachers' Car Insurance Scheme

Find out when and where your next local INTO meeting will be held

You can also access all of these services on your smartphone.

2 Supporting teachers



INTO Learning

INTO Learning is the professional development and union training section of the INTO. It supports both trade union officer training and teacher professional development.

INTO Learning provides year round professional development support to teachers. These supports include:

- online and face-to-face courses, including a comprehensive summer programme approved for EPV days;
- whole-staff professional development packages.

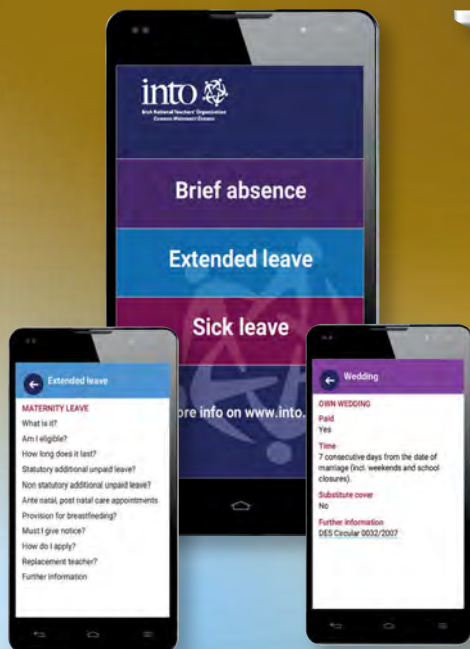
Find out more on the INTO website or email learninghelpdesk@into.ie



INTO Leave App

This app for INTO members allows you to check your entitlement to leave in seconds. It contains information on brief absences, extended leave and sick leave.

Download from iTunes and Google Play. Search for 'INTO guide to teachers leave'. Ensure software on your iPhone or Android device is up to date before downloading.



INTO SubSearch

INTO SubSearch helps teachers find substitute work – whether just out of college or seeking part-time employment.

Substitute teachers register their profile and availability on the site – while principals can search for registered subs in their area.

Principals can immediately find subs (by date/by location).

Subs can register availability in up to three locations.

Subs may register their availability for current and following week.

Privacy – only registered principals can view subs contact details.

Register now at subsearch.into.ie. Video tutorials are available under the 'Tutorials' tab.

INTO Global Solidarity

As a teacher, you can have a very significant influence in introducing your class and the school community to the need for and principles of global solidarity. The INTO can assist you with this and also with the promotion of the Global Goals for Sustainable Development (SDGs). Excellent supports are available on the INTO Global Solidarity webpages. INTO Learning also provides relevant summer courses.

INTO Global Solidarity is made up of the three pillars of Campaigning, Learning and Volunteering that work in conjunction to advance educational standards, human/trade union rights and decent work worldwide.



The INTO Global Solidarity Network lobbies and campaigns for teachers' rights worldwide

More information is available on www.into.ie/ROI



The Global Citizenship School supports primary schools in learning about and acting upon global issues.



The INTO Solidarity Fund supports members volunteering abroad and other educational projects. Application forms for grants are available on the INTO website.

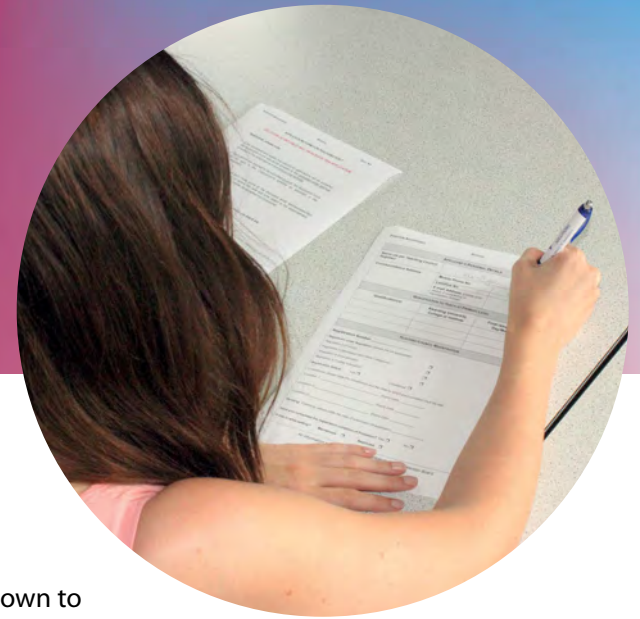
Supporting teachers

3 The new job

Applying for a teaching job?

10 tips on applications and interviews

- 1** Have your application form, letter and CV (if required) proofread.
- 2** Make sure the grammar, spelling and names are correct.
- 3** Always include positive action verbs in sentences.
- 4** When calling to schools to leave a CV or application, make sure it includes correct contact details, your qualifications and details of your Teaching Council registration and statutory declaration.
- 5** Use referees that are known to you professionally and make sure you get permission before using a name.
- 6** Make sure you have a professional voicemail/email in place and, if called to interview, always respond in writing or by email.
- 7** Make sure you dress appropriately and arrive early for your interview.
- 8** Topics covered at interview usually include your knowledge and experience, your classroom management skills, working with pupils, parents and colleagues and your personal aptitudes and attitudes.
- 9** At an interview be yourself in a positive, friendly, enthusiastic way.
- 10** You are entitled to a copy of your score sheet and you can ask for feedback on your interview. If you are concerned that procedures have not been adhered to, or that you have been discriminated against then contact the INTO.



Vetting

It is a requirement under the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 (NVB Act) that individuals who work with children and vulnerable persons be vetted by the National Vetting Bureau.

The Teaching Council is the authorised body for administering vetting for teachers in Ireland and is required to assess the vetting disclosure for suitability for registration. The school is required to receive and assess the vetting disclosure for employment purposes.

Full details on how to apply for vetting are available at www.teachingcouncil.ie/en/Vetting/Guide-to-applying-for-Vetting.

FAQs on vetting are available on the Department of Education and Skills website at www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0031_2016_faq.pdf

You can track your vetting application through the National Vetting Bureau at <https://vetting.garda.ie>

Teacher contracts

Make sure you receive written information on the terms and conditions of your job.

Permanent posts

When a teacher accepts a permanent appointment in a primary school, the teacher thereby enters a contract with her/his future employer, the board of management of the school concerned. A letter of appointment and/or acceptance of the post may form part of this contract. The contract is confirmed by the signing of a Form of Agreement. Before signing such a form a teacher should read it and note its terms. The teacher should be given a signed copy of the form. If any dispute arises concerning the

terms of the contract during a teacher's career s/he should immediately contact their CEC district representative or INTO Head Office.

Fixed-term (temporary) teachers

In many cases, boards of management require fixed-term teachers to sign contracts if the board proposes to employ the teacher for one year or longer. Fixed-term teachers who have any reservations about signing a contract should immediately contact INTO Head Office or their local district representative.

Contract of indefinite duration

When a fixed-term employee is employed by his/her employer on two or more continuous fixed-term contracts and the aggregate duration of an employee's continuous fixed-term contracts exceeds four years, that employee shall be deemed to be employed under a contract of indefinite duration (CID). To gain a CID the teacher must have been employed by the same employer for over two years. For details of all the terms and conditions related to CIDs see Circular 0023/2015.



**The new
job**

A useful checklist as you enter the teaching profession



✓ **The Teaching Council** has a statutory responsibility for establishing procedures and criteria for the induction/probation of newly qualified teachers. To become fully registered all teachers must complete Post Qualification Professional Practice. Information on this is available at www.teachingcouncil.ie.

✓ Check out www.teacherinduction.ie for guidance on completing the **Post Qualification Professional Practice**.

✓ Enquire if there is a **mentor** in the school in which you will be working.

✓ For queries in relation to:
Probation: email probation@lec.ie and include your Teaching Council number in your email.
Teaching Council registration: email info@teachingcouncil.ie
Induction: email info@teacherinduction.ie
Droichead: email info@teachingcouncil.ie

✓ Make sure the school has completed the **Teacher Appointment Form** if you are taking up appointment as a permanent or temporary teacher. This form ensures that you are put on the DES payroll.

✓ Make sure you have registered for **Income Tax** on www.revenue.ie (Jobs and pensions section). This will allow a certificate of tax free allowances to be issued, limiting the amount of time you spend on emergency tax.

✓ Check out the '**New Teachers**' section of the INTO website at www.into.ie for guidance and resources for newly qualified teachers.

✓ A free, confidential **counselling service** is available to teachers: www.inspirewellbeing.org/workplaces or 1800 411 057.

Useful websites

Department of Education and Skills = www.education.ie

The Teaching Council = www.teachingcouncil.ie

Induction = www.teacherinduction.ie

INTO = www.into.ie

Education centres = www.ateci.ie

4 Your first year

Some useful guidelines

- | | | |
|---|---|---|
| <ul style="list-style-type: none">● Work on building positive relationships with your colleagues, your pupils and their families. | <ul style="list-style-type: none">● Use a variety of approaches to teaching and learning and use the pupils' ideas at every available opportunity. | <ul style="list-style-type: none">● Praise and be specific with your praise e.g. "I really like the way that you used colour in your painting". This type of feedback is the most constructive, especially if followed by strategies to improve the learning potential. |
| <ul style="list-style-type: none">● Use the key skills of observation, listening, questioning and empathy wisely. Work on these skills and practise them as they will play a vital role in your teaching over your entire career. | <ul style="list-style-type: none">● Embrace diversity and support all learners. Scaffold and structure the learning for the children so that they all have an equal opportunity of achieving success. | <ul style="list-style-type: none">● Believe in your own strengths. |
| <ul style="list-style-type: none">● Learn to read the atmosphere of the classroom and learn how to respond appropriately. | <ul style="list-style-type: none">● Greet pupils on arrival – it is the small informal conversations which pay dividends in contributing to a co-operative and positive atmosphere. When they leave in the evening always acknowledge their co-operation and contribution throughout the day. | <ul style="list-style-type: none">● Be fair, honest and consistent in your approach. |
| <ul style="list-style-type: none">● Prepare, organise and be ready to teach every day. | <ul style="list-style-type: none">● Model the key qualities you wish to nurture in your class and, in particular, emphasise respect. | <ul style="list-style-type: none">● Realise the important role that you play as a teacher in the lives of the children that you teach every day and the parents that you will work with throughout the year. |
| <ul style="list-style-type: none">● Explain classroom rules – demonstrate, model, teach and re-teach. For the younger classes having a visual representation of the rules is important. | <ul style="list-style-type: none">● Learn from mistakes and build on the learning experiences – reframe a problem as a challenge or an opportunity. | <ul style="list-style-type: none">● Recognise and acknowledge the importance of the social and emotional contexts in teaching and learning. |
| <ul style="list-style-type: none">● Make the classroom a class-home, welcoming, encouraging and stimulating through signage, displays of children's work, labels, photographs, seasonal displays and subject dedicated areas. | | <ul style="list-style-type: none">● Practice self-care. Ensure you keep a work-life balance. |
| | | <ul style="list-style-type: none">● Work with care and humour! |

What do inspectors look at when inspecting the work of teachers for probation/registration?

The following criteria are used in the inspection of teachers' work for probation and registration with the Teaching Council:

Planning, preparation and recording of progress

The NQT demonstrates engagement with long and short-term planning in line with school policies (e.g. assessment and other relevant teaching and learning policies) and the primary school curriculum under the following criteria:

- Develops an adequate class timetable referenced to the specified minimum weekly time framework in the Primary School Curriculum and the recommendations included in Circular 56/2011.
- Provides clear and suitable teaching and learning objectives

with due regard to the Primary School Curriculum and the School Plan.

- Prepares an appropriate range of resources.

- Plans for differences in pupil abilities, backgrounds and learning styles.

- Maintains good quality progress records.



Classroom management and organisation

- Promotes good behaviour through the use of appropriate behaviour management systems.
- Cultivates a caring relationship with pupils (including use of praise and positive feedback).
- Provides an attractive learning environment (layout, quality of display including pupils' work, interest centres etc.)
- Uses resources effectively.
- Manages SNA support in the classroom context (where appropriate).

Quality of teaching across curriculum areas

The NQT demonstrates a satisfactory commitment to quality teaching under the following criteria:

- Practises independently through the provision of support, guidance and motivation to pupils towards the achievement of quality learning outcomes.
- Utilises an appropriate range of teaching methods, resources and assessment techniques.
- Covers an appropriate range of material.
- Provides for differences in pupil abilities, backgrounds, learning styles with particular reference to attention levels and receptiveness of pupils.

- Demonstrates good communication skills.

- Ensures regard for continuity and progression.

Quality of pupils' learning in curriculum areas

The NQT demonstrates a satisfactory commitment to quality learning under the following criteria:

- Ensures that the pupils are on task and working purposefully.
- Enables pupils to demonstrate appropriate knowledge of material covered, skills and attitudes.
- Ensures that the quality of pupils' learning outcomes is good.

Source: *Inspectorate, Department of Education and Skills*

The 'New Teachers' section of the INTO website has a number of useful articles and information for newly qualified teachers including:

- **Planner for NQT year**
- **What happens during first year**
- **Information on contracts**
- **Probation/induction**

- **Classroom management**
- **Organising your classroom**
- **Planning and preparation**
- **Worklife balance**

Visit www.into.ie/ROI

Your first year

Parent-teacher meetings

Preparing for formal parent-teacher meetings

- Make sure that if you have important issues about behaviour or pupil progress to discuss with parent/s about their child that this is not the first time they are hearing it from you as the class teacher.
- Prepare thoroughly – have corrections/records up-to-date and readily accessible.
- Gather evidence of each child's achievements e.g. copies, work samples, projects, etc.
- Prepare brief notes on each pupil outlining progress, achievements, concerns, suggestions for improvement. If you are highlighting areas which need to be worked on, then it is important that you have some suggested strategies/activities for discussion with parents.
- Talk with the resource/learning support teacher if necessary and have all information to hand.
- Know the name of the person/s coming to meet with you and their relationship to the child.
- Have times allocated which allow for an over-run but try as best you can to adhere to time allocation. Vary your allocated times, depending on the amount of time you need to allocate for discussion with different parents. If you feel extra time is needed then ask the parent to make a further appointment, in the interest of other parents who may be waiting for quite a while.



During parent-teacher meetings

✓ Consider the tone of your voice and your body language throughout the meeting.

✓ Remember this meeting is not about you but about an opportunity for parents to come and discuss their child's progress.

✓ Beware of using educational jargon, explain everything thoroughly to the parent and always check with the parent for understanding and invite feedback.

✓ Listen – this is an ideal opportunity for you to find out information to supplement the developing profile of the child. Valuable insights can be gained on homework, different subject preferences and also the view of the child on what it is like to be a pupil in your class.

✓ Always start with the positive, continue with the areas that need work and support and conclude on a positive note.

✓ Ask for the parent's advice – if you both agree targets then it is important to arrange a time when you will review progress.

✓ Be empathic and attentive – this may be the only time, in this particular year, that you will have an opportunity to meet with the child's parents.

✓ Stay focused on the purpose of the meeting.

✓ It is important to highlight that, by working together as parent and teacher, progress can be made. Be honest and truthful – try not to dilute facts just to keep a parent happy. Parents should be given accurate information but comments should be

phrased in a way which is not critical of the parent or their parenting skills.

✓ Do not get drawn into conversations about other children or other staff members – be professional at all times.

✓ Make notes on actions agreed – have a grid made out with children's names and a box beside the name to record your notes.

✓ Always thank the parent for their attendance at the meeting.

✓ Make sure to follow up on actions agreed.



**Your first
year**

5 Money matters

Salary scales

Point on Scale	1/9/2017 (appointed post 1 Feb 2012)	1/1/2018 (appointed post 1 Jan 2011)	Point on Scale	1/9/2017 (appointed post 1 Feb 2012)	1/1/2018 (appointed post 1 Jan 2011)
	€	€		€	€
1	34,602	35,602	14	52,086	54,354
2	36,410	37,059	15	52,764	55,710
3.	37,633	38,723	16	53,662	57,506
4	39,325	39,482	17	55,134	57,506
5	40,469	40,551	18	55,134	57,506
6	41,843	41,843	19	56,372	59,982
7	43,292	43,292	20	56,372	59,982
8	44,752	44,752	21	57,999	59,982
9	45,972	45,972	22	57,999	59,982
10	47,869	48,150	23	59,635	63,254
11	48,546	49,504	24	62,306	63,254
12	49,355	51,122	25	62,893	63,254
13	51,275	52,732	26	62,893	63,254
			27	64,701	66,869

Rates for substitute teachers

A casual substitute is a teacher who has worked for less than 40 days in an academic year. Casual substitutes are paid a flat daily rate plus holiday pay. In the event that a qualified substitute teacher works more than 40 days in an academic year, each additional day worked over and above 40 days will be paid at a personal daily rate. This rate is determined by the teacher's incremental point on the incremental scale plus a qualification allowance if applicable. Teachers in this category are referred to as non-casual substitutes. See the salary section of the INTO website for more information on substitute pay.

Method of Payment

Permanent and temporary teachers' salaries are paid by the Department of Education and Skills and issue from the DES offices in Athlone, Co Westmeath, every second Wednesday.

Accordingly, teachers receive salary 26 times per year, normally on a Thursday. The DES operate a PayPath facility through which all teachers have their salaries paid directly to a bank or building society account.

Teachers employed as substitutes will have their employment recorded on the Online Claims System by their school. This in turn will generate payment for the relevant days through the DES Payroll.

Pay equality

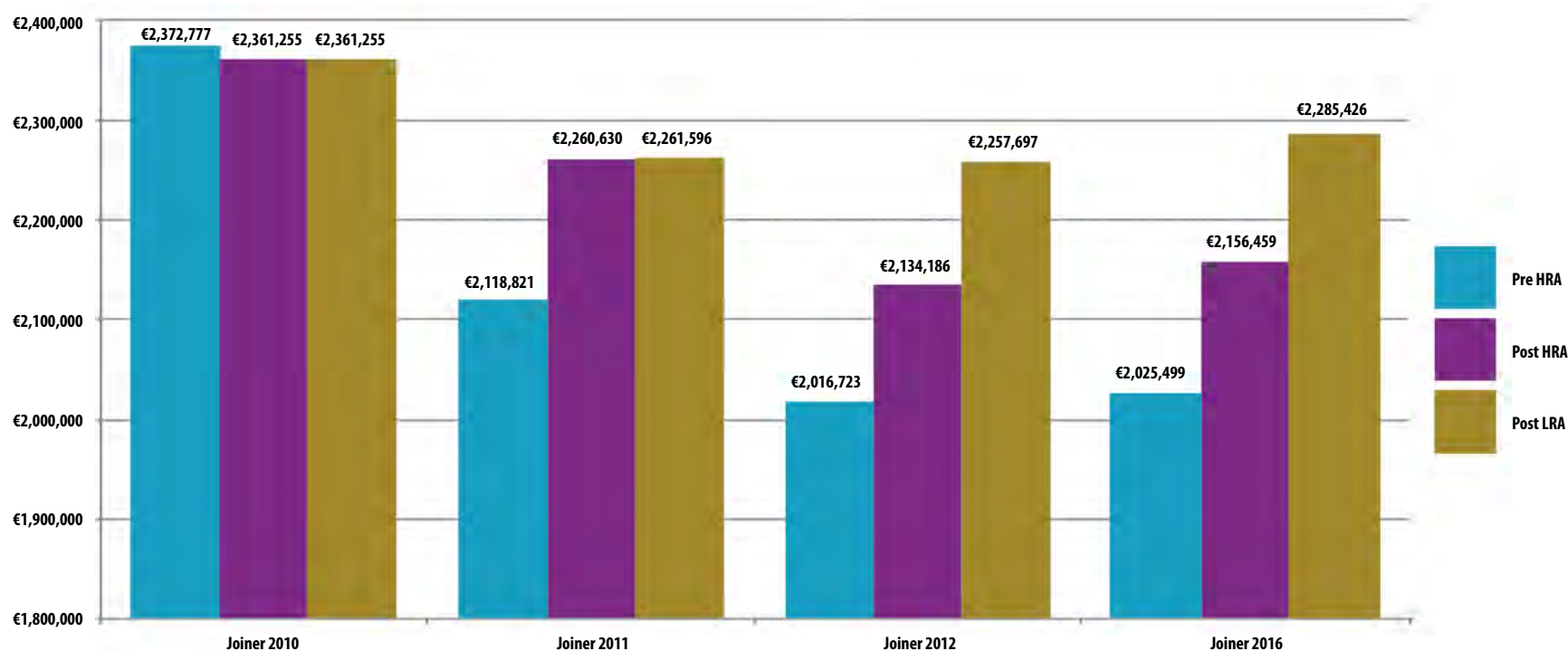
Ending the pay inequality for new entrant teachers that has existed since 2011 is a priority for the INTO. Compared with where the inequalities started out, we have made significant progress, but more is needed. It continues to feature as our number one demand of the present Government.

In September 2016, under LRA, the INTO negotiated the restoration of the honours qualification allowance for all new entrant teachers. The table below shows the incremental improvements the INTO has made in terms of pay equality and this will continue to be a priority issue until full equalisation is achieved. The outstanding issue still to be resolved stems from a

cut to all new entrant public servants in 2011.

The INTO established a Project Team in December 2015 who have been central in campaigning for equal pay for all teachers. We encourage all new members to take part in upcoming campaigns this school year in relation to Pay Equality.

New Entrant Salary Comparisons – Comparison of earnings showing HRA and LRA changes



Note: Table compiled for the INTO by Trident Consulting, October 2016

Understanding your payslip

A payslip is sent directly to an address nominated by the teacher. On your payslip you will see two columns – gross pay on the left and deduction from your gross pay on the right (tax, PRSI, pension deductions, VHI, INTO, Comhar Linn, etc.) Your net (take home) pay will be written in the bottom right hand corner of your payslip.

As a newly qualified teacher, you will be starting on point 1 of the scale (€34,602 per annum).

Depending on your employment, you will either be paid a daily substitute rate or a fortnightly salary which will be calculated by dividing your incremental point by 26.09 (i.e. the exact number of fortnightly salary payments per annum). A teacher's incremental point is recorded on the top right hand corner of their payslip.

More information regarding understanding your payslip is available on the INTO website.

Gross Earnings	
BASIC PAY	€1205.00
QUALIFICATION ALLOW	€188.50
Total Earnings	€1393.50

Deductions	
TAX	€121.80
EMPLOYER PRSI	€36.36
1% SH & CH - PEN	€21.07
UNIVERSAL SOCIAL CH	€50.57
PENSION-RELATED DED	€41.06
VHI	€26.04
INTO	€13.35
Total Deductions	€270.86

Total Payments	
Gross Pay	€1393.50
Less Tax	€121.80
Less PRSI	€36.36
Less Pension	€21.07
Less VHI	€26.04
Less INTO	€13.35
Net Pay	€1061.34

Income Tax

When you start working for the first time (even if it is a part-time or temporary job), you should register for income tax as soon as possible to avoid paying emergency tax. To do this, you should apply for your Personal Public Service Number (PPSN), if you do not already have one. You should also register on the Jobs and Pensions Service via 'MyAccount' on www.revenue.ie. This will allow a certificate of tax free allowance to be issued to the Payroll Section of the Department of Education and Skills.

Teachers are also entitled to Flat Rate Expenses of €583 per year – €518 for Teacher Flat Rate Expenses and €65 for Teaching Council Registration Fee. These flat rate expenses are a form of tax relief and will reduce your tax bill for the year. See www.revenue.ie for more information or contact your local Revenue Office to ensure you are claiming all relevant tax credits and flat rate expenses.

More information in relation to salary can be found on the INTO website or at www.revenue.ie.

For queries in relation to teachers' pay contact the INTO Queryline or the Payroll Division, Department of Education and Skills at
Tel: 090 6484043 (if your school roll number is between 00359V and 18267Q)
or 090 6484044 (if your school roll number is 18268S or higher).

You can also email primtch_payroll@education.gov.ie.

Benefits and discounts

The INTO has a number of specially negotiated benefits for members that it is happy to recommend. Visit www.into.ie/ROI for more information.

Membership Plus

Membership Plus is your member benefits programme. From pizza to pub grub, days out to golf, hotels to big brand names, there is something for everyone with significant savings in a short space of time. You will receive your Membership Plus card with your New Member's Pack.

To view the full range of offers, see new offers



as they are added throughout the year, enter competitions and much more, ensure you have registered your card by going to www.membershipplus.ie/teachers.

Financial schemes and health insurance

The INTO has negotiated exclusive arrangements with a number of financial

service providers for all INTO members. Full details of all of these INTO approved arrangements are available in the Members' Area of the INTO website.

Win, win

Keep an eye on the Competitions page within Benefits section. Details of competitions for members, including hotel breaks, are featured on a regular basis.

Money matters

Interested in salary protection?

The Salary Protection Scheme for INTO members protects your salary against the impact of illness or disability, providing you with a replacement income should you fall ill and become unable to work.

The salary protection scheme is exclusively available to INTO members. Contact Cornmarket Group Financial Services Ltd at 01 470 8078 or visit www.cornmarket.ie/product/Salary-Protection-Scheme-for-INTO-Members/into

Buying a home or considering switching mortgage?

If you are an INTO member considering buying a home or thinking of changing your mortgage provider then EDUC Mortgages can offer you expert mortgage advice and exclusive offers. Buying a home is a daunting task and dealing with the maze of offers from all the banks can be intimidating. EDUC Mortgages advises members on all aspects of mortgages.

EDUC Mortgage's exclusive offers for INTO members include:

- Free consultation.
- Reduced legal fees of €500 plus VAT and outlays for all mortgages or €300 contribution towards legal fees if you use your own solicitor.
- No fees charged.
- Same interest rate as you receive from the lenders directly.

Need a loan?

Contact Comhar Linn at Tel: 1850 277 377/01 8731101.
Email: info@intocreditunion.ie and website www.comharlinnintocu.ie



Save money on transport



Travel Pass Scheme (Taxsaver Commuter Scheme)

Legislation introduced in the Finance Act 1999 allows an employer to incur the expense of providing an employee with an annual bus/rail pass, without the employee being liable for benefit-in-kind taxation. The cost of the commuter ticket is taken from gross salary and employees do not pay tax, PRSI, income levy or pension related deduction on the salary sacrificed.

The Travel Pass Scheme is available to teachers who are employed in a permanent, contract of indefinite duration, fixed-term, or regular part time capacity and is operational on 1 January each year.

Teachers wishing to avail of an annual travel pass should complete an application form, sign an

authorisation form and familiarise themselves with the scheme. These forms are usually available in September and October each year on www.education.ie – Travel Pass. The closing date for receipt of applications is usually the first working day of November. More details are available on www.education.ie and on www.taxsaver.ie

Cycle to Work Scheme

This scheme applies to teachers and it allows an employer to purchase a new bicycle and/or bicycle safety equipment up to a maximum value of €1,000 once every five years on behalf of an employee. The employee will not be liable to income tax, PRSI or USC on the cost of the benefit, as reflected in the amount of the salary sacrificed. The purpose of the scheme is to encourage more employees to cycle to and from work thereby contributing to lowering carbon emissions, reducing traffic congestion and improving health and fitness levels.

A guidance note on the scheme, including a series of questions and answers provided by the Revenue Commissioners, can be found at www.revenue.ie/en/employing-people/what-constitutes-pay/items-not-treated-as-pay/provision-of-bicycles-for-directors-and-employees.aspx

See Circular 0019/2014 for more information.

Teachers can avail of both of these schemes as they are not mutually exclusive.



**Money
matters**

6 Teaching life

Work-Life balance

How newly qualified teachers can achieve a work-life balance

Your initial year/s in the profession will be demanding on your time as you get to grips with the demands of a busy career. It is important to maintain a good work/life balance for your personal and professional wellbeing.

- Time is a limited commodity so it will be necessary to prioritise, plan and manage your time.
- Prioritise your 'to do' list in relation to work on a high to moderate to low scale.
- When planning lessons look for topics which span three or four lessons.
- Make a grid of your use of time for a week and see where your time is being spent. If you feel that you need to make changes then make one small change at a time.
- Seek help around you. It is really important that you seek advice and support. All teachers were once in your shoes as an NQT and will empathise with you on what the first year is like.
- If you feel overwhelmed by the demands of the job talk with someone you trust at school level.
- Try not to fall into the trap of comparing what you have covered in your class-range with a fellow NQT in another school. All schools and classes are different, all children are different and all teachers are different.
- Work to your own pace, particularly in your first year out.
- Stay clear of rumours about probation etc. Check out the facts and work from there.
- Have a notebook and when you get a positive comment from a pupil, parent, colleague, principal or inspector write it down. On days when you are feeling overwhelmed it is good to look at the notebook and see the positive!
- Before you go home in the evening it may be good to talk with your mentor or another teacher, for a few minutes, about your day. Many teachers have what has been described as a third space – a day in the week where they meet for a coffee/tea – so this might be an opportunity for you to meet other teachers.



It all begins at home

- It is important to eat well, exercise and get adequate sleep as it can be difficult to be effective in the classroom when you are tired.
- Make time for recreation and social activities and maintain relationships with family and friends. If you find yourself

making excuses for not meeting up with friends or not going home at weekends because of workload, then reflect on how much time you are spending on work-related tasks.

Take care of yourself

- It is important that you find a sense of achievement in all you do. There will be days when you will ask yourself "Why did I become a teacher?" This feeling will pass – every teacher has days like this. Try not to over-analyse, just ask yourself what small step could I take to enable me to get back in there again and make tomorrow more satisfying.

- Don't be too hard on yourself. Teaching is a really demanding and challenging job; very often there are no easy answers. You will have to work through problems and try different approaches but that is what makes teaching interesting and challenging.

- Maintain a positive attitude towards your work. Avoid negative talk or people who talk down the job.
- Remember it is a sign of strength to ask for support.

Remember: The optimum work/life balance is different for every teacher and will vary from day to day, week to week and year to year, depending on personal and professional circumstances.

Employee Assistance Service/Inspire Workplaces

Inspire Workplace Services has been contracted by the Department of Education and Skills (DES) to deliver the Employee Assistance Service. The purpose of the service is to provide teachers and their immediate family members with easy access to confidential counselling and to assist teachers in coping with work-related issues, family issues, emotional concerns or relationship difficulties

Access: Freephone: 1800 411 057
– 24 hours a day / 365 days a year.

visit www.inspirewellbeing.org/workplaces



Family leave provision for teachers

Family Leave	Purpose	Paid	Maximum period	Sub cover	Full details
Family illness (including Force Majeure)	Urgent tending to a family member who is ill, including accompanying to hospital	Yes	5 school days in a school year (for 'immediate' family). 3 school days for near relative	Yes, no sub cover for first day	Circular 32/07 – Section 1 and Appendix A
Family Bereavement	Related to bereavement and/or attendance at ceremonies	Yes	5 consecutive days or 3 consecutive days (5 days for 'immediate' family)	Yes	Circular 32/07 – Section 1 and Appendix A
Marriage Leave	Teacher's own wedding and days following (if school due to be open)	Yes	7 consecutive days (from date of marriage)	No	Circular 32/07 – Section 3
Graduation/Commissioning Reception/ Other's Marriage Leave	Immediate family member graduating, entering Garda/Defence Forces, entering religious order, marrying	Yes	1 school day	No	Circular 32/07 – Section 3
Court Leave – Family Law	Court proceedings re legal separation	Yes	1 school day	No	Circular 32/07 – Section 3
Maternity Leave	Birth and early care	Yes	26 consecutive weeks (and option of additional unpaid leave)	Yes	*Chapter 4 – Terms and Conditions of Employment
Adoptive Leave	To allow adopting teacher a period with placement of adopted child	Yes	24 consecutive weeks (and option of additional unpaid leave)	Yes	*Chapter 6 – Terms and Conditions of Employment
Paternity Leave	Caring responsibilities soon after the birth or placement of a child	Yes	2 weeks within 6 months of birth/placement	Yes	*Chapter 5 – Terms and Conditions of Employment
Parental Leave	Care of children under 13	No	18 weeks per child	Yes	*Chapter 7 – Terms and Conditions of Employment
Other leave related to parenthood	Health and safety leave during pregnancy, antenatal classes, time for breast-feeding etc	Yes	Variable – e.g. max 1 hour per day (within 26 weeks of birth) for breast-feeding	Generally yes	Circulars 32/07 and Chapter 4* covers limited breast-feeding provisions)
Carer's leave	Care for person medically certified as in need of care	No	104 weeks (in respect of 1 'relevant person')	Yes	Chapter 10*, Carer's Leave Act 2001 amended by Social Welfare & Pensions Act 2006 (Schedule 9), Circular 32/07 – Section 2.
Job-Sharing	Work flexibility for family or other reasons	Half Pay	Unspecified	Fixed term teacher appointed	*Chapter 9 – Terms and Conditions of Employment
Extra Personal Vacation	Family or other reasons	Yes	5 school days, but linked to length of approved course attended	No	Circular 32/07 – Section 3
Career Break	Break from normal duties for purpose of caring, study, travel etc	No	10 school years, max of 5 years consecutively	Fixed term teacher appointed	*Chapter 8 – Terms and Conditions of Employment
Unpaid leave	Compelling obligation requiring leave, granted at discretion of BOM	No	10 school days in one school year	Yes	*Chapter 11 – Terms and Conditions of Employment

NB: Approval may also be given for other brief absences. See DES website for info on revised sick leave arrangements from 1/9/14. More information on sick leave and brief absences at www.into.ie and on INTO's Leave app.

* For relevant chapters refer to DES publication *Terms and Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools* (edition 2) on www.education.ie

Taking care of your voice

Talking constantly will take its toll on the voice so teachers should pay special attention to this matter. It is important to:

- warm up the voice at the start of the day;
- practise relaxation techniques to ease whole body tension;
- before lessons, stretch and relax facial muscles to release tension from the face and jaw;
- take time to relax and let the voice recover after prolonged speaking. Use 'cooling down' exercises and have a warm drink;
- be aware of posture when speaking and consider how postural alignment and the degree of muscular tension affect the tone and resonance of the voice;
- drink water frequently. Drinking six or eight glasses a day will help to keep the larynx moist, especially in hot dry atmospheres;
- for a mild sore throat, sucking fruit pastilles can help. Strong throat sprays, lozenges etc, which dry the larynx, should be avoided. It is important to rest the voice as much as possible and avoid whispering, as it is stressful for the larynx. Breathing steam rising from hot – but not boiling! – water can also be of benefit;
- be aware of the symptoms of vocal fatigue and consult your doctor accordingly.

Breathing

Shallow 'upper chest breathing' can affect the tone and resonance of the voice. Teachers may find it useful to practice slower 'centred breathing' using the diaphragm, which will help vocal quality and also release tension and recharge energy.

Pitch

It is a useful exercise to seek to find the optimum or natural pitch by making a sound of agreement in a relaxed state ("hm, hm"). The second sound is most likely to be very close to the optimum pitch. Practicing speaking flexibly on and around this level can be helpful.

Teachers should try not to pitch outside their comfortable range or shout to get attention. Instead, they should try using agreed signals and develop 'getting attention' routines using sound, visual and vocal signals.

Resources

Tips for teachers and other people who use their voice professionally:
www.youtube.com/watch?v=jExkenbRm2c
HSE: Voice Care:
www.hse.ie/eng/health/hl/living/voicecare
Voice Care Network: www.voicecare.org.uk
Royal College of Speech and Language Therapists: at www.rcslt.org



Teaching
life

Answers to frequently asked questions

I am seeking work in a primary school either as a substitute, temporary or permanent teacher. What should I include with the application form?

With the application form you should enclose the documentation specified in the advertisement for the post. Any CVs handed in to schools should have a copy of evidence of current Teaching Council Registration and a copy of the statutory declaration in relation to child protection attached. This will minimise administrative issues for the school when employing teachers as substitutes.

The INTO has also negotiated a facility under the *Rules and Constitution of Boards of Management of Primary Schools* whereby online applications can be facilitated by schools, if indicated in their ad.

Why do I need to register with the Teaching Council?

Section 30 of the Teaching Council Act, 2001 makes it a requirement for teachers to register with the Teaching Council in order to be paid salary by the state.

Is there a standard application form for teaching posts?

The INTO, CPSMA, Church of Ireland Board of Education and the Department of Education and Skills reached agreement in relation to a standard application form for primary teaching posts.

Schools may use the relevant form as an alternative to seeking a curriculum vitae and copies of the forms (both English and Irish versions) are available to download from the INTO website.

What does a fixed-term (temporary) position mean?

Fixed-term positions in primary schools generally arise when a teacher is absent on some form of approved leave, e.g. career break, secondment or job sharing. Teachers in fixed-term positions are paid on a fortnightly basis based on their incremental point. They have the same terms and conditions as permanent teachers, except that their contract with the school has a specific end date.

Who is my contract with?

Your contract of employment is with the board of management of the school in which you are employed.

Where can I find out about Post Qualification Professional Practice (probation)?

Information on PQPP is available on www.teachingcouncil.ie

What is a Contract of Indefinite Duration (CID)?

A teacher employed on a CID holds an employment status equal to that of a permanent teacher. In order to qualify for a CID, a teacher must have been in continuous, fixed-term employment in a school for in excess of two years, covering for career break or secondment, or in a temporary post not covering for absence. See Circular 23/2015.

What does a substitute post mean?

Substitute positions arise when teachers are absent on sick leave, maternity leave or other brief absences. Substitute teachers are paid a daily rate. Schools must fill out the Online Claims System in respect of the absent teacher, in order for a substitute to be paid.

Non-casual substitutes (i.e. those who are employed for more than 40 days in the same position, e.g. a maternity leave) are entitled to be paid at their personal rate and have the same terms and conditions etc as permanent/fixed-term teachers.

If I have signed a contract for a permanent post but then wish to accept a job offer from a different school what do I do?

When a teacher accepts a permanent appointment in a primary school, the teacher thereby enters a contract with her/his future employer, the board of management of the school concerned. The contract is confirmed by the signing of a Form of Agreement.

The Form of Agreement requires the teacher to give three months' notice of intention to resign from the school or to pay three months' salary to the board of management in lieu. However, you may be able to agree an earlier date of resignation with the school. You should contact the principal of the school to discuss this.

What is the role of the board of management of my school?

The board of management manages the school on behalf of the patron. The role of the board is set out in the *Governance Manual for Primary Schools 2015-2019*.

All appointments of teachers in the school are made by the BOM in accordance with relevant legislation, Appendices D and E of the *Governance Manual for Primary Schools*, the *Rules for National Schools*, current Departmental circulars and subject to the prior approval of the patron. The board are also responsible for disciplinary matters, in line with Circular 0060/2009.

The board also approves applications for career breaks, secondments and job-sharing.

What are the panels?

There are two types of panel. The first (main) panel is to redeploy permanent teachers who are surplus to requirements in their own school. Generally, the most junior permanent teacher (in the school's seniority list) will be redeployed if a post is no longer required in a school (e.g. because the number of children drops).

Panels are organised based on the patronage of the school – e.g. on a diocesan basis. Details of the redeployment panels are contained in the Staffing Circular for each year.

The second type of panel is the supplementary panel. It provides a mechanism for teachers who have built up temporary and substitute service to access permanent posts in their area. Details of eligibility for the panel are published in a circular in November/December each year.

The logo for 'Teaching life' is located in the bottom right corner. It features the words 'Teaching' and 'life' in a white, sans-serif font, stacked vertically. The background is a vertical rectangular area with a blue-to-yellow gradient.

What is seniority?

Teachers' seniority in their schools is determined by their date of commencement of duty in a permanent or CID post. Seniority is important as it decides the order in which teachers will be redeployed through the panel if a post is suppressed in the school (e.g. if the numbers drop). The most junior teacher(s) will be redeployed first.

Where two teachers are appointed to permanent/CID posts on the same day, the BOM must determine the seniority of these teachers in accordance with Circular 15/2016. BOMs are required to publish the list of seniority of teachers in the staffroom each September.

Do I need to submit a certificate to the school if I am sick?

Up to 7 days' paid self-certified sick leave can be taken in a rolling two year period. Teachers must submit a medical certificate for absences in excess of three days to the school managerial authority. The sick leave will be keyed into the Online Claims System (OLCS) by the school.

Where absence is in excess of six days, the medical certificate must be accompanied by an Illness/Injury First Certificate Form (MC1). The MC1 form must be forwarded to the Illness Benefit Unit, Department of Education and Skills, Cornamaddy, Athlone, Co Westmeath without delay, as it must reach the Department of Social Protection within

seven days of the start of the illness. Failure to comply with these requirements may result in loss of salary.

More information on self-certified and certified sick leave is available on www.into.ie/ROI and on the INTO Leave app.

Should I keep a record of my sick leave?

The INTO recommends as good practice that each teacher retains their own record of self-certified sick leave. A simple grid for record-keeping purposes is available on www.into.ie. The OLCS administrator in your school (usually the principal or school secretary) will be able to provide you annually with a print-out from the OLCS of all your sick leave.

What is MedMark?

Circular 0053/2015 outlines the Occupational Health Service provided by Medmark. This includes assessment of the medical fitness of a teacher (a) prior to appointment (b) after four weeks' continuous or cumulative paid sick leave in a 12 month rolling period (c) prior to returning to work from leave of absence or other break in service in excess of two full school years (d) on the referral of the teacher by their employer and (e) for ill health retirement.

Am I in a pension scheme?

In January 2013, the Minister for Public Expenditure and Reform signed the order commencing revised pension provisions for new entrants to the entire public service, known as the 'Single' Scheme. This means that teachers entering teaching from then onwards, either for the first time or returning after a break in service of 26 weeks or more, would automatically enter a pension scheme based on career 'average earnings' and not 'final salary'. Membership of the Single Scheme (including the Spouse & Children's Pension benefit) is not optional and deductions from your salary will be made from day one.

See www.per.gov.ie/en/single-scheme/ for more information

Am I entitled to EPV days in my first year?

Not in your first year. Teachers are entitled to Extra Personal Vacation (EPV) on foot of attending approved summer courses. More information is available in Circular 37/97.

**The answers to many more
FAQs are available on the
INTO website.
Can't find an answer to your question?
Contact the INTO – details are on page
8 of this booklet.**

7 Body and soul



From its opening in Parnell Square, Dublin, in 1923, Club na Múinteoirí has been an integral part of the cultural and social history of the INTO. Housed in two beautifully restored Georgian buildings (36 & 37) on Parnell Square, Club na Múinteoirí (The Teachers' Club) has served the needs of its members and patrons down through the years.

The Club is a place where teachers can meet socially and organise events.

In recent years a purpose built theatre has propelled the Club in a new direction and set it at the forefront of small theatres in the city. Theatre@36 has been an immensely popular and successful addition to the variety of services Club na Múinteoirí can provide.

Find out more at www.clubnamuinteoiri.com



Separated Teachers' Support Group

For over 25 years the Separated Teachers' Support Group has played a pivotal role in supporting teachers at a crucial period in their lives. Since 1988, STSG has been and continues to be a powerful positive influence for members experiencing loss and bereavement through the separation from, or death of a spouse. A range of activities – social, therapeutic, legal and practical is offered to group members.

STSG membership is open to separated, divorced, and widowed teachers and also to teachers who are single parents. Members of other teacher unions are also welcome to join. Contact: Chairperson: Jackie Moloney; 01-6247476/087-9752849



Teachers' Musical Society

You might be interested in the Teachers' Musical Society which is made up mainly of primary and secondary teachers. Over time, the group has grown into one of the leading musical societies in Ireland.

For more information: email teachers.ms@gmail.com or Facebook: Teachers' Musical Society.



Lesbian, Gay, Bisexual, Transgender Teachers' Group



The INTO LGBT is a group of lesbian, gay, bisexual and transgender teachers within the Irish National Teachers' Organisation, which was formed and fully endorsed by the union in November 2004. The group meets six/seven times a year and provides a forum for support and discussion. The current goals of the group are to:

- make teachers and principals aware of the amendment to Section 37.1 of the Employment Equality Act (1998, 2004);
- work with the INTO equality officers and the Equality Authority to ensure that schools are inclusive places to work;



- encourage the visibility of LGBT teachers in schools and society at large;
- promote teaching resources for primary schools which address homophobic and transphobic bullying (e.g. *Different Families Same Love, Respect: Creating a Welcoming and Positive School*);

Climate to Prevent Homophobic and Transphobic Bullying and All Together Now!;

- make submissions to ensure that curricula and school materials are inclusive of LGBT identities;
- endorse and support the work of other professional groups around common goals e.g. BeLonGTo and TENI;
- form links with teachers from other unions (ASTI and TUI), student teachers and retired teachers;
- provide a forum for social interaction and peer support, and to organise social events and gatherings.

See InTouch (INTO's monthly magazine for teachers) and the INTO website for regular updates and information on the group.

Contact details:
Email: lgbt@into.ie



Body and
soul

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