

# intouch

Congress 2018  
edition

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**Stamp of approval  
for INTO 150**

**into**   
Irish National Teachers' Organisation  
Cumann Múinteoirí Éireann

**150**



# Keeping InTouch

{ *Interactive dialogue with members, and key news items* }



## GENERAL SECRETARY'S COMMENT

### *United to end pay inequality*

The government has conceded to trade union demands for an engagement to resolve public service pay inequality. A talks process begins this month.

We are determined that these talks will resolve pay inequality, that it will not be a time wasting exercise and that it will conclude next month.

The work of the INTO and the other teacher unions has reduced the extent of pay inequality significantly. However, the refusal of government to end pay inequality completely is impacting negatively on workers and workplaces and, in schools, is a major contributor to current teacher shortages.

The Minister for Education and Skills acknowledges that teacher unions have a “justifiable demand” for pay equality. The Taoiseach has also admitted that pay inequality impacts unfairly on younger people facing expensive rent and childcare costs.

The Department of Public Expenditure and Reform

report to the Oireachtas on pay inequality will form the basis for talks this month.

Members will be heartened by the approach adopted by the teacher unions this month. An identical motion was adopted by all three unions at their annual conferences. This will help to ensure the three unions work closely together to resolve this issue that impacts disproportionately on teachers.

Congress has determined that any outcomes from the talks be put to a ballot of members. Equally, failure to resolve the issue will result in a ballot of members for a campaign of industrial action, up to and including strike action with the other teacher unions.

The process will test government’s willingness to end pay inequality and avoid confrontation with teachers.

*Sheila Nunan*

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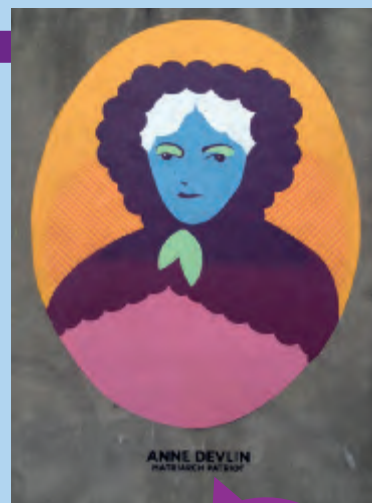
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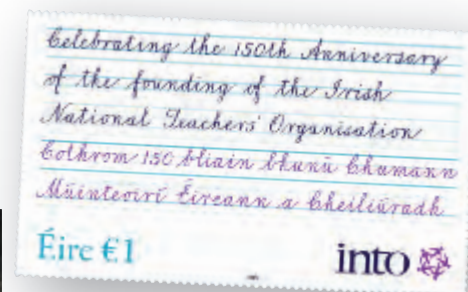


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# An Post issues INTO stamp



On 22 March 2018, An Post issued a stamp to mark 150 years (1868–2018) of the INTO. Representatives of the INTO, including president Joe Killeen and John Boyle, president 2017/18 were at the GPO in Dublin for the launch. The stamp references the INTO's anniversary in a piece of cursive handwriting within traditional guide lines.

At the launch, John Boyle, INTO President 2017/18, said the issuing of the stamp marked a welcome recognition by the State of INTO's work for teachers education and for education over 150 years. He said the featuring of handwriting in the design was a reminder of the commitment of INTO's first president, Vere Foster, to clarity of expression."

The stamp and First Day Cover can be purchased at main post offices, at Dublin's GPO stamp shop and online at [www.irishstamps.ie](http://www.irishstamps.ie).

Photographed at the launch were fourth class children from St James's Primary School (Basin Lane, Dublin), Delia Danca and Coby Berryman with principal Noreen Flynn (right) and HSCL teacher Yvonne Kealy (left).

## Tell us what you think



This letters page is designed for members to have their say about something you have read in InTouch or want to communicate with other INTO members.

€50 voucher draw each month for letter writers.

Email: [editor@into.ie](mailto:editor@into.ie) or write to: The Editor, InTouch,

INTO, Vere Foster House, 35 Parnell Square, Dublin 1.

Mark all such communications 'InTouch letters' and give a contact telephone number and your INTO membership number for verification. Long letters may be edited.

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*« The Irish National Teachers' Organisation ... who's who, what's new, and what's happening »*

## INTO takes pay inequality challenge to Europe

The INTO has challenged pay inequality on the grounds of age discrimination, in a long-running case led by two members. In March, the Labour Court referred key questions from that case to the European Court of Justice.

The case is being taken by two INTO members, Claire Keegan and Tomás Horgan, with the support and backing of the union. Both primary teachers qualified in 2011 and face career-long earnings losses of €100,000 (4%) over 2010 entrants.

Announcing the news to delegates in Killarney this month, Noel Ward, Deputy General Secretary, said: "We reject pay inequality for new entrants, not just because it is unfair and divisive but because we believe it is unlawful."

He said that in schools up and down the country what distinguishes teachers on new entrant pay rates from their colleagues is their age. "Less pay for new entrants equals less pay for younger teachers," said Mr Ward.

He said the EU had laws to tackle that



kind of unfairness.

The Labour Court referred key questions from the case brought by Horgan and Keegan to the European Court of Justice.

"We look forward to our submission to that Court," said Mr Ward, "where we will show, with the Department of Education's own figures, that 75% of new entrant

teachers in 2011 were 25 years of age or under."

He said the public servants most disadvantaged, and disproportionately disadvantaged, in the 2011 cuts were young teachers. "What we are working and hoping for is that the Courts will call pay inequality what it is – unlawful age discrimination."

## Review of relationships and sexuality education

In early April, a major review will take place of relationships and sexuality education (RSE) in schools. John Boyle, INTO President 2017/18, said a review of the programme was timely after 20 years. He called on the DES to provide up-to-date resources to schools and time to work together. The review will cover both the content of the RSE curriculum and support materials, as well as the delivery of the curriculum to students.

In relation to curriculum content, the NCCA has been asked to specifically consider a number of areas in particular. These include:

- ✦ Consent, what it means and its importance.
- ✦ Developments in contraception.

- ✦ Healthy, positive sexual expression and relationships.
- ✦ Safe use of the internet.
- ✦ Social media and its effects on relationships and self-esteem.
- ✦ LGBTQ+ matters.

The experience and reality of RSE as delivered in schools will also be examined by the NCCA which will provide an opportunity for teachers and others to be consulted about RSE including:

- ✦ How RSE is planned and taught and how parents are involved.
- ✦ That the entire curriculum is being taught in schools to a high standard.
- ✦ The role of the classroom teacher in teaching the curriculum and the level

of supports currently provided by external providers.

- ✦ What time, resources and support materials are available.
- ✦ How effective are CPD opportunities currently provided by the DES.

These reviews by the NCCA will inform the ongoing overall work being carried out by the NCCA to reform the primary curriculum.

Information regarding the teaching of RSE in schools will be required to be reflected in the Parents and Students Charter, which each school will be required to publish and operate once the Education (Parent and Student Charter) Bill 2016 is enacted later this year.



# INTO/MIC Structured PhD Scholarship at Mary Immaculate College



In 2018, the Irish National Teachers' Organisation (INTO) celebrates 150 years since its foundation. As part of the commemoration, Mary Immaculate College is offering a scholarship in the form of a fee waiver for a primary teacher to undertake the Structured PhD in Education. The four year Structured PhD scholarship, offered within the Faculty of Education, Mary Immaculate College, provides the successful candidate with an opportunity to join a programme designed in line with best international practice in doctoral education and research and share classes with students from diverse backgrounds in education and related inter-disciplinary fields including sociology, psychology, history, and philosophy. The Structured PhD programme in Mary Immaculate College has a collaborative link with the Structured PhD programme in the Faculty of Education and Health Sciences, University of Limerick, which will provide the successful candidate with opportunities for mobility between programmes on both campuses. The scholarship aims to provide an excellent professional development opportunity through research as well as meeting the requirements of rigour and originality expected of a doctorate.

The scholarship will commence in September 2018 for a period of four years. The scholarship will cover MIC's Structured PhD fees for four years.

## Criteria

The ideal candidate will have:

1. a master's degree\*;
2. a high standard of critical research and academic writing skills;
3. a strong interest in primary education in Ireland;
4. a high level of competence in written and oral communication;
5. the ability to work independently and collaboratively in meeting demanding research goals.

## Terms and conditions

- The thesis topic will be of relevance to primary education and/or the teaching profession in Ireland.
- The scholarship is open to all INTO members, both north and south of Ireland.
- Applicants must be registered with the Teaching Council/ General Teaching Council for Northern Ireland.
- INTO union activism desirable.
- A copy of the completed thesis will be made available to the INTO library and

MIC library.

- The research project will be publicised at INTO/MIC events and in INTO/MIC media platforms.
- The award is contingent on the applicant meeting all the requirements for admission to doctoral studies at MIC [www.mic.ul.ie/postgradstudies/prospectivestudents/Pages/PhDEducation.aspx](http://www.mic.ul.ie/postgradstudies/prospectivestudents/Pages/PhDEducation.aspx)
- Fáilte roimh iarratas a chur isteach trí mheán na Gaeilge.

## How to apply

Please complete the research proposal application form and submit with a CV to: **Education Section, INTO, Vere Foster House, 35 Parnell Square, Dublin 1.**

The closing date for application is Friday, 11 May 2018.

Eligible candidates will be shortlisted by MIC and the INTO.

It is envisaged that interviews will be held in early June 2018.

All applicants will be informed of the outcome of their application by the end of June.

**\* Please refer to the following for entry requirements [www.mic.ul.ie/postgradstudies/prospectivestudents/Pages/PhDEducation.aspx](http://www.mic.ul.ie/postgradstudies/prospectivestudents/Pages/PhDEducation.aspx)**

## Specialist group on teacher supply

The first meeting of the Teacher Supply Steering Group took place in March. The group is chaired by the Secretary General of the DES, Seán Ó Foghlú.

The group was established to ensure an adequate supply of quality teachers to primary and post primary schools, due to concerns raised around teacher supply in recent times.

Among the issues the group will consider are policies and arrangements for schools and teachers that impact on teacher mobility/supply; the promotion of the teaching profession; higher education; initial teacher education policy, provision, funding and support and data/research.

The Minister for Education and Skills, Richard Bruton, acknowledged pressures on teacher supply at Congress this year.

The fact that there are no serving teachers on the specialist group was an issue in Killarney. The minister said he would establish a working group to examine supply panels and hoped the INTO would participate in it.

The terms of reference of the steering group are to:

- Evaluate policy initiatives both for short-term and longer term implementation to respond to current constraints in the system, and others which it identifies in the course of its work.

• Oversee a programme of actions for implementation by the DES, its agencies and higher education institutions together with identified targets, outcomes and timeframes.

• Provide direction and governance for the programme of actions and be the escalation point for the resolution of any difficulties.

• Provide a forum for the discussion of significant issues which impact on demand and supply and how these can be best progressed.

• Develop a consultation and communication strategy.

## Group membership

Chairperson: Seán Ó Foghlú, Secretary General, DES; Mary Doyle, Deputy Secretary General, DES; Ruth Carmody, Asst. Secretary General, DES; Harold Hislop, Chief Inspector, DES; Patrick Cluskey, Minister's Advisor; Graham Love, Higher Education Authority; Tomás Ó Ruairc, Teaching Council; John O'Halloran, Deputy President and Registrar, UCC; Eithne Guilfoyle, Vice-President, Academic and Registrar, DCU; Lewis Purser, Director, Academic Affairs, Irish Universities Association; Independent expert: to be confirmed.

# New DES circulars published

## Circular 0025/2018 – Critical illness protocol

The DES issued Circular 0025/2018 last month following discussions between public service employers and unions, including the INTO, to revise the critical illness aspects of the sick leave scheme.

The circular includes guidelines for boards of managements in respect of decisions to grant the terms of the critical illness protocol (CIP) which provides additional paid sick leave in cases of serious illness or injury.

Circular 0025/2018 also contains an improvement in the terms of the CIP 'protective year'. The protective year refers to how a teacher's illness leave is treated if

they have a further period of ordinary illness leave following a period under the CIP.

At present, the critical illness provisions (i.e. extended sick leave) continue to apply for a 12 month period after the start date of the granting of the original critical illness.

In the revised scheme, the protective year begins if a teacher has an ordinary illness within a 12 month period of the date of return to work following the critical illness. This will be of benefit and is fairer than the previous provision; it was sought by public service unions, including the INTO, in the sick leave review discussions.

## Circular 0027/2018 – Compulsory retirement age of 65

### Totally inadequate arrangement

The DES issued Circular 0027/2018, which contains temporary arrangements which will apply to certain staff to be retained beyond their compulsory retirement age of 65 years until they reach the age of eligibility for the Contributory State Pension.

Late last year, the government committed to legislate to increase to 70 the compulsory retirement age applying to public servants recruited before 1 April 2004.

The INTO views the interim arrangement set out in this circular as totally inadequate for those members facing compulsory retirement and who are short of full service. It does not allow teachers to accrue additional service and requires retirement (taking pension and lump sum) with recommencement on point one of the scale and with pension abatement provisions.

The INTO has called on the government to expedite the promised legislation. We will advise members further about their options this term.

It is not envisaged that the temporary arrangement in this circular (which comes with extensive FAQs) will be attractive to those facing compulsory retirement.

## Circular 0016/2018 – School self evaluation

Last month, the DES published Circular 0016/2018 clarifying how schools should re-engage with school self evaluation. This circular amends the previous SSE Circular 0039/2016 which was subject to a directive by the INTO.

The INTO lifted its directive to facilitate benefits under the PSSA, including the progress of pay restoration, INTO participation in the new entrant pay process and full restoration of qualification payments to teachers who started since February 2012.

Circular 0016/2018 was published following discussion between the DES and the INTO on the need to address workload in schools.

The circular reduces the subjects to be selected as the focus for SSE between now and 2020.

Schools are asked to select one or two curricular areas or aspects of teaching and learning rather than the two to four areas set out in Circular 0039/2016. The revised circular also allows for an additional school planning day in 2018/2019 to assist with the implementation of the Primary Language Curriculum.

The INTO is in ongoing discussions with the DES about the establishment of a forum on workload to address the management and sequencing of initiatives in schools.



## Presentation to Anne Kennelly

At Annual Congress, John Boyle, President 2017/18, made a presentation to outgoing Benefits Funds Committee (BFC) chair, Anne Kennelly, as she retires from teaching. In a tribute, Deputy General Secretary Noel Ward said that in her BFC service since 2006 and in every INTO role from Tullow Branch to District and national level, Anne had brought her good sense of judgement, wise counsel and understated but outstanding ability. He said that, on the BFC, she had looked out for INTO members the length and breadth of the island and would be really missed in the INTO.



# New CEC representatives

## District 3

ÁINE MCGINLEY currently teaches in St Patrick's NS, a DEIS school in Lifford, Co Donegal. A member of the Raphoe/Convoy branch, Áine has been an activist for the INTO for many years and has continued to get more involved each year.

Áine has held various roles, including branch chairperson, branch secretary, lobbyist, district media organiser and was the District 3 training organiser for the last three years.

She enjoys getting to know INTO members and branch officers in her district through the various training events held.

Áine looks forward to helping and representing members from both Donegal and Leitrim on the CEC and will endeavour to improve the pay and conditions of all of the members.



## District 14

GREGOR KERR, a native of Mohill, Co Leitrim, teaches in St Mary's PS in Dublin's north inner city.

He has been an active member of the INTO since the late 1980s, when he was a member of the Subs and Temporary Teachers Action Group, which campaigned successfully for supplementary panel rights for temporary teachers and for the establishment of a pilot substitute supply scheme.

Gregor has been a member of branch and district committee for many years and previously served as district chair.

He has been an active and vociferous delegate to Congress for many years.

"My INTO involvement is underpinned by a desire to encourage and support members to get involved in campaigning through the union on issues that affect us. I hope to continue that in my new role as District 14 CEC rep."



## Alison awarded Doctorate of Education

INTO Senior Official, ALISON GILLILAND, has successfully completed her Doctorate of Education with the School of Education in the University of Nottingham. Alison studied under Professor Howard Stevenson, one of the key researchers in Europe in the area of teacher trade unionism. Alison researched young INTO teacher activists' views and experiences of union involvement, voice and agency and its influence on their conception of teacher professionalism.

Alison found that union activism is strongly engendered by more experienced activists asking younger colleagues to get involved in union activities, meetings and structures. While many young activists struggled to find their public voice and exercise their agency within union structures and procedures, what Alison terms 'union capital' can be harnessed to support and encourage their agentic engagement. Exploring their conception of professionalism, Alison's

research indicated that the majority of the young activists in the study demonstrated a distinct agentic emphasis on professional working and learning conditions underpinned by a public service, care and concern

element. However, professional elements relating to policy shaping and professional knowledge and learning were a less evident part of their agency and tended to be delegated to union officials.



# New INTO officials

DAVID GEARY takes up the position of Head of Communications at the INTO this June.

David's previous role was with a membership organisation, the Federation of Small Businesses, the UK's largest trade association, where he was Deputy Head of EU and International Affairs.

Having led the organisation's EU Referendum campaign, David developed the small business response to Brexit, curating four major research projects on trade, labour, funding and regulation. David has also worked in advocacy and communications in other international organisations including Amnesty International

USA, European Movement UK, and the Recruitment and Employment Confederation.

Outside his professional roles, David spent five years volunteering as Head of Political Engagement for Pride in London, one of the largest equality events in the world, working with the highest levels of Government. David has a BA (NUIG), LLB (UCC) and an MSc (UCC) in International Public Policy and Diplomacy.



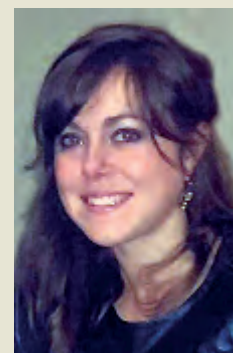
MARIA MCHENRY has been appointed as the new official in the Legal and Industrial Relations Section. Maria has a Diploma in Education Law (Law Society of Ireland), Professional Certificate in Ombudsman and Complaint Handling Practice (Queen Margaret University), BL (Honourable Society of King's Inns), BCL (UCD). She has been working for the past six years in the Ombudsman for Children's Office dealing with complaints and investigation. Maria has worked extensively with schools.



## Continuing internship

AOIFE MULLEN, a native of Dundalk, currently teaches in Scoil Mhuire na Trócaire, Ardee, Co Louth. She is a member of Ardee Branch.

Aoife, who was appointed intern for the 2017/18 school year, will continue her internship for another year with the Conditions of Employment Section in Head Office.



## New interns appointed in Head Office for 2018/19

TJ CLARE began his teaching career in Dublin 15 in 2011, after graduating from St Patrick's College, Drumcondra. Following multiple short-term positions, he secured full-time and permanent employment in Scoil Bhríde BNS in Blanchardstown, Dublin 15.

TJ is a member of the Dublin North City Branch of District 14. He served as branch secretary for three years and, most recently, served as district secretary and district training organiser. Another role he has fulfilled over the past few years has been that of INTO lobbyist for the Dublin West constituency.

Among TJ's keen interests are politics, reading and history. He also enjoys watching Gaelic Games and other sports in his spare time.



Originally from Rathfarnham, Dublin, SHEILA MURPHY graduated from St Pat's in 2006. She began her teaching career in St Maelruain's SNS, Tallaght, where she has taught for the past 11 years. She completed a graduate Diploma in Special Educational Needs in UCD in 2015 and a Masters of Education ASN (Additional Support Needs) in UCD in 2017.

Sheila is a member of Tallaght Branch Committee and has been chairperson for the last two years. She is also an active member of District 8, has facilitated at the past two youth conferences and has been a district trainer for the past two years. Outside of teaching, Sheila enjoys travelling, running and yoga.





## INTO Annual Members' Draw



# Additional 'INTO 150' prizes for staff representatives

We ask all members to please support the INTO's charity partner – the Children's Medical and Research Foundation at Our Lady's Children's Hospital, Crumlin – by purchasing a ticket for our annual members' draw and being in with a chance of winning one of the following prizes:

- 1st prize: Toyota Auris
- 2nd prize: €4,000
- 3rd & 4th prizes: €2,000
- 5th & 6th prizes: €1,500
- 7th, 8th, 9th & 10th prizes: €1,000
- Plus: 10 x €150 staff representatives' prizes.

Tickets cost €10 each.

The proceeds from the 2018 INTO members' draw will be used to fund an Inflammatory Bowel Disease (IBD) research project. IBD is a term for two chronic relapsing conditions, ulcerative colitis (UC) and Crohn's disease (CD). Unfortunately, childhood IBD is on the rise: there has been a tripling of cases in



the past ten years in Ireland. Current treatment strategies are ineffective in a

large number of children who are patients, therefore further research is vital.

This project is building on an earlier successful project by the same research team, based at Our Lady's Children's Hospital, in which they identified pathways that may allow intervention early in disease progression before the IBD becomes chronic.

Tickets have been distributed to staff representatives and payment and ticket counterfoils must be returned to INTO Head Office on or before Thursday, 14 June 2018. Please do not send cash in the post.

The draw will take place on Friday, 15 June 2018 in INTO Head Office and results will be posted on the INTO website immediately afterwards. Please note this draw is limited to INTO members.

If you require further tickets or have any queries, please contact Georgina at (01) 8047745 or [gglackin@into.ie](mailto:gglackin@into.ie).

## INTO Presidential Dinner 2018

**District 6 invites you to the INTO Presidential Dinner 2018 to celebrate the election of Joe Killeen as president of the INTO.**

Date: Saturday, 20 October  
Venue: The Galmont Hotel, Galway

For ticket information email [intodistrict6@into.ie](mailto:intodistrict6@into.ie)

Tickets €80

## Going on career break?

*Keep your INTO membership up to date*

Members who are going on career break are strongly advised to take out career break membership of the INTO. This entitles you to the benefits and facilities available to INTO members generally. For members who are in the INTO Salary Protection Scheme (SPS), it is especially important to retain career break membership.

### Salary Protection Scheme options while on career break

Under the terms of the Salary Protection Scheme (SPS) negotiated through Cornmarket Brokers, it is necessary to be a member of the INTO to benefit. There are options ranging from (i) retention of full cover to (ii) partial cover to (iii) retention of the medical immunity provision (which applies on re-entry to teaching with SPS resumption without need for a medical) while on career break. A member's choice

of a particular option should be arranged with Cornmarket in advance of going on career break. An alternative is to allow cover under the SPS to lapse entirely which will entail a member applying in full as a new applicant for SPS on resumption.

In order to retain full or partial SPS cover while on career break, it is essential to be a member of the INTO during each year of your break.

### Rate of career break membership subscription

The annual rate payable by career break members is €30 per school year.

Members wishing to take out career break membership should contact the Membership Section directly at INTO Head Office by ringing (01) 8047780 or (01) 8047790 or by emailing [ccunningham@into.ie](mailto:ccunningham@into.ie) or [rbowes@into.ie](mailto:rbowes@into.ie).

# Joint union rally on pay equality

In March, the three teacher unions held a demonstration outside Leinster House to demand the publication of a report on pay inequality, required under the Public Service Pay and Pensions Act. The report was subsequently published, details of which are on page 23.

Addressing the rally which included serving teachers and retired colleagues, John Boyle, INTO President 2017/18, said the damaging and utterly unfair imposition of unequal pay must be ended. He pointed out how the unions had protested outside the Dáil in 2012 following which there was some improvement. "We came here in 2016 again," said Mr Boyle "and the situation improved further. We're here today and we demand that the final steps to pay equality be taken in the weeks ahead."

He told protesters that the Minister for Education and Skills had acknowledged



John Boyle, INTO President 2017/18, addressing rally. Also pictured are Joanne Irwin, TUI President and Ger Curtin, ASTI President

that 75% of the problem had been fixed. "I know and everyone else knows that there's no such thing as 75% equal," said

Mr Boyle. "The only equality is 100% equality or full equality." He said the Taoiseach had intervened in the RTE pay row, telling station bosses that "there should be equal pay for equal work and equal experience" and he said that until equal work by teachers gets equal pay the unions wouldn't be going away.

He said pay inequality devalued the teaching profession and that the unfair treatment of newer teachers must end. "This generation of Irish teachers cannot be expected and certainly cannot afford to endure unequal pay for equal work any longer."

The president also publicly thanked primary teacher Joanne McAndrew and second level teacher David Watters for briefing the press before the event about the hardship, humiliation and hurt felt since politicians decided to reduce new entrant pay.



Joanne McAndrew, INTO member, John Boyle, INTO President 2017/18, Ger Curtin, ASTI President, Joanne Irwin, TUI President and David Watters, TUI member, addressing the media at the press conference before the rally



Sheila Nunan, INTO General Secretary and Patricia King, ICTU General Secretary with some of the TDs and senators who attended the rally



Protestors listen to speakers



Joe Killeen, INTO President 2018/19, at the rally with Carmel Browne, D.7 CEC Representative and other protestors



## Where your INTO subscription goes

Part 7 in our series on how INTO members' subscription is spent

# Supporting training and professional development

Two of the INTO's funds support training for INTO representatives and professional development for members. These are the Training Fund and the Professional Development Fund, respectively.

The proportion of the INTO subscription which is allocated to the Training Fund is 4.5%, with a further 1.2% going to the Professional Development Fund.

### Training Fund

The Training Fund is used to meet expenditure on training courses for members. Such training courses are made available mainly to staff representatives (through district training organisers), and to branch and district officers. The INTO conducts a regular training programme for INTO representatives throughout the school year. In the INTO's audited accounts for 2017, the total income of the Training Fund was just over €578,000. Expenditure from the fund totalled €443,500. The major items of expenditure related to (1) training courses, (2) salaries and pensions of staff members involved in training, (3) grants paid into district training funds and (4)

substitute salaries in respect of representatives attending training courses.

The INTO, in 2017, organised training programmes for new branch and district officers, a total of 67 officers. In addition, there was a training day for district training organisers in September 2017, and between September and November, five training sessions took place at regional level for branch and district officers. These regional sessions were attended by a total of 234 officers.

Six retirement planning seminars, supported through the Training Fund, were also held in 2017. These were attended by over 700 INTO members (in many cases accompanied by a spouse/partner).

### Professional Development Fund

This fund pays for INTO costs to promote the professional development of members.

In 2017, the fund had a total income of just over €490,000, the greatest amount of this coming through course fees rather than member subscriptions (subscriptions totalled just under

€140,000). The main expenditure went on organising courses (in particular, the summer programme) and on the salary costs of staff members involved.

The INTO Learning programme of professional development for 2017 included a summer programme of 20 courses, 18 of which were online. Over 5,000 INTO members participated in this programme, with all summer courses evaluated under DES requirements.

The autumn programme was centred around the online project 'Transitioning to the new SEN Model'. Just under 1,000 participants engaged with this course.

### Summary

This article concludes the outline of how INTO subscription is allocated and spent, across all of the funds prescribed under our Rules.

**The final article in this series (in the next edition of *InTouch*) will focus on summarising INTO expenditure for 2017 as set out in our audited accounts, which go for approval to Annual Congress at Easter.**



## Report on island schools launched

John Boyle, INTO President 2017/18, with members of the Joint Oireachtas Committee on Education and Skills Thomas Byrne TD, Catherine Martin TD, Senator Trevor Ó Clochartaigh and Fiona O'Loughlin TD at the launch of *Report on Challenges Facing Island Schools* at the end of February. Recommendations in the report include the reinstatement of the allowance for teachers in island schools, increased budgets and changes to the scholarship scheme for island schools.

The report is available at: [beta.oireachtas.ie/en/committees/32/education-and-skills/](http://beta.oireachtas.ie/en/committees/32/education-and-skills/)



# INTO Learning Summer Programme 2018

INTO Learning has begun planning for its 2018 Summer Programme. Applications for the following new courses have been submitted to the DES for approval:

- ✎ Literacy in the Middle and Senior Primary Classes (online, in collaboration with Marino Institute of Education).
- ✎ ICT in SESE and STEM (online, in collaboration with PDST Technology in Education).
- ✎ Turning Pupils into Published Authors (online, in collaboration with Emu Ink).
- ✎ SALF – Assessment for Learning – A Practical Approach (online, in collaboration with Outside the Box).
- ✎ Weaving Wellbeing: Positive Psychology, Relationships and Resilience (online, in collaboration with Outside the Box).
- ✎ Key Skills for Good School Leadership (face-to-face INTO Learning designed).
- ✎ Understanding Autism for Parents, Teachers and SNAs (face-to-face in collaboration with Not so Different and Northside Partnership).

## Online courses

In addition to the above, INTO Learning will provide online courses to support the teaching of maths problem solving, teachers in a multi-class environment, teachers taking up a special education teacher position in September, the implementation of the oral language curriculum and those wishing to expand their visual arts teaching repertoire.

We will continue our collaboration with Mindfulness Matters and host two online courses exploring wellbeing, mindfulness and resilience for both teachers and pupils. We will also host the very successful Irish Water Safety 'No Splashing' online course.

Outside the Box will host four online courses with us this year including, subject to DES approval, the two new titles detailed above, while Marino Institute of Education will host three online courses with us this year including, subject to DES approval, the new title detailed above.

We introduce Emu Ink as a new collaborator this year who will have

designed an innovative 'Turning Pupils into Published Authors' online course.

## Face-to-face courses

The ever popular 'Cumarsáid, Comhluadar agus Craic' will return to Dún Chaoin from 2-6 July while, subject to DES approval, a new autism-focused course designed by the social enterprise 'Not So Different' will be offered in the Northside Partnership in Kilbarrack, Dublin 5. This course invites teachers, SNAs and parents to come together to gain a more nuanced understanding of children with autism and explore how their education experience and achievement can be enhanced.

## Summer programme registration

Registration for all courses will open on [moodle.intolearning.ie](http://moodle.intolearning.ie) from 12 p.m. on Wednesday, 9 May with a special €10 off for 10 days on all INTO Learning online courses.

Note: new courses are subject to DES approval.

## New branch officer training

If you are commencing a branch officer role for the first time after INTO Congress, you are invited to our new branch officer training in Athlone on Thursday 19 (new branch secretaries/organisers only) and Friday 20 April

(new branch secretaries, chairpersons and organisers).

Sub-cover for Thursday and Friday is provided for new branch secretaries/organisers only, while sub-cover for Friday is provided for

new branch chairpersons.

Dinner will be provided for all attendees on the night of Thursday 19 April. To register for this training, please see [www.into.ie/ROI/INTOLearningandTraining/](http://www.into.ie/ROI/INTOLearningandTraining/)

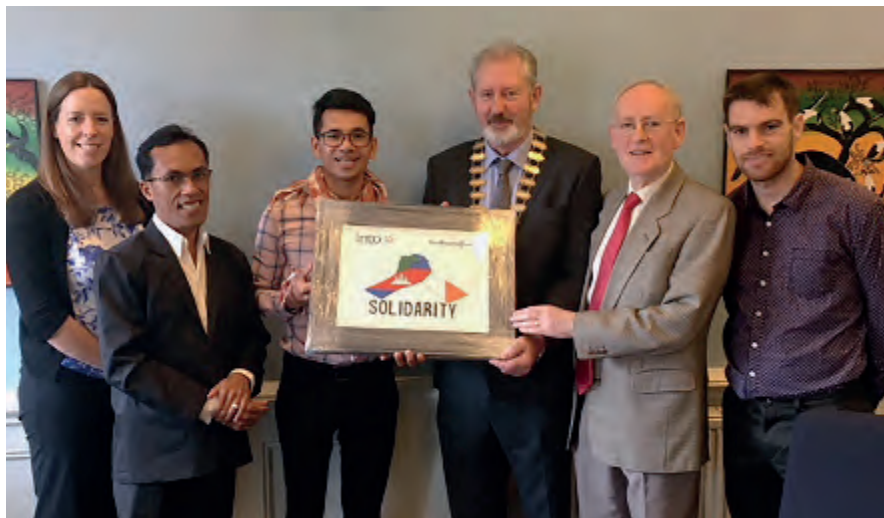


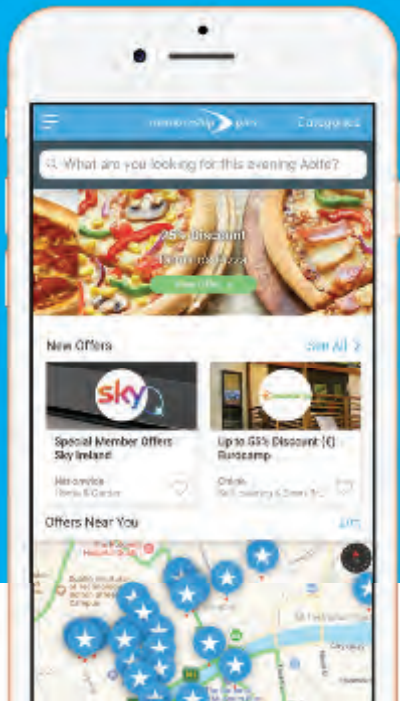
# Seeing beyond borders


In March, the INTO welcomed the first visit of See Beyond Borders (Cambodia) to Ireland. SBB is a teacher led NGO dedicated to improving teacher training in Cambodia.

Pictured at the meeting in Head Office were (l-r) Sarah Reynolds, Pov Pheung and Reasmey Cheut (SBB), Joe Killeen, INTO President, Noel Ward, Deputy General Secretary, INTO and Colm Byrne, an Irish primary teacher now living in Cambodia and working with SBB.

For more information on See Beyond Borders visit [seebeyondborders.org](http://seebeyondborders.org)








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## Thank you Tina



At a recent meeting, John Boyle, INTO President 2017/18, made a presentation, on behalf of District 3, to Tina McLaughlin, to thank her for her work on the INTO Education Committee.

# Tribute

BRIAN RUANE RIP JANUARY 2018

Brian Ruane was passionate about all aspects of human rights.

He left teaching to take up a role in Amnesty International where he worked on a project to develop a human rights programme for primary schools involving Amnesty, the INTO – north and south – and the Ulster Teachers' Union. The 'Lift Off' programme developed successfully throughout primary level and, indeed, such was its success that Brian went on to inspire other countries to develop similar programmes.

This work motivated and educated teachers and children to become more engaged with human rights. It led to schools, north and south, working together successfully – thus further helping the understanding of different perspectives and cultures. Brian was also proud of the human rights training he did with the Gardaí.

Brian subsequently went to work in St Patrick's College, Drumcondra, and later in DCU Institute of Education, where he was the person who led the M.Ed. in Human Rights and Citizenship Education that I decided to undertake.



Teachers from our course and from his undergraduate groups were encouraged to engage with the Réalt Project, which set up placements for experienced and student teachers in Ugandan schools where Brian and his wife Beth also worked.

His passion for human rights led to the development of the Centre for Human Rights and Citizenship Education in St Pat's, which he co-founded. He also took

on the role of chairperson of Balbriggan Educate Together NS which has promoted human rights programmes.

Brian was an inspirational activist. He encouraged countless others, both here and abroad, to not only become human rights advocates but to live this belief in human rights.

He was gentle but determined, honest, true, loyal, forgiving, intelligent with an exceptional work ethic and love of learning, interested in everything, realistic but someone who always saw the good in others and who knew how to enjoy himself.

Brian died in January, far too early in his life. He has left behind countless friends – the most important of these his wife Beth (also an INTO member and committed human rights advocate) and his daughter Saorla. Our thoughts are with all his family and friends.

May our collective memory of Brian and all he stood for inspire us to continue his legacy and help us to remember his gorgeous, gentle sense of humour, loyalty to his friends and theirs to him.

**SALLY SHEILS, INTO President 1995/96**

## Stepping down



John Boyle, INTO President 2017/18, making a presentation to Aogán Ó Fearghaill, to mark the end of his term as president of the GAA. Aogán is a primary school principal from Co Cavan.



# Report to the House of the Oireachtas

## Examines salary scale issues in respect of post January 2011 recruits

The Public Service Stability Agreement (PSSA) 2018-2020 acknowledged issues of concern in relation to the increased length of the salary scale in respect of post-January 2011 entrants. It was agreed that these would be examined within 12 months of commencement.

The amendment to Section 11 of the Public Service Pay and Pensions Act 2017, which provided for the implementation of the terms of the PSSA, stipulated the completion of a report on the cost of, and a plan for dealing with, pay equalisation for new entrants to the public service, within three months of the passing of the Act. In line with that requirement, a report was published in March. It provided an estimation of the costs associated with the movement of individual new entrants up two salary points.

It did not address the issue of imposed recruitment on the minimum point of the scale, an issue that impacted on teachers.

### Education

In the education sector, a total of 23,780 (FTE) new entrants or 21% of the current workforce have been recruited since 2011. Of these new entrants 16,054 or 68% are teachers. The estimated cost of two point increment adjustment is approx. €83m which equates to an average benefit of €3,771 to an individual.

Education (Dec 2017)	FTE	€
Teachers	16,054	€59,084,405
SNAs	4,936	€10,516,912
Third-level	2,540	€12,526,470
Training Centre/Education Centre/Youthreach etc.	250	€1,025,000
<b>Total</b>	<b>23,780</b>	<b>€83,152,787</b>

### Overall findings

Results New Entrants	(Full Time Equivalent)	Total Cost	Cost Per FTE
LA	2,188	€4,037,075	€1,845
Defence	1,276	€2,045,465	€1,603
Garda	1,549	€10,083,191	€6,509
Civil Service	6,183	€15,753,172	€2,548
Education	23,780	€83,152,787	€3,497
Health	25,537	€84,727,23	€3,318
<b>Total</b>	<b>60,513</b>	<b>€199,798,922</b>	<b>€3,302</b>

The report and the data underpinning it will provide the necessary evidence base to support further engagement between government and trade unions on the matter. However – as the emergency motion passed at INTO, TUI and ASTI conferences states – issues not addressed in the report must be included in any possible resolution of pay inequality.

## Official opening Letterkenny ETNS



Pictured at the official opening of Letterkenny ETNS in February were: Paul Rowe, Chief Executive Educate Together; Charlie McConalogue TD; Áine Fabisiak, principal LETNS; Paul Hannigan, Chairperson of the Board of Management; Jimmy Kavanagh, Mayor of Letterkenny; and Joe McHugh TD.

## Presentation to outgoing CEC rep



Above: Bernie McLoughlin and John Boyle, INTO President 2017/18, making a presentation, on behalf of District 3, to outgoing CEC representative Michael Weed, to thank him for all he has done, representing the members of the district with such energy and dedication.

# Retirements

Pictures from branch and district functions to honour retiring members

## Tralee

At a Tralee Branch retirement function were front row, left to right: Deirdre Courtney, Ardferf NS; Joan O'Byrne, Tralee CBS Primary; Brendan Dennehy, St Joseph's, Castlemaine; Caroline McCrohan, Aughacsla NS and Marion Burke, Castlegregory NS. Back row, left to right: Maire O'Connell, Branch Vice Chairperson; David Doyle, Branch Secretary; Ann Horan, District 13 CEC Representative; John Boyle, INTO President 2017/18; Mairead Maw, Branch Chairperson and Tom Begley, Branch Organiser.



## Cahir

The Cahir Branch 150 celebration was combined with a retirement dinner.

Pictured at the event were (left to right): Martina Donoghue, Branch Secretary; Joe Killeen, INTO President 2018/19; Mary O'Connor, Ballyporeen NS; Catherine O'Dwyer, New Inn Girls NS; Mary Hanly, Cahir BNS; Fiona Ryan, Chairperson and Brendan Horan, CEC Representative, District 11.



## West Waterford

Olivia Murray, Principal, Ballyduff Upper NS and Patrica Lonergan, Bunscoil Bothar na Naomh, Lismore, on the occasion of their recent retirement. Also pictured are Brendan Horan, CEC Representative. James Casey, Chairperson and Niall Moore, Branch Secretary. Photo: Sean Byrne, Deise Media.



## The Curragh Branch

The Curragh Branch held a presentation and retirement function in October. The photo includes members of the branch committee, District 7 retirees; Carmel Browne, CEC Representative and John Boyle, INTO President 2017/18.



# Annual Congress

(*Reports from Congress 2018, INEC, Killarney*)

## INTO president honoured to represent teachers

Addressing the 800 delegates at Congress 2018 in Killarney, INTO president John Boyle highlighted key priorities for members including pay equality, school leadership, panels of supply teachers and teacher workload.

### Pay equality

"Teachers are deeply resentful of the two-tier salary system in staffrooms," he said. Mr Boyle told Congress that most comparable countries now spend more per student than they did in 2008 but that Ireland is an exception.

"The main reason is that starting salaries for teachers are now below the OECD average from a point where Irish teachers had a salary advantage over counterparts in other countries." This showed the extent of the cuts to new entrant pay imposed by government in recent years and the pressing need to address pay inequality.

Despite this, he pointed out that Irish teachers are among the most productive, teaching more pupils and teaching for 20 per cent longer each year than teachers in comparable countries.

### Teacher workload

"Overworked teachers are distracted from teaching by initiative overload and paperwork and the expectation that all of society's ills can be fixed in schools."

He said that, throughout the year, the INTO had engaged with the DES on initiative overload and reported some progress. "The implementation of the revised mathematics curriculum has been postponed to September 2021," said Mr Boyle. "Schools will receive a dedicated planning day for the revised language curriculum in the next school year. We have achieved the establishment of a



Forum on Teacher Workload, which will begin its work shortly. Schools will only be expected to undertake SSE in one subject area between now and June 2020."

This, he pointed out, was the type of work carried out by INTO members in schools and activism in the union which had protected our education system from the worst of global neo-liberal agendas. "The INTO has kept this wrecking ball from our school doors and will continue to do so."

"We will continue to insist that teachers need time to teach and time to think. It is time to trust teachers to deliver the curriculum and support them in this role. The art of teaching must take priority over the craft of paperwork."

Children, he said, deserved the wonder and awe induced by energetic enthusiastic teachers who are masters of their craft. "Irish teachers are committed to their pupils and to their profession, not to paper pushing."

### School leadership

Mr Boyle said principal teachers were raging with a government that takes them for granted, refuses to honour a pay uplift due since 2008 and leaves them to deal with the lack of qualified substitute teachers brought about by emigration due to pay inequality. He was looking forward to returning to work as a principal teacher, he said, but it grieved him that the Irish government treated primary principals so shabbily.

"I did not apply for a principalship to become an administrator, a data inputter or a financial controller," he said. "I really resent that leaders of secondary schools have every support, while we in primary are floundering in an under-funded, under-resourced and under-supported system."

"For primary schools to function effectively, government must pay primary principals and deputies the same allowances as their post-primary

## INTO president's address to Congress continued

colleagues in the same sized schools.

Every teaching principal must have one administrative day free from teaching duties every school week with guaranteed substitute cover."

He also called on the DES to upwardly equalise capitation grants and pay the same ICT grant to primary and post-primary schools. "ICT equipment doesn't double in cost when children transfer to second level."

### Supply panels

Mr Boyle told Congress that Irish teachers, north and south, have proven against all odds with the recent PIRLS tests that we

have the capacity to bring our pupils to the top of world rankings. He said this was down to the benefit of fully qualified teachers. "Sadly, the same cannot be said of that cohort who took PISA tests eight years ago, who came through at a time of teacher shortages and who did not have access to fully qualified teachers every day."

Children's achievement levels will fall in a few years' time, if the substitution crisis is not dealt with immediately, he warned.

"Children get one chance at primary education. They are entitled to a fully qualified teacher every day. A minister that cannot provide that has no claim to

building the best education system in Europe. Panels of supply teachers covering teacher absences and teaching principals' administration days are a matter of urgency."

He concluded by saying that representing teachers as president of the INTO was an honour and an opportunity to celebrate teachers' work in schools.

"Teachers are professionals who strive to improve teaching and learning and to provide the best outcomes for pupils," he said. "It is one of the best professions anyone could hope to enter. It is vital that it remains a career choice that bright young people consider."

## Scoileanna beaga tuaithe, gaeltachta agus oileánda

Ina aitheasc ag an gComhdháil bhliantúil i gCill Árne luaigh an tUachtarán gur chaith sé neart ama ag cuidiú le scoileanna beaga tuaithe, gaeltachta agus oileánda le blianta beaga anuas.

Chuir sé fáilte roimh na postanna freagrachta a fuarthas ar ais do na scoileanna seo, roimh cheapacháin an dara mhúinteora i scoileanna ar oileáin, agus roimh íslí na bhfigiúirí ceapachán agus coinneála sna scoileanna le beirt, triúr agus ceathrar mhúinteoirí.

Chuir sé fáilte fosta roimh na huaireanta breise teagaisc don Ghaeilge agus an deontas €1,200 do gach scoil do scoileanna sa scéim Ghaeltachta. Chomh maith leis sin thréaslaigh sé le Coláiste Mhuire Marino agus le Coláiste Mhuire Gan Smál a thosódh cláracha speisialta céime agus máistreacht a dhíreodh ar mhúineadh sa Ghaeltacht, rud a mhéadóidh líon na múinteoirí nua-cháilithe a mbeidh an cumas agus an muinín acu oideachas ardchaighdeán trí mheán na Gaeilge a sholáthar i mbunscoileanna Gaeltachta nó in aon scoil eile.

Dúirt sé gur chuir sé isteach air go mór go bhfuil polaiteoirí claonta in éadan bunscoiltach tuaithe agus go bhfaca sé é seo cúpla seachtain ó shoin i dTeach Laighean an lá a d'fhoilsigh an Coiste Oideachais tuairisc ar scoileanna oileánda. Bhí sé breá sásta nuair a chuala sé go raibh siad ag moladh go bhfaigheadh gach múinteoir ar na hoileáin an liúntas oileán, ach bhí sé ar mire ar fad nuair a chuala sé gur shíl siad go mbeadh deontais níos mó tuillte ag na meánscoileanna ná na bunscoileanna.

Dúirt sé go raibh bunmhúinteoirí na tíre iontach dáiríre faoi mhúineadh na

**Making preparations before Congress begins: John Boyle, INTO President 2017/18. Carmel Browne, D.7 CEC rep, Sheila Nunan, General Secretary and Mary Magner, D.16 CEC rep.**



Gaeilge – biodh siad sa Ghaeltacht, i ngaelscoil nó in aon scoil eile agus go gcaithfeadh an Roinn tacú le gach scoil

agus le gach múinteoir an curaclam nua Gaeilge a chur i gcrích. Dúirt sé go raibh géar-ghá le deontais fachtainne acmhainní agus le laethanta traenála d'achan múinteoir agus go mbeadh fáilte freisin roimh chúrsa teagaisc nua-aimseartha chun tacú le múinteoirí an curaclam a theagasc. Mhol sé éacht na ngaelscoileanna i dTuaisceart na hÉireann ach gur léir dó go bhfuil rialtas Shasana ag tabhairt níos mó tacaíochta don ghlaoidheachas nó mar atá rialtas na hÉireann ag ofráil do ghnáth-scoileanna leis an teanga a chaomhnú.

Rinne sé tagairt do Bhliain na Gaeilge atá againn i 2018, ach luaigh sé nach raibh mórán de thacaíocht nó de shampla an rialtais feicthe fós lasmuigh den pholasáí do na scoileanna Gaeltachta. Dúirt sé nach mór ar a laghad aitheantas a thabhairt don méid atá déanta ag múinteoirí bunscoile ar fud na tíre ó bunaíodh an Stát, agus fiú roimhe sin, má tá an rialtas ag iarraidh go leanfaidh an obair ar aghaidh.



**Prof Anne O'Gara, President of Marino Institute of Education speaking on behalf of guests and fraternal delegates at Congress. In her address, Dr O'Gara referred to a heartening quote that encapsulated the influence of a primary teacher on her pupils – "She opened many a window of wonder".**



# Justifiable demand on new entrant pay



The Minister for Education and Skills Richard Bruton TD addressed INTO Congress on Tuesday, 3 April, acknowledging that the INTO has a justifiable demand to see more progress on new entrant pay. He told delegates, many of whom held up placards demanding equal pay for equal work, he was pleased a process was addressing new entrant pay across the public service and he announced that negotiations would begin on 27 April. He said government was committed to making progress on the issue.

In front of a packed convention centre in Killarney, he opened his remarks by congratulating the INTO and acknowledging the contribution of the union to teachers and to education over

its 150 years. And drawing from his reading of *Kindling the Flame*, he referenced the production by the union in 1947 of *A Plan for Education*, something he said the DES managed to do 50 years later.

He referenced the significant contribution of education to many aspects of Irish society. When he remarked that “for so long we were educating for emigration” a number of delegates reminded him that emigration was once again a fact of life for many Irish teachers because of pay inequality.

The minister referred to what he called ‘a number of core values’ embedded in our education system. He said every citizen has equal right to fulfil their potential, no crude functionalism should prevail in our education system and no crude league table should be a measure of our education system.

Mr Bruton spoke of the importance of the role of teachers in shaping the direction of policy. In addressing policy challenges, he said Ireland was starting from a very strong base, something teachers could be absolutely proud of. He said that, despite a period of constrained resources, Irish ten year olds are now the best in Europe at reading and mathematics. “That is an extraordinary achievement,” he said.

He also referenced school inspection reports which showed significant improvement in the quality of teaching over the last three years, again “a fantastic achievement by the teaching profession in the primary sector” said the minister.

In the area of school leadership, he announced an increase from 14 to 50 in school clusters to cover principals’ release days. He also announced he would set up a working group which will look at how a supply panel might work and he hoped the INTO would participate in it.

In tackling teacher workload, he acknowledged that the DES could do better in planning coherently and sequencing change in relation to societal demands on schools. He committed to a consultation forum on the issue and invited the INTO to contribute.

In responding to diversity, he said he hoped to have an Admissions Bill before the summer which would result in religion being a factor in only the rarest of school enrolments.

He said a local child should not be passed over by a child from a long distance away on the basis of religion. He also said parents should not feel they have to baptise their child to gain admission to the school of their choice.

He announced, once again, that a parents’ and students’ charter would be introduced and that the NCCA would be asked to review the RSE programme which he said predated marriage equality and the new legislative definition of consent. He said he hoped the INTO would participate in the review.

He concluded by thanking teachers for their consistent contribution to education which he said would be the driver of the country’s ambitions for many years to come.



Listening to debates at Congress

Members can watch all the speeches and debates from Congress 2018 on [www.into.ie/ROI](http://www.into.ie/ROI)



# INTO general secretary – last chance to end pay inequality

Immediate and time-bound pay talks, starting this month and finishing next month, to end pay inequality for newer teachers was the opening demand of Sheila Nunan, INTO General Secretary, in her response to Minister for Education and Skills, Richard Bruton, at the INTO Congress 2018 in Killarney.

"If that fails," Ms Nunan told the minister, "the INTO will ballot members for a campaign of industrial action, up to and including strike action, where possible with second level colleagues."

She said pay inequality is a running sore within the teaching profession that is sapping morale, eroding goodwill and is a major cause of the current teacher shortage in our schools.

Ms Nunan reminded delegates that pay inequality was imposed unilaterally by government in the National Recovery Plan of November 2010 and the Budget of December 2010.

"We didn't agree it," she said. "We didn't recommend it. We didn't vote for it. We opposed it then and we still oppose it."

Ms Nunan welcomed the fact that the Taoiseach had finally accepted the union's position that pay inequality imposed on teachers and other public servants is the cause of discord in workplaces. The Taoiseach acknowledged that government pay policy impacts unfairly on younger people who face expensive rent and childcare costs who, at the same time, struggle to save to buy homes.

"It has to stop. This is the last chance we have to resolve it."

She also reminded the minister that primary principal teachers have been



Sheila Nunan,  
INTO General Secretary

waiting ten years for the payment of benchmarking awarded to help end some of the large pay disparity between primary and post-primary principals.

"There is a commitment in the agreement for union-government talks to conclude by September 2018 on an appropriate, time-bound process for addressing this outstanding issue," said Ms Nunan. "Failure to value and reward principal teachers will have serious consequences also."

She said the DES rightly recognises the centrality of principal teachers to school success. "What the Department fails to recognise is that primary school leaders must be properly paid. We could paper the walls with platitudes down the years. But you can't eat platitudes."

The general secretary also raised the

housing crisis with the minister, pointing out that more than an entire primary school class, 35 pupils, became homeless every two days in February this year.

Ms Nunan strongly criticised the lack of response from the Department of Education and Skills.

"Schoolchildren who are homeless are seriously struggling in school while their teachers struggle to help them to cope," said Ms Nunan. She called for additional resources to support homeless children in school. She also demanded advice and guidance.

"Teachers," she said, "are waiting for the Department to recognise that homelessness is an educational crisis too."

On the broader front, Ms Nunan called for a major public housing building programme, led by local authorities, delivering a minimum of 10,000 new homes annually over the next five years. She said there should be some housing prioritisation for essential service workers particularly in the major urban centres. "If you want teachers in Dublin in the near future," she told the minister, "then affordable housing has to be a priority."

Ms Nunan said the housing crisis was impacting on the living standards of working people and putting untold pressure on incomes, with 27% of disposable income going on rent in some areas. "Many teachers are acutely affected by this crisis, especially those on lower salaries attempting to get on the property ladder," she said.

The full text of Ms Nunan's address to Congress 2018 is available on the INTO website.



Delegates welcomed Sheila Nunan's response to the Minister for Education and Skills.



# INTO president and vice-president 2018/2019



## Joe Killeen – new president of the INTO

The new president of the INTO is Joe Killeen, principal teacher in Lough Cutra NS, Gort, Co Galway. He replaces John Boyle who stepped down as the union's president at the end of Congress 2018 in Killarney.

Joe is from Corofin, Co Clare and began his teaching career at Kiltrusten NS, Strokestown, Co Roscommon. Since 1987 he has been principal of Lough Cutra NS in Gort, Co Galway.

He became INTO Gort Branch Secretary in 1983. In 2008, Joe was elected to the CEC to represent INTO District 6 (Galway and Roscommon).

As an INTO Executive member, Joe represented District 6 on the Small Schools Task Force set up in 2012 to advise the CEC on opposing proposals by the DES to close small schools. Other issues Joe has been involved with are: teacher workload, principals' issues, disadvantage and special education.

Joe is also actively involved in a range of community, rural, cultural and sporting organisations.

Married to Marian, with three sons, Joe also has two sisters and one nephew teaching. Another sister is a university lecturer.



## Feargal Brougham – new vice-president of the INTO

The new vice-president of the INTO is Feargal Brougham, principal teacher in St Paul's SNS, Ayrfield, Dublin 13.

Feargal was born and reared in Raheny in Dublin. He attended Scoil Ide and Scoil Neasain primary schools. He travelled into Colaiste Mhuire, Parnell Square, for his secondary education and studied for a B.Ed at Colaiste Mhuire, Marino.

On graduating from college in 1989, Feargal faced an uncertain future. Unemployment among newly trained teachers was very high. Substitute work was scarce and poorly paid. He spent the next two and a half years as a librarian for the Dublin City Council.

The employment situation for newly qualified teachers improved,

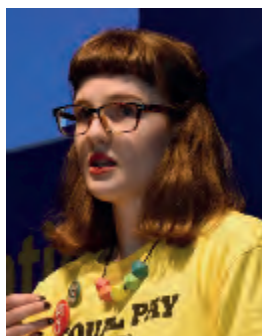
due to the work of the INTO, and he managed to get a permanent teaching position in Mary Queen of Angels BNS, Ballyfermot. Feargal spent eight years teaching in Ballyfermot with the exception of a year working in United Arab Emirates.

In 1999, he moved back north of the Liffey to take up a post as a learning support teacher in St Paul's SNS, Ayrfield, Dublin 13. In 2015, he was appointed principal of this school.

From 2009 to 2015, Feargal represented District 15 on the CEC and from 2017 he served on the Benefit Funds Committee (BFC).

Feargal is married to Caroline Farrell and they have three children, Megan, Sorcha and Lúca.

# Resolutions adopted at Congress



## Teacher workload

Congress:

- (a) views with deep concern the ever expanding list of initiatives emanating from the DES and others, and states that the expectation that teachers undertake the additional workload and resulting pressure is untenable;
- (b) notes:
  - 1. the ongoing curricular change in Language and Maths and other initiatives over the past few years;
  - 2. that these changes are being accelerated without adequate resources, inservice training and consultation which makes their implementation impossible;
- (c) demands that a timetable for curricular change and deceleration of curricular change be agreed;
- (d) further demands that the CEC:
  - 1. carries out an independent study into how teacher workload has increased over the past decade and the impact it has had and is having on the health and working conditions of members; and
  - 2. utilises the findings of the report to inform and support its actions to protect all members against the increasing demands being placed on them by the DES, the Teaching Council and other such bodies.



## Funding

Congress:

- (a) deplores the difficult financial state that Irish primary schools find themselves in as a result of inadequate funding;
- (b) instructs the CEC to demand that:
  - 1. capitation per primary school pupil be raised to €296 as is paid to voluntary secondary schools;
  - 2. the additional capitation grant payable to pupils enrolled in special classes also be paid to pupils with diagnosed special educational needs enrolled in mainstream classes;
  - 3. the payment of grants be in line with the academic year and/or termly instalments to allow for clear financial planning and budgeting;
  - 4. the Minor Works Grant becomes a permanent fixture in the annual school grants calendar;
- (c) condemns the inequality in per capita grant funding for IT in primary schools in comparison with second level schools as per Circular 0011/2018; and
- (d) calls on the DES to allocate an equal funding per capita rate for all schools.



## Leadership

Congress:

- (a) demands that:
  - 1. the payment in full, backdated to 1 September 2008, of the deferred Benchmarking Award owed to principals and deputy principals;
  - 2. the principal's allowance given to principal teachers in schools from categories 1-6 be increased to match the highest allowance received by a deputy principal in primary schools;
  - 3. all school staff be included when calculating the number of inschool management posts that are allocated to a school; and
  - 4. all school staff be included when determining the salary scale of a principal or deputy principal;
  - 5. all teaching principals be allocated a minimum of one release day per week and all teaching staff be counted when calculating the quota of release days;
  - 6. a facility be put in place to allow principals to relinquish their position while retaining a portion of their allowance which would reflect their service in the role for pension purposes;
- (b) recognising excessive administrative workload on special school principals arising from the number of staff required to meet the complex needs of the pupils together with the administration of transport, ancillary support services and medical care, further demands that the Department of Education and Skills alleviate this situation by:
  - 1. appointing administrative deputy principals in all special schools with a teaching staff of eight or more;
  - 2. sanctioning one release day a week for a teaching principal of a special school with a teaching staff of less than eight; and
- (c) calls on the CEC to use all means possible up to and including strike action to achieve these demands.

## Pay equality

Congress:

- (a) notes the report presented to the Oireachtas on 16 March, in accordance with Section 11 of the Public Service Pay and Pensions Act 2017;
- (b) further notes that the Report:
  - 1. restates the terms of the PSSA;
  - 2. contains a global costing for the movement of all newer entrants two points further up the pay scale;



3. shows that this costing amounts to less than 2% of the public service pay bill for 2018;
4. neither constitutes a commitment by government to pay equality nor addresses the additional, disproportionate layers of pay cuts that were applied to new entrant teachers;
5. provides no guidance towards a fair and sustainable resolution of the injustice of pay inequality;
6. anticipates "further engagement over the coming months";
- (c) accordingly, demands that the proposed engagement must:
  1. commence in April 2018 and conclude by early May 2018;
  2. have the capacity to achieve a resolution of all aspects of pay inequality;
- (d) agrees that any proposals that may emerge in respect of a resolution of the issues relating to pay inequality will be put to members in a ballot at the earliest practical time; and
- (e) requires that, in the event of continuing failure by government to engage fully to resolve the issues or in the event of failure to resolve the issues in the engagement, a campaign of industrial action, up to and including strike action, as mandated by members, will be pursued, where possible in conjunction with the other teacher unions.

## Teacher supply panel

Congress:

- (a) notes the serious difficulties schools have in securing substitute cover for approved absences and recognises the urgency of establishing nationwide teacher supply panels;
- (b) deplores the stresses on principals, teachers, pupils and parents by substitute cover not being available;
- (c) condemns the DES for not having established a proper national substitute teacher supply panel;
- (d) demands that the creation of teacher supply panels be prioritised in the INTO Lobby Campaign for Budget 2019 and calls on the DES and patrons to set up these panels;
- (e) further demands that:
  1. the CEC puts a system in place in order that a daily record can be maintained of occasions where no qualified substitute can be found to cover approved absences; and
  2. the Teaching Council addresses the issue of teacher supply without delay.

## Appeals procedure

Congress instructs the CEC to engage with the Department of Education and Skills to secure a simplified Appeals procedure to appeal a schools SEN Teacher Allocation.

## Posts of responsibility

Congress:

- (a) notes:
  1. the limited restoration of middle management posts to schools contained in Circular 0063/2017;
  2. its particular shortcomings in relation to the lack of middle management opportunities in larger schools;
- (b) calls for the immediate reinstatement of all posts of responsibility in line with Circular 07/03 to alleviate the enormous workload now placed on all staff; and
- (c) instructs the CEC to engage with the DES to ensure these posts are restored by Annual Congress 2019.

## Class size

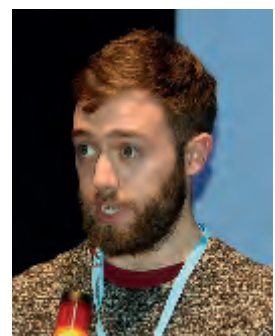
Congress:

- (a) notes:
  1. the decline in the number of births in the Republic of Ireland, from over 71,000 in 2012 to below 64,000 in 2016;
  2. that the *Education at a Glance Report 2017* (OECD) showed that the average class size in Irish primary schools was 25, compared with an EU average of 20 pupils per class;
  3. that the reduction in the number of births provides the state with an opportunity to plan to finally bring Irish class size into line with EU averages over coming years; and
- (b) demands a continued and sustained reduction in class size each year, beyond the improvement in staffing schedules announced for 2018, until Ireland reaches EU average class size levels.

## Allowances

Congress:

- (a) acknowledges the commitment of the CEC to pursue equal pay for all teachers;
- (b) recognises the inequality that exists at present in the payment of qualification allowances; and
- (c) demands that the CEC negotiates with the DES for the payment of the Honours degree allowance to all primary teachers or its equivalent in salary.



## Congress resolutions continued ...



### Disadvantage

Congress:

(a) notes that:

1. additional schools were invited to participate in DEIS in 2017-2018;
2. a new process for identifying schools eligible to be in DEIS was implemented in 2017 based on data from the Census 2011;
3. information regarding schools' levels of disadvantage has been updated using the 2016 census;

(b) demands that:

1. additional resources be provided by the DES to support new DEIS schools;
2. the current DEIS Band 1 pupil-teacher ratio of 20:1 in infants to second class, 24:1 in senior classes or 22:1 in vertical schools apply to DEIS Band 2 schools;
3. the current DEIS pupil-teacher ratio that applies to DEIS Band 1 schools be reduced to 18:1 in infants, 22:1 in senior classes and 20:1 in vertical schools;
4. the original urban Breaking the Cycle schools retain a maximum class size of 15:1 in infant to second classes;
5. a maximum class size of 18 pupils be introduced in senior classes in the original urban Breaking the Cycle schools; and
6. the capitation funding for DEIS schools be further increased.



### Special education

Congress:

(a) notes the bringing together of the Special Education Support Service (SESS), the National Behaviour Support Service (NBSS) and the Visiting Teacher Service (VTS) to form the NCSE Regional Support Service to support inclusion in schools;

(b) deplores:

1. the failure to appoint a Head of Visiting Teacher Service/Sensory Lead person on the senior management team;
2. the lack of therapy supports available to children with special educational needs;

(c) demands that:

1. the NCSE Regional Support Service includes therapy supports, such as speech and language therapy, counselling for pupils with social and emotional needs, play therapy, music therapy and art therapy;
2. the NCSE extends the behavioural support service to primary schools;
3. the Regional Support Service continues to appoint qualified teachers with additional



- qualifications in special education, hearing or visual impairment; and
- (d) calls on the CEC to continue to negotiate with NCSE, to ensure that the 43 Visiting Teachers for Hearing and Visually Impaired posts be maintained as teaching posts with teachers' terms and conditions instead of the proposals to fill future permanent vacancies as civil service posts.

### Gaeilge

Éilíonn an Chomhdháil go mbeadh gach ábhar scríofa atá ag teacht amach chuig scoileanna ón Roinn Oideachais agus Scileanna trí Bhéarla, ag teacht amach ag an am céanna trí Ghaeilge.

### Palestine

Congress:

- (a) notes with concern the reported human rights abuses perpetrated on a daily basis against Palestinian school children as recorded in reports from UN agencies and numerous NGOs including Defence for Children International Palestine;
- (b) commends the work undertaken by INTO members in highlighting the plight of Palestinian school children and congratulates the INTO leadership for their support for these efforts to date;
- (c) calls on the CEC that:
  1. continue to support INTO participation in Trade Union Friends of Palestine which was established by the ICTU with the aim of implementing ICTU policy on Palestine;
  2. fully support and promote the ICTU position on Palestine as expressed through resolutions passed at ICTU BDC since 2005 particularly as they pertained to school age children;
  3. explore ways to further develop solidarity with Palestinian schools, teachers and trade unions;
  4. respond to the motion passed at the 2017 ICTU BDC and circulate to the membership the report on Palestine commissioned by the UN Economic and Social Commission for Western Asia;
  5. raise the issues of the treatment of Palestinian children with the relevant government departments; and
  6. report to Congress 2019 on progress made in relation to the development of solidarity with Palestinian teacher unions and children.



# Motions passed in private session

## Subscription

- Congress declares that:
- (a) the rate of INTO subscription in the Republic of Ireland under Rule 78 shall be 0.75% of salary and academic allowances;
  - (b) the amount paid in subscription shall be capped at the amount equivalent to 0.75% of point 11 of the salary scale for teachers appointed on or after 1 January 2011;
  - (c) the subscription shall be allocated among the funds of the Organisation in proportions which reflect those in place at the time of Annual Congress 2018 i.e.:

Fund	%	%
General Fund		42.32%
Publications Fund		
InTouch	7.75%	
Other	0.26%	8.01%
Contingencies and Legal Fund		6.44%
Political Fund		0.11%
Capital Expenditure Fund		5.81%
Benevolent Fund		2.06%
Solidarity Fund		1.24%
INTO Staff Pension Scheme		11.69%
Branches	11.95%	
Districts	3.86%	
ICT for Branches and Districts	0.82%	16.63%
Training Fund		4.49%
Professional Development Fund		1.20%
Benefits & Services Fund		0.00%
		100.00%

- (d) the CEC is empowered to sanction the commencement of the above provisions at an appropriate time, not before 1 January 2019.

## Industrial action

- Congress:
- (a) condemns the government's passing of the Public Services Pay and Pensions Bill 2017 allowing government to freeze increments of any public sector worker engaging in industrial action until 2021; and
  - (b) notes that the INTO, under the umbrella of ICTU, is "willing to be encompassed by the legislation".

## Districts 1 and 2

- Congress calls upon the CEC to ensure that:
- (a) the Organisation's national committees take account of the different educational and working conditions pertaining to INTO members working in District 1 and District 2;
  - (b) each national committee makes full use of the knowledge and experience available to it from its members representing District 1 and District 2;
  - (c) meeting agendas and committee programmes of work are designed to include a proportion of issues of particular importance to members in District 1 and District 2; and

- (d) conference agendas, other than in the case of a regional conference relating to a matter or matters exclusively of interest to members in Districts 3 to 16, include one item reflective of a current issue of concern to members in District 1 and District 2.

## Participation

- Congress:
- (a) notes that the attendance and participation levels at branch meetings are unacceptably low;
  - (b) instructs the CEC to establish a Task Force to explore ways of improving engagement and participation by members in our Organisation; and
  - (c) to report the findings of this Task Force to Congress 2019.

## Congress creche

- Congress:
- (a) declares that all members are given equality of opportunity to attend Congress;
  - (b) notes the commitment of delegates to attend and participate in Annual Congress;
  - (c) further notes the difficulties associated in organising age-appropriate creche care for all children for Congress 2018; and
  - (d) demands that this situation will not arise for Congress 2019 and thereafter.



## Presidential medal for Michael McHugh of Comhar Linn

At Congress this year, the INTO honoured the lifelong commitment of Michael McHugh of Comhar Linn INTO Credit Union to helping members of the INTO. Michael, who is due to retire this year, is a member of the original study group of primary teachers formed in the early 1980s to examine the setting up of a credit union for INTO members and their families. He became a member of the board of directors in 1981, becoming treasurer soon afterwards. In 1988, he was appointed as manager of Comhar Linn, a post (redesignated to CEO in recent years)

he has held for the past 30 years. During that time, he has nurtured the growth and development of Comhar Linn from humble beginnings to one of the strongest and most respected in the country. Many thousands of members have good reason to be thankful for the foresight of those members who established Comhar Linn and to Michael who made sure it developed and flourished as it has done. Michael was presented with the INTO presidential medal by John Boyle, INTO President 2017/18.

## Local committee welcome delegates to Congress



The local INTO committee, dressed in period costume to celebrate 150 years of INTO, welcomed delegates to Congress. The INTO thanks the committee for all their hard work and a job well done.

## Congress 2018 webcast

As in previous years, the public sessions of INTO Congress were broadcast live on the INTO website for the information of members unable to attend.

The viewing figures for Congress 2018 showed a significant increase on previous years.

A total of 31,373 people joined proceedings on Day 2 of Congress (13,800 for the first session which included the address of the INTO general secretary and the Minister for Education and Skills).

On the first day of Congress, 6,435 people watched the president's speech live while on the last day of Congress 11,018 people viewed all or part of the proceedings.

Recordings of all the public sessions from Congress are now available on the INTO website for members – watch on <http://bit.ly/2pCHq6e>

### Congress facts and figures

**773**

delegates attended

**247**

Male

**180**

From INTO branches

**526**

Female

**105**

guests invited

**194**

Speakers to motions

On average there were

**11**

speakers per motion

**18**

motions were passed

Father and son for equal pay.



View more photos from Congress on the INTO Flickr account at [www.flickr.com/photos/irishnationalteachersorganisation/](http://www.flickr.com/photos/irishnationalteachersorganisation/)



# Social media at Congress

Keep in touch with the INTO on Facebook at [www.facebook.com/INTOnews](http://www.facebook.com/INTOnews) and Twitter @INTOnews

**INTO** @INTOnews · 32m  
Pat Crowe hails the impressive outcomes of the DEIS process urging delegates to "remain vigilant" and strive to protect funding and resources for disadvantaged schools, "rejecting the notion that you give to the poor by taking away from the slightly less poor". #INTOCongress18

**INTO** @INTOnews · 23h  
President John Boyle says "the art of teaching must take priority over the craft of paperwork". #INTOCongress18 @PresidentINTO

**INTO** Retweeted  
**Susan Carpenter** @carpentersusan · 19h  
Education cuts take a long time to heal and the effects can be felt for a long time afterwards. J Boyle #INTOCongress18

**Miss Hoey's Class** @MissHoeyClass · 4h  
The power of social media: being able to keep up with all things #INTOCongress18 even though I am 8,000km away in Dubai! @INTOnews

**John Brennan** @johnsbrennan1 · 20h  
Pay inequality is unlawful and has a human cost. Well done to all the speakers esp the lpts! #INTOCongress18

**Niamh Camplon** @niamh\_camplon · 2h  
#INTOCongress18 Hazel O'Connor of Carlow North Branch looking for an end to the mystery of the Minor Works Grant...

**INTO** @INTOnews · Apr 2  
"Overworked teachers are distracted from teaching by bureaucracy, initiative overload and paperwork" @PresidentINTO #INTOCongress18

**Sheila Murphy** @sheila84 · 35m  
@tallaghtinto member Dave Fagan speaking on the lack of posts of responsibility. Something that has greatly affected Tallaght branch due to our larger schools. Motion passed. Well done @tallaghtinto #INTOCongress18

**Clara Sotscheck** @ClaraS100 · 3h  
Teachers call on the government to set up a National Substitute Teacher Supply Panel to address the substitute teacher crisis and ensure children are taught by qualified teachers every day. #INTOCongress18

**INTO** @INTOnews · 1h  
"If pay is not restored in this round of pay talks we will ballot our members for industrial action"  
Sheila Nunan making the INTO position very clear at #INTOCongress18 @RichardBrutonTD



**tracietobin** @tracietobin · Apr 3  
Clara is a lesser paid teacher who teaches my daughter. Time to end the inequality now. We have enough! #INTOCongress18 #equalpayforequalwork @RichardBrutonTD @INTOnews @clara1292



**INTO** @INTOnews · 1h  
"Do not underestimate the level of anger out there"  
Delegates at #INTOCongress18 demand pay parity for primary principals.

**Deirdre** @deirdrelangan · 3h  
Minister Bruton seems delighted to receive the envelope to put the cheque for pay equality in the post! Let's hope it gets delivered!!! #INTOCongress18 #payequality @RichardBrutonTD @INTOnews

**Múinteoir Órlaith** @RangOrlaith · 2h  
First priority of @RichardBrutonTD is digital technology - again is say Minister I find this difficult to hear as I'm not sure how this will support me in teaching 30 Nálónáin Bheaga in a prefab room in an over prescribed curriculum #INTOCongress18

**INTO** @INTOnews · 23m  
Mary Curley says "our union is unbreakable." #INTOCongress18

**Claire Byrne** @cbsby68 · 2h  
#INTOCongress18 Irish Primary teachers work far harder than any other teachers in the world. Its why they are sought after across the globe in other education systems @INTOnews @PresidentINTO

**Múinteoir Órlaith** @RangOrlaith · 2h  
First priority of @RichardBrutonTD is digital technology - again is say Minister I find this difficult to hear as I'm not sure how this will support me in teaching 30 Nálónáin Bheaga in a prefab room in an over prescribed curriculum #INTOCongress18

**Dermot Looney** @dlooney · 17m  
Excellent debate at #INTOCongress18 on the "death by initiative" & paperwork overload affecting teachers. Contributions from colleagues in the North and those who've worked in England point out the danger of us going down the ridiculous route of "hyper-accountability" in the UK

**Dr Eddie Murphy** @dreddiemurphy · 1h  
Makes it happen now, this is a fundamental equality issue.

**INTO** Retweeted  
**emma o kelly** @emma\_o\_kelly · 5h  
All three teacher unions #astunion @INTOnews & @tallaghtinto have this afternoon passed common motion calling for resolution of pay inequality or ballot on industrial action if not.

**The Curragh I.N.T.O.** @OuraghINTO · 32m  
The Curragh's Aelish Collins tells #INTOCongress18 that teachers are overworked and "we need to reduce the amount of initiatives that are constantly being brought in to schools without any training."

**INTO** @INTOnews · 12m  
Teaching has seen an avalanche of new initiatives and increased workload branded with a series of acronyms and new terms. What primary school teachers would like is LUST - Let Us Simply Teach! #INTOCongress18





# Northern News

*(News from the world of education and trade unionism in Northern Ireland)*

## Social media and our employers

Oscar Wilde once wrote, “There is only one thing in the world worse than being talked about, and that is not being talked about.” I wonder how Oscar (yes, note I am on a first name basis) would have engaged in the social media platforms we now find ourselves surrounded by in the modern day. There are definitely people on this planet who totally subscribe to Wilde’s description and who readily spring to mind, and I’d say you would do well to Trump the name I have in mind. But there are also those of us who get on with our jobs as professionals and don’t wish to participate in any form of social media. However, one day a post is put up by a parent or pupil which subjects the teacher to a barrage of abuse, which criticises their professionalism and blackens their character. So employers step forward and be counted. In the UK, it seems they are doing just that, but words are easily said. As yet, there is no agreed policy document between employers and unions to deal with social media abuse of teachers.


A recent article in a well-established UK newspaper reported that the Government stated, “Schools must protect teachers from bullying on social media websites by children and parents.”

Guidance published by the Department for Education in the UK said that schools should “make clear” that cyber-bullying of teachers is unacceptable.

It said that schools should consider contacting the police if teachers are subjected to abuse that is threatening, sexist or sexual in nature, or may be considered a hate crime.

The guidance also stated: “Schools should also make clear that it is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face-to-face.

“Schools should encourage all



As yet, there is no agreed policy document between employers and unions to deal with social media abuse of teachers

members of the school community, including parents, to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner.” Teachers are facing cyber-bullying on social media on a regular basis.

So what should INTO members do if made aware of a social media post relating to them?

- ✎ Members should immediately inform their principal and school authorities.
- ✎ Members who are targeted by parents should, as a ‘first action’, invite them to a meeting to raise their concerns and ask them to remove the comments.
- ✎ If the parents refuse to do so, members can escalate the complaint. Online harassment is a crime.
- ✎ Members should “never respond or retaliate” to cyber-bullying incidents, and should instead take “screen shots of messages or web pages” that record the date and time.
- ✎ They should not make friends with pupils on Facebook and other social media websites, and avoid giving out their personal contact details.

A survey of teachers found that just over half of teachers abused by pupils on the internet have faced “insulting comments

about my character/appearance”, while 44% have faced criticism of their performance.

One in seven of those who were subject to abuse referred it to the police. The report found that, even when abuse was reported, no action was taken in 45% of cases, and 38% of teachers said they had been driven off social media entirely.

Teachers are getting no support despite being subjected to appalling levels of online abuse.

It even appears that, rather than setting a good example to their children, some parents think it is acceptable to abuse and threaten teachers online.

Across this island, more safeguards need to be put in place to protect teachers and ensure our classrooms remain a safe and secure environment for all.

It is important that an agreed document relating to advice for a teacher who has been abused through social media platforms should be available on the website of the Department of Education in Northern Ireland and the Department of Education and Skills in the Republic of Ireland.

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PAUL GROOGAN, INTO Northern Committee.



# Northern Committee report to Congress 2018

Northern secretary, Gerry Murphy, reported to Congress 2018 that the union in northern Ireland has had another challenging year.

He told the 800 delegates the political and economic difficulties arising from the continued adherence to the failed economic doctrine of austerity alongside the absence of a local political administration at Stormont was making the INTO's job and that of our trade union colleagues in the ICTU extremely difficult.

Despite these difficulties, he detailed how the INTO continues to grow in the north and currently has over 7,000 members, the largest membership since partition. "It is not an accident but rather a reflection of the hard work and dedication of INTO activists in schools, branches and across districts 1 and 2."

He said on the ground in primary and post-primary schools, INTO members are providing leadership and holding firm to industrial action in the face of savage budget cuts and an increasingly frustrated educational bureaucracy.

There has been a reduction of 10% in the overall education budget since the 2010/11 financial year. During the same period, inflation increased by roughly 15% and there has been a rise in the number of children attending schools.

Mr Murphy explained how negotiations in the north for teachers are done collectively with the five recognised teaching unions in a body called the Northern Ireland Teachers' Council (NITC) and reported that the INTO is currently leading the NITC in these negotiations.

"It is early days in this process but a few early victories have buoyed the teachers' unions as the negotiations continue," he told delegates. "We are in talks without dilution of industrial action," he said, which was a clear demonstration that co-ordinated action by a number of unions over a period of time can cause management authorities to change position.

"This is significant in that it allows us to ensure that the issues underlying our action are on the table without any management preconditions," said Mr Murphy. "We have succeeded in shaping the process in such a way that the issues



of importance to our members, namely pay and workload, are the focus. The management side and the Department have not come with the usual raft of productivity-related demands but rather have accepted our view that the system is already overloaded."

The INTO is encouraged at this point with the direction the negotiations are taking. The union's pay demands lodged last year have now been mirrored by trade union colleagues in England, Scotland and Wales who have lodged similar claims with the British government and the Scottish parliament.

"In terms of workload, the primary objective we have is to see a reduction in the mind-numbing bureaucracy that has grown up to stifle teacher professionalism, creativity and freedom in the classroom," said Mr Murphy. "This view is informing the NITC position on workload."

Negotiations are being conducted against a background of financial crisis. The token increase in the education budget in the north in the latest budget imposed from Westminster, on paper, represents an increase but, in reality, it falls short by between 3% and 5% of what education actually needs just to stand still.

But he said teachers are determined to see positive change and believe that industrial action has given us an edge and a grip on vital elements of the education system that make it imperative on management side and the Department to

reach an agreement with us.

He also reported that working with ICTU colleagues in the 'Better Lives Better Work' campaign was central to a well-planned and determined effort by the 24 trade union affiliates in the north to bring about an end to the public service pay cap, see more money invested in public services and bring about a revised industrial strategy that will lead to quality jobs being created, as opposed to the call centre economy and precarious work that currently characterise the private sector in the north.

In conclusion, he explained that, as the INTO continues to expand in the north, it is experiencing some growing pains. "Our current organisational structure dates largely from the 1957 Congress at the beginning of the Quigley era. We need to re-adjust the structures to mirror the recently established new Education Authority model which is replacing the former Education and Library Boards. The Northern Committee, in consultation with the branches and districts and with advice and guidance from the CEC, will need in the near future to begin a root and branch review of our northern organisational structure."

The northern secretary ended by telling delegates that, in the north, the INTO is the leading teachers' union. "It is not an idle boast, simply a statement of fact."

# Ballymena Branch celebrate INTO 150

Last month, Ballymena Branch of the INTO celebrated INTO 150 with a Gala night for members of the branch.

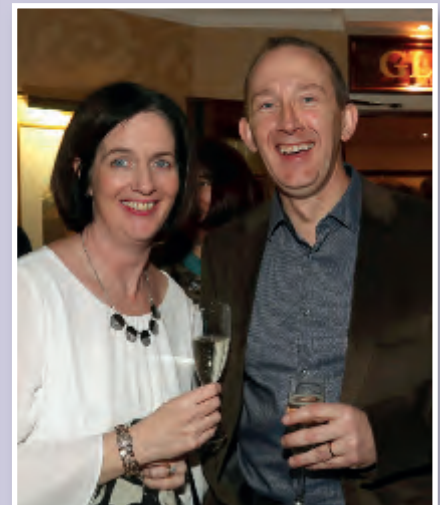


Claire and Gerard Kerr.



Above: Celebration night organising committee: Karen O'Neill, Kieran Killough, Siobhán McMullan, Patricia Conly and Shaunene Hart.

Left: Roisin Hickey, Ciaran O'Loan and Dymphna Kelly.



Paula and Dermot Fyfe.



Anne Marie McDonnell, Julie Donaghy, Laura Gormley, Shauna Hynds and Geraldine McKeown.



Kay Laverty and Claire Byrne.





# INTO Advice

(*INTO advice for members on issues of importance*)

## Filling posts in schools

### Answers to frequently asked questions

#### General

- Vacancies should have been notified to the patron by 23 February 2018.
- Permanent vacancies must be filled on or before 5 November 2018.
- Fixed-term vacancies cannot be filled until the DES is satisfied these posts are not required for redeployment. This is usually announced at the same time as the Supplementary Panel becomes operational in an area. The only exception is where a fixed-term post is being used to enable appointment to a CID.
- The Supplementary Panel is only used to fill permanent posts. Fixed-term vacancies (over 24 weeks) must be filled in accordance with Appendix D of the *Governance Manual for Primary Schools*.

When a school has a permanent post, the following is the order in which schools should approach filling the post:

1. Contract of Indefinite Duration (CID) – gained through service in the school.
2. Main Panel.
3. Supplementary Panel.
4. Open Competition.

Once teachers are appointed, they should be allocated seniority in accordance with Circular 15/2016.

#### Contracts of indefinite duration

Circular 23/2015 sets out that a teacher is eligible for appointment to a CID where they have in excess of two years' continuous teaching service under two or more successive written contracts of employment with the same employer, and the most recent (i.e. third year contract) is viable for the school year, and is not covering for an absence (except covering for career break or secondment). Replacing a teacher on job-share, while it counts towards the continuous service requirement for year one and year two, is not considered a viable post in year three for the granting of a CID. Circular 10/2018

(S.3iii) clarifies that a school may use a permanent post arising in the school in the 2018/2019 school year as the viable post to enable appointment to a CID.

In its FAQs on contracts of indefinite duration, the DES clarified that, in assessing whether a teacher has continuous service with the same employer, school closures and any period of up to two weeks where the teacher was not at work at the beginning or the end of the school year will not be considered a break in continuity of service, provided that the teacher was employed by the same employer immediately following the period or at the start of the new school year as the case may be.

Applications for CIDs are made on form CID App (18/19) which is contained at Appendix H of Circular 10/2018. Schools are required to confirm that the conditions set out in Circular 23/2015 have been satisfied, including that the teacher must have been interviewed after the first fixed-term contract was renewed.

A small number of teachers currently hold part-time CIDs, which have been granted in the system arising from Sp Ed allocations. Circular 10/2018(S3.iii) states that if the school wish to combine the part-time allocation into a full-time SET cluster post with that school as the base school, the part-time CID holder may take up the full-time SET cluster post.

#### Filling a post from the Panel

Schools who are filling posts from either the Main or Supplementary Panel (whichever is operational at the time) have three options. They can:

- Select a teacher from the relevant panel, without interview.
- Send a request by email to some or all of the teachers on the panel inviting them to interview. Teachers must respond to the invitation within three calendar days. The post must be filled from the cohort called to interview.

- Place a website advertisement asking for teachers on the specific panel to express an interest in the post. Schools must select from the cohort of teachers who express an interest. Full details of how to complete this process are contained at pg 23/24 of the *Redeployment Arrangements at Primary Level* document.

#### Redeployment – Main Panel

Where a school's allocation of full-time permanent posts is less than the number of permanent/CID holding teachers, the most junior permanent/CID holding teacher is redeployed through the Main Panel. The Main Panel application form should have been returned to the DES Allocations Section by 23 February. Main panels are due to issue after the Easter break.

Teachers who are placed on the Main Panel may defer their panel rights to take up a temporary job in their own school, to go on career break or secondment, or to job-share. In these cases, the teacher should complete a Panel Update Form and return it to the DES. A CI- holding teacher remains in their school as long as there is a vacancy, either permanent or temporary.

#### Teachers on the Main Panel

Teachers who are placed on both the Main and Supplementary Panels must give undertakings in relation to co-operation with the panel. These include that they:

- Must accept an offer within 28 miles/45 km radius of own school.
- Can accept an offer outside the distance but are not obliged to.
- Must respond to a written offer within three days of receipt of that offer.
- Can refuse on grounds of distance and will not lose panel rights.
- Upon acceptance of a job, they must fill in a Panel Update Form (PUF) and return it to the DES and the patron.

# How to get €100s back from your health insurance

Traditional health insurance plans would have focused predominantly on cover that provided hospital access only. In recent years, there has been a shift away from these traditional health insurance plans as the insurers have responded to the needs of their members. A recent survey published on behalf of the Health Insurance Authority (HIA) by Kantar Millward Brown, has shown that 50% of all health insurance members generally make visits to the doctor or another health professional in the year.

With this in mind, health insurers have developed a variety of plans which allow members to claim money back on everyday medical receipts, such as visits to the GP, physiotherapist, specialist consultant and even alternative practitioners, such as a chiropractor or acupuncturist. It is important to note that those insured on traditional plans, such as VHI's Health Plus Range, Irish Life's Level 2 Hospital range or Laya Healthcare's Essential Plus range, have restricted options for claiming back on day-to-day benefits and may be potentially overpaying for their health insurance.

The average health insurance premium paid is approximately €1,177 according to the latest HIA Annual Report. With this in mind, it is important to ensure that you are getting the best value for your money without compromising on the level of cover. Ask your insurer/broker about suitable corporate plans. These types of plans are not always marketed to consumers; however, they are still available to everyone who resides in Ireland. These plans offer potentially greater value for money, by allowing members to have a reduction in their premium when they take on a small excess on private hospital admissions (an excess is an extra cost and ranges from €75–€600 on overnight admissions). Members can also claim back on everyday expenses. The good news is that

members could experience a substantial saving by moving across to a corporate plan. These types of plans are offered by all three health insurers.

## Claiming back on day-to-day expenses under your health insurance

Table 1 provides an overview of the potential savings an individual could make on a health plan where there is an option to claim back on day-to-day expenses. In this example, an individual has paid out €970 on visits to a doctor, consultant, dentist etc. and claimed back up to €551 in a given year. If you have this option under your current plan, then claiming back on these types of expenses can be really worthwhile.

Sample Health Plan	Health expenses	Example of amount claimable from health insurance
GP visits x 3	€180	€90
Prescription costs	€50	€25
Physio visits x 2	€120	€60
Consultant visit	€200	€100
A&E visit (public hospital)	€100	€66
Dental visits x 2	€120	€60
Eye expenses	€200	€50
<b>Total</b>	<b>€970</b>	<b>€551</b>

Table 1. Example provided based on an individual claiming from Irish Life Health's Befit 2.1 plan.

## Claiming tax back on day-to-day health expenses

Remember, you can also claim back expenses under the Revenue Med 1 form on expenses not covered under your health plan and/or on the amount not fully refunded by your health insurer. This means, you could get back as much as 65% on your day-to-day medical expenses!

Table 2 provides a breakdown of how these savings could work if we use the health plan from the previous example:

<b>Total health insurance</b>	<b>€970</b>
<b>Day to day expenses</b>	
Amount covered under health policy	€551
Balance	€419
Tax relief (under Med 1 Form)	20%
Refund	€84
<b>Total amount that would be refunded (health insurance &amp; Revenue)</b>	<b>€635</b>

Table 2.

New insurance plans are introduced each year, so it may be worthwhile to ask your insurer/broker about switching to a suitable plan that provides money back on day-to-day expenses, so as to benefit from similar cost savings. Check your current health insurance plan and what benefits are available to you. You could be able to switch plan/provider without your premium costing you any extra and even with enhanced benefits. The important thing is to shop around to make sure you are getting the best plan to suit your needs.

If you are interested in health insurance plans that provide day-to-day cover, then some of the best options from each of the insurers for these plans include the following:



PMI 36 13  
PMI 41 15  
PMI 01 10



Simply Connect  
Simply Connect Plus  
Laya Care Select



Befit 1, 2 or 3  
Health Plan 16.1  
Best Ultimate Active 2

As always, you should talk to your broker or health insurer to obtain advice on the best plan for you. Cornmarket's Health Insurance Comparison Service will compare all plans available in the market and advise you on the best plans available across all health insurers for your particular needs. To find out more, call Cornmarket on (01) 408 6214.

**DERMOT WELLS, General Manager, Cornmarket Health Insurance Division.**





## Retrospective vetting – Update from the Teaching Council

### Vetting overview

Since 1 January 2017, 44,793 teachers have been vetted through the Teaching Council for registration/renewal of registration.

The number of registered teachers who had not previously been vetted by the Council has reduced from 32,500 to just over 330 since the commencement of the Retrospective Vetting project on 1 January 2017. Some of these teachers came through the retrospective vetting process while others came through the standard route.

### Retrospective vetting process breakdown

Figures from 12 March 2018 show that of the total 29,481 teachers who were issued with notices to apply for retrospective vetting:

- 28,466 have fully complied with the vetting requirement;
- 330 have not yet fully complied despite repeated contact;
- 179 teachers have requested voluntary removal and would be removed on the week starting 12 March;

- 41 teachers are engaging with the Evidence of Character Submissions process or the Review of Decision process;
- 465 retirees/no longer teaching members have been removed voluntarily from the register.

### Retrospective vetting next steps

1. The 28 day final notice letters issued in March to those teachers who have not complied with the retrospective vetting request.
2. The DES and ETBs will be informed to allow them to follow up with those who may be in their employ.
3. Teachers who fail to comply within the timeframe will be removed from the register which we anticipate to be around mid-April.

The INTO encourages members to cooperate fully with their vetting requirements.

## MIC addressing challenges of 21st century learning through STEM education

The LEGO Education Innovation Studio, based at Mary Immaculate College (MIC) continues to pioneer the way in addressing the challenges of 21st century learning through exploring the potential of constructionist technological resources to meet curriculum objectives in areas such as science, technology and maths.

Established in 2014 by the Curriculum Development Unit (CDU) in MIC, the LEGO Education Innovation Studio at MIC, was the first of its kind in a college of education anywhere in Europe. Now, as part of a range of activities offered by the Department of STEM Education in MIC, this innovative project sees the delivery of new modules on LEGO Education for primary teaching students who, in turn, introduce this teaching method in the various schools they go on to teach in. In addition, the project explores the potential of using ICT technologies to develop problem solving and mathematical thinking.

To date the project has worked with 50 schools and almost 1,000 pupils across



the mid-west. This year alone, in collaboration with the Transforming Education through Dialogue (TED) Project, MIC student teachers are working with 11 local schools and some 240 primary pupils to explore constructionist approaches to teaching and learning using LEGO WeDo 2.0 materials. This

allows the pupils to bring their creations to life while sharpening computational thinking skills such as logical reasoning, decomposition, pattern recognition, abstraction and modelling simulations.

Further information on STEM outreach activities at MIC can be found at [www.mic.ul.ie](http://www.mic.ul.ie).

Saoirse Sheehan and  
Sohaullah Nawab from St  
Michael's Infant School.

Student teachers from  
Mary Immaculate College  
have been working with  
local primary schools in  
exploring constructionist  
approaches to teaching and  
learning using LEGO WeDo  
2.0 materials.

Pic: Brian Arthur

## New publication supports teachers in promoting wellbeing of pupils and staff

Thursday 15 March saw the launch of *Wellbeing in Schools Everyday: A whole-school approach to the practical implementation of wellbeing*, a publication that aims to support teachers in promoting the wellbeing of pupils and staff.

*Wellbeing in Schools Everyday* (WISE) has been developed by teacher educators at Mary Immaculate College, Dr Fionnuala Tynan and Dr Margaret Nohilly, in response to teachers' needs to understand wellbeing in an educational context and to develop a range of skills and strategies to support wellbeing in schools.

The publication, which was officially launched by John Lonergan, former governor at Mountjoy Prison, incorporates the voices of Irish teachers, in both mainstream and special-school settings, regarding what is possible in the promotion of wellbeing on a day-to-day basis. It provides a wealth of practical strategies that can be used to enhance the development of wellbeing across the



Pictured at the launch of *Wellbeing in Schools Everyday* were John Lonergan, former governor of Mountjoy Prison with authors Dr Fionnuala Tynan and Dr Margaret Nohilly, lecturers in education at Mary Immaculate College Limerick.  
Pic: Don Moloney / Press 22

primary school.

The authors promote wellbeing as positive educational experiences for all pupils. Their work is supplemented with the work of Dr Ann Caulfield, co-founder of Mindfulness Matters; Steve Lane, primary teacher and co-founder of MindSETs Training; Dr Richard Bowles,

lecturer in Physical Education, MIC, and Patrick Burke, lecturer in Education, MIC. *Wellbeing in Schools Everyday: A whole-school approach to the practical implementation of wellbeing* is published by the Curriculum Development Unit of MIC and is available to purchase online at [www.curriculumdevelopmentunit.com](http://www.curriculumdevelopmentunit.com)

## Hat tricks!



Mairéad O'Callaghan, Kenneth O'Shea and Molly O'Brien, all of Gaelscoil Gort Álainn, Montenotte, smiling for the camera before going on stage at Cork Cór Fhéile na Scol in Cork City Hall. Over 3,000 children performed in this gala event of dance song and music which ran from 13–22 March.

## Deputy principals, interested in developing your leadership skills?

### Tánaiste Deputy Principal Summer Course 2 - 6 July 2018

Tánaiste is a leadership summer course designed specifically for deputy principals and acting deputy principals and provided by the PDST. PDST School Leadership (formerly LDS) has been delivering high quality CPD for school leaders since 2002.

The venues for this FREE summer course are the education centres listed below and, on completion, participants will be eligible for three EPV days.

Blackrock EC	Drumcondra EC	Cork EC	Wexford EC
Limerick EC	Tralee EC	Navan EC	Sligo EC
Laois EC	West Cork EC	Waterford EC	Mayo EC
Monaghan EC	Kildare EC		

The course provides opportunities for deputy principals to explore their leadership role in order to lead high quality

teaching and learning in their school. It provides an opportunity to learn from facilitators and colleagues in similar roles using materials and resources designed or adapted to reflect the deputy principal role.

The course has an emphasis on effective communication and conflict management strategies and on the principal and deputy principal as a leadership team. It explores distributed leadership and leading change and also examines factors which impact on the school's learning culture, drawing upon 'Looking at our School 2016' and the SSE process.

All further information can be obtained by contacting Linda Hogan at [lindahogan@pdst.ie](mailto:lindahogan@pdst.ie) and/or on 065 6845520.





# Awards night in the marble city



Left: Doon CBS accepting the award for best small school.

Right: Pat Trainor Award winner Tadhg Kenny and family with Brian Cody



Over 250 teachers from all parts of Ireland gathered in Kilkenny in March for the 2018 Cumann na mBunscol Awards, sponsored by Cornmarket Group Financial Services.

"The awards recognise excellence in the promotion of gaelic games in primary schools," according to Bernadette Ryan, National Chairperson of Allianz Cumann na mBunscol. "They give recognition to the work of teachers, on and off the playing fields. The awards cover a myriad of activities from public relations to promotion of gaelic games and culture and also the work of individual schools, large and small."

Kilkenny hurling manager Brian Cody, a former teacher himself, was the guest speaker and he had a spellbound audience as he spoke of his years as a Cumann na mBunscol activist in Kilkenny.

Brian spoke eloquently about the value of volunteers to society and specifically the contribution of primary school teachers.

Michael Pitt, of Cornmarket Group Financial Services, joined chairperson Bernadette Ryan on stage to present the awards to the successful entrants. John Boyle, INTO President 2017/18 and an adjudicator of the awards, also attended as did his fellow adjudicators ex-president Rosena Jordan and John Hughes from Sligo. Leas cathaoirleach of Coiste Náisiúnta, Tomás Ó hAiniféin, was an



Left: Winners of best large school St Mary's NS, Ballygunner, with Michael Pitt of Cornmarket and John Boyle, INTO President 2017/18.

accomplished Fear a'tí.

Ardferf NS won the award for promotion of gaelic games and culture. This category had a large number of entries as this year's competition saw Cumann na mBunscol introduce a new format where entries were submitted in digital format.

Doon CBS was named winner in the best small school category and a large contingent, led by principal Joanne O'Connell, travelled from East Limerick to the Marble City for the presentation of the award.

St Mary's NS, Ballygunner, Waterford were victorious in the best large school category. Principal Killian O'Reilly, a Cumann na mBunscol stalwart, was delighted to see his school take the top slot after some near misses in recent years.

The Pat Trainor award for lifetime service to Cumann na mBunscol went to Tadhg Kenny and there could be no more popular winner than the genial Kerryman who has given over half a century of dedicated commitment to promotion of Gaelic Games in the capital city. Ann Trainor, widow of the late Pat, presented Tadhg with his award.

Paul Kinsella and John Knox received distinguished service awards for their contributions to primary schools Gaelic games in Kilkenny over many years. John, who taught in Gowran NS, and Paul, of St Patrick's De la Salle BNS, served as treasurer and chair of Cumann na mBunscoileanna in Kilkenny from 1973 to 2008, a record of service unlikely to be equalled.

## LIST OF WINNERS

- |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Category 1: <b>Pat Trainor award</b><br/>Tadhg Kenny (Ath Cliath)</li> <li>Category 2: <b>Public Relations:</b><br/>1st: Ath Cliath<br/>2nd: Corcaigh<br/>3rd: Fear Manach<br/>Recognition award for</li> </ul> | <ul style="list-style-type: none"> <li>Ard Mhacha, Ciarraí, Port Láirge, Cill Mhantáin</li> <li>Category 3: <b>County Publication:</b><br/>1st: Luimneach<br/>2nd: Ath Cliath<br/>3rd: An Cabhán</li> <li>Category 4: <b>Promotion of Gaelic Games and</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Culture (County &amp; Provincial Committees):</b><br/>1st: Liatroim<br/>2nd: Corcaigh<br/>3rd: Ath Cliath</li> <li>Category 5: <b>Promotion of Gaelic Games and Culture (Schools)</b></li> </ul> | <ul style="list-style-type: none"> <li>1st: Scoil Ard Fhearta, Co Ciarraí<br/>2nd: The Downs NS, Co Westmeath<br/>3rd: Darkley Primary School, Co Armagh</li> <li>Category 6: <b>School of the Year (150 pupils or fewer)</b></li> </ul> | <ul style="list-style-type: none"> <li>1st: Doon CBS, Co Limerick<br/>2nd: Glenbeigh NS, Co Kerry<br/>3rd: Gaelscoil na BhFál, Belfast</li> <li>Category 7: <b>School of the Year (more than 150 pupils)</b></li> </ul> | <ul style="list-style-type: none"> <li>1st: St Mary's NS, Ballygunner, Co Waterford<br/>2nd: Scoil Chualann, Bray, Co Cill Mhantáin<br/>Joint 3rd: Kilcoole NS, Co Cill Mhantáin &amp; Loreto Primary School, Ath Cliath</li> </ul> |
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# Are selfies dangerous?

## Teach your kids about the pitfalls

Think that selfies are something new? Think again. Leonardo da Vinci, Rembrandt and Vincent van Gogh are just some of the renowned painters who 'took' their self-portraits hundreds of years ago. They didn't even need the technology of smart devices and social networks.

But there was one other difference, which is more important today than ever before. The painters were very careful when choosing the details for their picture: foreground, background, clothing – basically everything that ended up in the artwork.

Today's kids, as well as their parents, often post selfies on social networks without a second thought. No thorough investigation, just a click and up it goes live – for everyone to see. As a result, many shared images unintentionally reveal sensitive information, such as a person's current

whereabouts or precious belongings in the background.

While those are mainly concerns for adults, such behaviour can also put kids in danger. Just think about it for a minute: a child giving away their location can have serious consequences, mostly if there is no one responsible around.

There are also digital threats lurking behind spontaneous selfies – such as cyberbullying. A child posting a selfie in an embarrassing pose or situation can easily become a target for cyberbullies all around the world. And for children and teenagers, being the target of such public mockery can be devastating.

A while back, ESET Ireland had the Irish people surveyed about their posting habits, and it turned out that seven out of 10 Irish youths shared photos that would embarrass them if made public!

So what can parents do to spare their children these selfie pitfalls?

First of all, they need to become good role models. Even adults should pay attention to what they post. Younger children often imitate their parents, which offers a great opportunity to teach them good 'selfie-hygiene'.

Every year, more people die taking pictures of themselves than get bitten by sharks. So it's crucial for a parent to explain to their kids that no photo is worth the risk.

Children should also always be aware of their surroundings when taking a picture or playing a game on their device – look around not just down.

Parents should teach their children that anything posted on the internet stays there forever. No, there is no miraculous 'delete' button or almighty authority that can remove such posts, so it's better to abstain than regret later.

If your children are just starting to learn how to use social media and their smart device, be there for them. Help them set up their privacy and show them how to treat every picture like Sherlock Holmes would – looking for the smallest sensitive details that shouldn't be there or could be harmful.

Use a reliable parental control app to keep an eye on what your child is doing online. Guide them through their internet experience, explain the risks, and help them stay away from trouble. As they get older, be ready for an open dialogue – which can be more effective than just putting your foot down.

A good rule of thumb for everything posted online: "If you don't want your grandmother to see it, you probably shouldn't post it."

Urban Schrott, IT Security & Cybercrime Analyst,  
[www.eset.ie](http://www.eset.ie)



# Bought the gadget!

## *What about insurance?*

When you buy expensive electronic equipment for yourself or your family, it makes sense to want to protect yourself. If you buy a new phone, laptop or tablet, you may be offered gadget insurance to protect you from possible loss, theft or accidents. It is completely optional, so you should think about whether it suits your needs before buying it. Check out the Competition and Consumer Protection Commission's (CCPC) tips for finding out if gadget insurance is right for you:

‣ **Your consumer rights** – If a gadget you bought is faulty, you have rights as a consumer to get the business you bought it from to rectify the problem, regardless of whether you take out insurance on the item. Under consumer law, you are entitled to a repair, replacement or refund. If you are unhappy with the response the retailer offers you, you should make a formal complaint to them in writing.

‣ **Have you already got a guarantee or warranty?** It is also worth knowing where you stand if you have a guarantee from the manufacturer or if you took out a warranty when you bought the gadget. If it is still within the guarantee or warranty period, it is up to the manufacturer to resolve the issue. A guarantee or warranty normally won't protect you if you lose or drop the device, even if it is within the specified time period.

‣ **The cost of replacement** – Insurance for electronic goods, such as mobile phones, can be quite expensive when compared with the cost of the item itself, so there are a few things to think about before you sign up to any policy. Look at the total cost of any insurance policy compared to how much it would cost you to replace the item, to see if it makes sense. If the guarantee or warranty period has expired and you don't have insurance,

then you will have to pay for the cost of a repair or replacement of your device if the issue is due to accidental damage, misuse or wear and tear. If you take out gadget insurance that covers situations like accidental damage, loss or theft, the insurance company may pay for the cost of a repair or replacement once you make a claim.

‣ **What's covered and what's not** – Most insurers will protect your item against things like accidental damage, liquid damage, theft and unauthorised calls after your phone has been stolen, and most will include a period of cover when travelling abroad. Read the small print so you know what you're not covered for and watch out for any exclusions that may apply. For instance, if you left your phone in your car without hiding it away in the glove compartment and it was stolen, you may not be covered.

‣ **Find out about the excess fee** – If you have to make a claim, you will more than likely have to pay an excess fee. The excess usually increases with every claim you make. For example, if it is the first time your phone is stolen, the excess could cost €30-€60, but if your phone is stolen a second time and you are making a claim again, the excess could cost double this amount. Most policies include a maximum amount of claims – usually two per year.

‣ **Value for money** – It may be convenient to choose whatever insurance is offered by

sales staff when you buy your laptop or phone without giving it much thought. But it might not be the best deal out there. Don't feel pressured into making a decision there and then. Do some research beforehand and shop around to work out what is the best option for you. You may be able to include the item as part of your home insurance contents cover, but this could cause your home insurance premium to increase if you have to make a claim. Gadget insurance usually only covers faults that occur outside of the manufacturer's guarantee period, so make sure that it is worthwhile paying for it. If the guarantee or warranty does provide cover for a certain amount of time ask yourself would you ever claim on the insurance, for example if your gadget is a mobile phone, you may end up changing it every couple of years anyway.

You can find more information on gadget insurance on the CCPC's website [www.ccpc.ie](http://www.ccpc.ie)





# Spike Island – worth investigating

Spike Island lies just inside the mouth of Cork Harbour. A natural defence post, it is unsurprising that it served as a military base. The island museum won second place as Europe's leading tourist attraction at the World Travel Awards in 2017. I wanted to see what the fuss was all about so, with a ticket booked, I was Cobh bound.

Arriving in Cobh you can park out by Whitepoint and walk into the town. Daily trains from Cork's Kent Station to Cobh bring you out by the Heritage Centre. The meeting point is on Kennedy Pier, opposite the AIB and past the kiosk for tickets to the island. Tickets are priced at €18 for an adult and €10 for a child.

After a short boat ride to the dock on Spike, our guide filled us in on some facts about the island and its former inhabitants. Back on the mainland, the dominating silhouette of St Colman's cathedral catches your eye. Beneath the cathedral lie former holding cells where prisoners were housed before being transferred to Spike Island prison and beyond. Among those prisoners were many children who had been arrested for stealing food during the Famine. It seemed an over-reactionary sentence but would effectively bring home, to school tours, the severity of conditions during that time and the consequences even children faced.

The meandering gradient towards the prison gates passes a row of houses now being restored. These were once home to the families of those stationed on the island as well as islanders who made this their home. One of those houses was the former residence of a girl called Little Nellie who apparently saw visions of God and Jesus. Her father was a soldier stationed at Spike Island who, following the death of his wife, found it difficult to raise his four children. Nellie was already in poor health and sent to an industrial school where the nuns felt she had a mystical awareness and elevated level of holiness for one so young. Captivated by the devotion shown by the four year old before her death, Pope Pius X lowered the



View of Cobh from Spike Island

age at which children could receive communion to seven. As you approach the imposing entrance to Fort Mitchel you are reminded that this place was, as well as a prison, a fortified military base. Canons greet the visitors and the entrance opens up to reveal an eerie, derelict burned out cell block on one bookend of a green space. Welcome to Spike Prison.

Our tour lasted about an hour and 15 minutes and there was free time to walk around. The website suggests three hours to see the buildings, gun park, children's prison, sentry lookouts and enjoy the green space for picnics or football kickabouts. It was a sunny day when I visited, which did nothing to alleviate the creepy vibe this place emits, and I could see how a few hours could be whiled away here. The boat ride over took about five minutes and life jackets are provided on board.

Upon entering the old children's prison the small, brick cells give a sobering idea of how conditions were for the inmates. There is an infographic showing the menu for prison meals and little character bites about former inmates. Children as young as 12, imprisoned for minor infractions, would have slept in hammocks suspended from the ceiling on chains. The mannequin prisoners and echoing conversations bring this area of the prison to life in the most ominous way. There are two cell block buildings that are not accessible to visitors but a more haunted-looking building I have not seen. These are more modern prison cells and there's also the most recent 1985

building which was made up of four-bed cells. One of the more infamous inmates at Spike Island was Martin Cahill.

One of my favourite parts of the visit were the beautiful views out over the harbour. The island is aptly prepared to defend against invasion and defend it did. It was also out past the prison island that the ill-fated Titanic was moored awaiting its flotilla of passengers before departing Ireland for New York.

An extra element to Spike Island, and one I am too chicken to investigate, is the After Dark tour. Once named 'Ireland's Hell', Spike Island prison complex was Ireland's Alcatraz, subjecting the inmates to solitary confinement and horrendous living conditions. Suicide and high levels of depression amongst inmates was rife. Tales of murders, unmarked graves and prisoners so dangerous they needed to be chained to the walls await those brave, or foolhardy, visitors interested in this kind of tour.

Many have a personal connection to Spike Island having family members who served in the military or were imprisoned as IRA volunteers. This island, lying nestled inside the harbour, holds a wealth of Irish history spanning hundreds of years and all worth investigating. Tickets and details available on the website [www.spikeislandcork.ie](http://www.spikeislandcork.ie)

**CIARA McNALLY teaches in Greystones, Co Wicklow. Check out [www.mysuitcasesdiaries.org](http://www.mysuitcasesdiaries.org) for more weekend getaway ideas**



Fort Mitchel



At Foodoppi HQ this month we felt, with the days getting longer, we want to spend more time outside but still want a quick lunch fix. Noodles are the perfect answer. They are easy to make and there are tons of different varieties to choose from. If you want to save even more time and washing up most shops stock pre-cooked noodles.



# Oodles of noodles

## Vietnamese prawn and avocado rolls

### Makes 8

If you are desperately looking for an alternative to sandwiches, these rolls make a nice, light, fresh change. You can buy rice paper wrappers in Asian supermarkets.

### Ingredients

- ✱ 50g thin rice vermicelli noodles
- ✱ 8 large tiger prawns cooked
- ✱ 8 baby gem lettuce leaves
- ✱ 1 small carrot
- ✱ 1 ripe avocado
- ✱ 1 lime – cut in half
- ✱ 8 rice paper wrappers
- ✱ Sweet chilli dipping sauce
- ✱ Hot water

### Method

- 1 Cook the noodles according to the packet instructions.
- 2 Prepare the filling. Cut the prawns in half. Wash and dry the lettuce. Peel and cut the carrot into match stick strips. Cut the avocado in half, scoop

out the flesh and cut into thin slices, squeezing lime juice all over the avocado.

- 3 Make each roll one at a time. Fill a wide, shallow bowl with hot water – but not too hot as you will have to dip your fingers in. Take one rice paper wrapper and dip it into the water. It will soften in about two seconds. Shake off any excess water and lay it into a clean tea towel.
- 4 Put a piece of lettuce over the bottom third of the rice paper. Then on top add some noodles, a few carrot sticks, three slices of avocado and two prawn halves.
- 5 Roll the rice paper tightly, pushing it forward and tucking in the filling in a neat cylinder until halfway. Next fold in the sides and continue rolling to the end. Place in an airtight container. Then make the remaining rolls.
- 6 Serve the Vietnamese prawn and avocado rolls with sweet chilli dipping sauce on the side.



## Quick vegetable noodle salad

This is a superfast salad to make, the only cooking is the noodles! If you are a carnivore you can add strips of cooked chicken or beef.

Serves 2

### Ingredients

- ✱ 100g egg noodles
- ✱ 2 spring onions
- ✱ 1/4 cucumber – deseeded
- ✱ 1/4 carrot – peeled
- ✱ 1/4 red and green pepper
- ✱ 10 mange tout
- ✱ Coriander leaves – optional
- ✱ Sesame seeds – optional

### Dressing

- ✱ 1/2 lime juiced
- ✱ 1 tablespoon fish sauce
- ✱ 2 tablespoons soy sauce
- ✱ 1 tablespoon honey
- ✱ 1 tablespoon sesame oil



### Method

- 1 Cook the noodles according to the packet instructions.
- 2 Wash all the vegetables. Then slice as thin as possible keeping them all the same size.
- 3 Put all the dressing ingredients into a jar with a tight-fitting lid and shake well.
- 4 In a bowl toss together the noodles, vegetables and dressing, until all the noodles are well coated.
- 5 Toast the sesame seeds in a frying pan over a medium heat until golden brown. Then sprinkle over the noodles with coriander leaves.

Foodoppi is a creative educational platform which takes an extraordinary approach to food and STEM education that has proven to be an effective way to foster positive relationships with food while exciting children about learning and gaining STEM skills.

AISLING LARKIN has a degree in Education from Trinity, spent 10 years working in a DEIS school in inner city Dublin, has a first class M.Sc in Food Product Design and Culinary Innovation and set up Ireland's premier children's cookery school at the Cliff at Lyons a few years ago.



LOUISE LENNOX is a top chef and food broadcaster on TV and radio here in Ireland and has a background in nutrition and children's food media production. Aisling and Louise joined forces a few years ago and created Foodoppi.

Foodoppi have exciting online summer CPD courses at [foodoppi.academy](http://foodoppi.academy), see ad on page 52.





# Connecting with the past through newspaper archives



**Schools in Ireland now have free access to digitised newspaper archives**



Did you ever wonder how newspapers reported the sinking of the Titanic in April 1912? Or how much a house cost in Dublin back in 1950? Schools in Ireland can now research and answer these questions first hand through a range of newspaper archives that are free to access in schools.

The *Irish Times* digital archive has been available to schools for free for some years now through the Schools Broadband Network – and is also available free in public libraries – but in the last year Scoilnet has licensed the use of the Irish Newspaper Archive which brings a further 60 plus national and local titles into the classroom, including the *Irish Independent*, *Irish Press*, *Irish Examiner* and *Belfast Newsletter*. These newspapers provide a unique view into Ireland's past and are a rich source of primary source material covering hundreds of years of Irish and European history.

## Using the archive in class

The primary school curriculum places an emphasis on the use of documentary and visual evidence as a central methodology. Developing the investigative skills of working as an historian are critical in enabling pupils to achieve a balance in acquiring knowledge on the one hand while simultaneously developing skills and attitudes. Pupils' engagement with newspaper archives serve to develop these skills by encouraging pupils to use evidence, understand cause and effect,

use synthesis and communication and to develop empathy.

The accidental discovery of an ageing and yellowing newspaper during a house clear-out can bring people back to a different place and time. Digitised newspaper archives can have the same impact and can bring history to life in class. Here are a few practical suggestions for getting started with newspaper archives in a classroom:

- Explore what happened on a key date in a pupil's life, e.g. birthday or the birthday of a parent or grandparent. What was the weather like that day and what was popular on TV?
- Examine how transport, communications and clothes have changed over time. Advertisements reflect popular culture and the range of items and services on offer and are a vital source of information about a society at a particular time.
- Compare and contrast property prices or food prices over time. Give the pupils a sum of money to spend say 40, 50 and 60 years ago and see how the value of money changes over time.
- Probe what life was like in Ireland during World War II. Children should become familiar with key terms, like blackout, gas mask, rationing, etc while also getting a feel for the major events of the war.

Throughout the activities, children could work co-operatively in groups while

searching within specific date ranges and within specific newspapers. Groups could prepare reports on their findings and report back to the class.

## Local studies

The SESE curriculum puts an emphasis on locality and the regional newspapers within the Irish Newspaper Archive provide the perfect place to explore how a specific locality has changed over time. Indeed, all of the suggested activities listed above could be undertaken in the prism of the pupils' local newspapers.

History is about the real lives of people based on documentary evidence. Newspapers give insights into what were important issues for people living at the time and are useful for reminding pupils of the variety of opinions held by different people and communities.

Scoilnet contains ready-made lesson activities for teachers to use in their class. Many of these activities are self-contained and while they pull from archived news stories they do not always require access to the live archive.

[www.scoilnet.ie/scoilnet/tools-for-teachers/](http://www.scoilnet.ie/scoilnet/tools-for-teachers/)

**PATRICK COFFEY, PDST Technology in Education**





# Anne Devlin and her part in Irish history

As has long been the case, women are often overlooked in the historical narrative. When we do think of females in Irish history, strong figures from long ago such as Queen Maeve or the Pirate Queen, Gráinne Mhaol, come to mind and then we tend to skip straight to the 20th century. Recent discussion of people such as Countess Markievicz and Elizabeth O'Farrell, INTO leader and expert markswomen Margaret Skinnider and other campaigners for equality such as Hannah Sheehy-Skeffington and Maud Gonne, provide a more balanced and inclusive view of history. However, there are still many more female figures waiting to be introduced into the pages of our textbooks. This month's article focuses on the life of one of these women, Anne Devlin, who is buried in Glasnevin Cemetery.

Devlin was born in 1780 near Rathdrum in Co Wicklow. Her family were known nationalists and many of her extended family had fought in the 1798 Rebellion. In the aftermath, as the authorities attempted to quell attempts at future uprisings, mass arrests ensued and Anne's father, Bryan, was arrested without charge and imprisoned for two years. Her cousin, the rebel Hugh Byrne, was executed. After her father was released and local tensions grew, the Devlin family moved to Dublin and this is where Anne would enter fully into the nationalist cause. Continuing the tradition of the United Irishmen, Robert Emmet wanted independence for Ireland and began to plan an uprising. In an attempt to portray an image of an ordinary home, Emmet hired Anne as his housekeeper in Butterfield Lane, Rathfarnham. Technically housekeeper to 'Mr Ellis' (Emmet's codename) Anne was, in reality, his messenger, advisor and friend.

On 23 July 1803, the rebellion began and surprised British authorities. However, this advantage was fleeting and the rebellion failed due to a lack of support and disintegration in the rebels' ranks. One example of this was the



killings of the Lord Chief Justice of Ireland, who was pulled from his horse and stabbed with pikes in the street. Emmet called off the rising to avoid more bloodshed. While the 1803 rebellion failed in its immediate aims, it did inspire future generations of nationalists and the printed proclamation of the 'Provisional Government' in 1803 was an inspiration for the Proclamation of 1916.

When the house in Butterfield Lane was raided in the search for Emmet, Anne and her eight-year-old sister were arrested. She endured brutal torture: half-hanging, being pierced with bayonets and solitary confinement. Yet she would not inform. Her entire family was imprisoned in order to break Devlin's silence. Knowing he would soon be caught, Emmet pleaded with Anne to speak to end her torture, yet she refused. She kept silent, even when her nine-

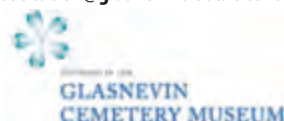
year-old brother died from neglect. Emmet was found guilty of high-treason and executed that September. Whilst being transported to Dublin Castle, Anne was forced to stop and look at the executioner's block on Thomas Street, stained with his blood. She was kept in squalor in Kilmainham Gaol for a further three years.

After her release in 1806, Anne was supported for a time by Emmet's family and friends. She married William Campbell and had at least two children. To earn a living, she worked as a washerwoman, but later fell into poverty. When discovered by Dr R. Madden, historian of the United Irishmen, she was living in a tenement in the Coombe, in Little Elbow Lane. Conditions were wretched and she was suffering from many ailments. Knowing the part she had played in 1803, Madden tried to assist her and campaigned for donations. When

she died as a widow, Madden was away and, as a result, she was placed into the paupers' grave. She was later exhumed by Madden and placed into her own plot in 1852. In recent years, her part in history has begun to be noted. For example, the LUAS Bridge at Suir Road is the 'Anne Devlin Bridge', there is an Anne Devlin Road in Rathfarnham and, in Wicklow, commemoration events have taken place. Her headstone at Glasnevin reads "faithful servant of Emmet... who possessed... rare and many noble qualities". Her story brings another perspective to the historical narrative and the classroom.

**MICHELLE O'CONNOR, Education Officer and Teacher Liaison at Glasnevin Cemetery Museum, Finglas Road, Dublin 11.**

**To have a tour tailored to the interests of your students please contact the Education Department, Glasnevin Cemetery Museum at [glasnevincemetery.ie](http://glasnevincemetery.ie), tel: 01 8826550, email: [education@glasnevintrust.ie](mailto:education@glasnevintrust.ie) to learn more.**





# Exploring

Teaching and learning were found to be good or better in the majority of schools where an Arts Education curriculum area was evaluated according to the recently published *Chief Inspector's Report (2013-16)*.

Inspectors reported that teaching and learning in the Visual Arts was of a very high quality in one third of lessons. They commended highly the provision of significant opportunities for pupils to pose questions, reflect on what they see and to become critically aware. In these lessons, children have regular opportunities to observe and respond to their own work and to the work of other artists.

In some lessons, inspectors identified the need for greater emphasis on the looking and responding strand units and for a more consistent focus on the visual arts elements. Some also highlighted the need for more regular opportunities for pupils to engage with the 3-D strands of construction, clay and fabric, and fibre.

This article focuses on these four aspects of the subject. It outlines a plan that explores the element of pattern at all class levels and that suggests an activity for each of the six curriculum strands at each level.

This is an updated version of a plan developed with colleagues while I was working with the Primary Curriculum Support Programme.



Painted patterns

## Infant classes

✎ Talk about the different types of line we can make – wavy, bendy, zigzag, etc.  
**Use a variety of drawing tools to make patterns of lines in different colours using crayons or chalks.**

✎ Discuss coloured patterns. Look for coloured patterns in clothes, etc.  
**Make a coloured collage with tissue papers. Choose two colours – try to make a pattern, e.g. red/blue/red.**

✎ Make a collection of objects that are decorated with a checkerboard pattern.  
- Chessboard.  
- Tablecloths.  
- Items of clothing, etc.

**Print a simple repeat pattern using found objects (blocks, sponges, off-cuts, etc.) and two colours.**

✎ Talk about repeat patterns. Collect objects that can be pushed into clay – buttons, beads, etc.  
**Make a pattern on a rolled out slab of clay with these objects. Seal with a PVA/water mix.**

✎ Talk about pizzas – what kinds of food are used to decorate them? How might you organise this food to create pattern?  
**Make collage pizzas on circles of card, with cut/torn/crumpled pieces of coloured papers placed in patterns to represent different foods.**  
- Can you add relief?  
- Paint a pizza.  
- Make actual pizzas. Eat them!



Printed patterns

✎ Talk about different types of fabrics. Look closely at fabrics to see how they are made. Practice pulling threads.  
**Remove threads from a small piece of hessian material to create a pattern. Try to create a regular pattern e.g. leave five; take out the next five, etc. Add colour to your patterned fabric using chalk or crayons.**

## First and second classes

✎ Study pictures of striped objects and animals – zebras, tigers, fabrics, deck chairs, etc.

**Draw a colourful striped pattern. Make a drawing with the emphasis on stripes.**

- A camouflaged tiger.
- Me in a striped t-shirt.

✎ Look at objects that are decorated with linear patterns of colour:  
- T-shirts, wallpapers, etc.

**Paint a picture that emphasises striped colour patterns.**

- I am cooking wearing my striped apron.
- A fierce tiger.

✎ Make a study of walls – how they are built, what grows on them and what creatures live in them.

**Work in groups (on large sheets of paper) to print bricks, a wall using sponges, woodblocks, etc. Paint pictures of plant or animal life on your pattern, cut out minibeasts and add to your wall to create friezes.**

✎ Make a collection of objects that can be pressed into clay. Develop your pinch pot-making techniques.

**Design and make a pinch pot. Decorate it with an incised pattern – pushing objects into the clay to make marks. Add colour to your finished pot/seal.**

✎ Talk about tiling patterns and mosaics. Make temporary mosaic patterns using pebbles, stones, etc. Take photographs of these.

**Work in cooperative groups on large sheets of card with cut coloured papers to make a**



# pattern

## patterned mosaic based on your photographs.

- ✎ Talk about the Native American tradition of the dream catcher. Practice weaving under and over.  
**Make a cross shape with lollipop sticks. Weave wool in different colours around it to create a coloured pattern. Attach/tie interesting items (feathers, etc.) to it and hang it as a dream catcher.**



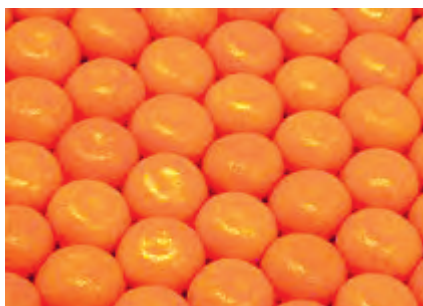
Patterns impressed in clay

## Third and fourth classes

- ✎ Study patterns on shells.  
**Make close observational drawings of shells in pencil to show these patterns.**
- ✎ Study pictures of animal forms that are patterned with dots, e.g. the cheetah.  
**Use paints, inks or coloured pens to make a coloured dot pattern – draw an object decorated with your design.**
- ✎ Investigate different ways to make blocks for printing (from small pieces of wood).
  - Adding cut card.
  - Adding string, etc.
- **Use two printing blocks with two colours to create a simple repeat or offset print (as a design for a wrapping paper).**
- **Create a seasonal design, e.g. wrapping paper for birthdays**
- ✎ Discuss scaled patterns. Practice joining pots. Learn how to make slip.  
**Join two clay pots together using slip to create a hollow shape. Make your shape into a scaly creature, e.g. a fish by adding features, drawing scales and pressing other objects into the clay to create patterns.**

- ✎ Talk about patterns that can be created using circles. What is the best way to organise circles to create a regular pattern? Discuss stacking spheres – packing oranges.  
**Make a relief sculpture. Cut cardboard tubing to a variety of lengths. Add colour. Stick to a heavy card background to create a pattern. Do same exercise using small boxes.**

- ✎ Discuss the history of making cloth and of weaving. Talk about looms.  
**Make a small card loom. Weave a colourful striped pattern on it. Use colours to represent a particular season.**



3D patterns – stacking

## Fifth and sixth classes

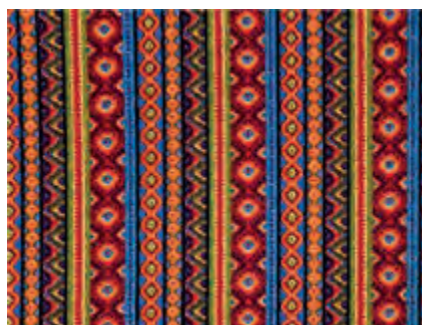
- ✎ Study books that show close up natural images – look at tree rings with a magnifying glass.  
**Make drawings of these growth patterns using a material such as oil pastels – isolate sections of interest for drawing using a viewfinder.**
- ✎ Look at Celtic calligraphy and knot work.  
**Design and draw a Celtic border to use in your own artwork.**
- ✎ Look at the work of some famous artists to discover how colours are used to create pattern – the use of limited palettes. A good example might be Picasso's blue period paintings.  
**Choose a particular colour. Mix with white and black to give you a variety of tones. Paint a picture/pattern using only these tones.**

- ✎ Investigate marbling techniques. Make a selection of marbled papers.  
**Choose a number of your favourites. Cut these into regular shapes and assemble them on a backing paper to create a pattern.**

- ✎ Practice working with coils/slabs. Collect 'incising' tools.  
**Make a coil pot. Decorate the pot with an incised pattern, e.g. choose different pasta shapes to press into the clay to create the pattern. Add colour/seal. Use the same technique to decorate pots made with slabs.**

- ✎ Show samples of relief.  
**Make a relief panel. Create a pattern by sticking heavy card shapes, string, twine, wire, etc. to a heavy card backing. Cover with foil and press down to reveal design. Paint with black ink and allow to dry. Burnish with steel wool.**

- ✎ Discuss traditional crafts in Ireland. Practice simple stitches.  
**Use two pieces of weaving/knitting/ crochet – sew them together to create a bag shape. Plait a handle/strap. Decorate your bag with a pattern of sequins, beads, felt shapes, etc. Use it to carry your mobile phone, etc.**



Woven fabric patterns

**MICHAEL O'REILLY**, has worked with NCCA, PDST, ATCI and INTO on both the design and implementation of the primary arts curricula during his teaching career. He is now retired but continues to work in this field as an artist, author and course designer. If you are interested in having him deliver staff development workshops in your school contact him at [oremichael@gmail.com](mailto:oremichael@gmail.com)

# Turais Scoile

Ceann de na rudaí is taitneamhaí do pháistí, agus a chruthaíonn dea-chuimhní a mhaireann ar feadh na mblianta, ná an turas scoile a dhéantar i ndiaidh na Cásca gach bliain. Seo roinnt féidearthachtaí do thurais trí Ghaeilge.

## Páirc an Chrócaigh



Is fiú turas treoraithe a thabhairt ar Pháirc an Chrócaigh agus Músaem Chumann Lúthchleas Gael chun léargas faoi leith a fháil ar stair, cultúr agus spórt na hÉireann. Tá taispeántais idirghníomhacha agus bailiúcháin ann a thugann deis do na páistí a bheith saite sna móreachtraí a bhaineann le stair na gCluichí Gaelacha ó thús aimsire go dtí an lá atá inniu ann. Is

féidir am a chaitheamh sna seomraí feistis, áit a mbíonn na laochra móra, agus siúl go taobh na páirce trí thollán na n-imreoirí mar a dhéanann na laochra is cáiliúla.

Feicfidh na páistí taispeántais, ina measc Corn Mhic Carthaigh agus Corn Mhic Guidhir a bronnadh sa chéad seo caite. Bainfidh páistí sult as a gcuid scileanna peile agus iománaíochta féin a thástáil i Zón na gCluichí Idirghníomhacha.

(01) 819 2374. [tours@crokepark.ie](mailto:tours@crokepark.ie)



## Páirc Tayto

Eagraíonn Páirc Tayto i gCo na Mí turais scoile as Gaeilge. Is féidir turas treoraithe a thabhairt ar an zú agus ar an taispeántas Dineasár Beo, chomh maith le dul go dtí an limistéar eachtraíochta. Tá doirse a mhonarchan oscailte do thurais scoile ag Mr. Tayto chomh maith agus is féidir a fheiscint conas a dhéantar na brioscáin phrátaí. Feicfidh páistí an turas a dhéanann na prátaí ón gcré go dtí an smailc is ansa leo.

(01) 8351999. [www.taytopark.ie](http://www.taytopark.ie)



## Reilig Ghlas Naíon

Cuireann Músaem Reilige Ghlas Naíon,



áit a bhfuil na milliúin scéalta curtha sa chré le laochra na hÉireann agus na mílte Bleá Cliathach, clár oideachais spreagúil agus tarraingteach ar fáil do ranganna bunscoile. Is féidirfeasacht a fháil ar chultúr agus stair na hÉireann sna turais treoraithe ar uaigheanna na bhfear agus na mban a chruthaigh ár dtír, leithéidí Eamon de Valera, Micheál Ó Coileáin agus Dónal Ó Conaill.

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dhéanamh ar an músaem, áit a bhfuil taispeántais éagsúla chomh maith leis 'An Amlíne', bord idirghníomhach 10 méadar le scéalta agus sonraí mar gheall ar 200 duine mór le rá atá curtha sa reilig. Ní gá ach duine a roghnú agus tugtar gach eolas ar an duine agus an stair a bhaineann leo agus na naisc a bhí acu le daoine eile atá curtha sa reilig freisin.

(01) 882 6550.  
[booking@glasnevintrust.ie](mailto:booking@glasnevintrust.ie)

## Réadlann Chaisleán na Carraige Duibhe



Cuireann Réadlann Chaisleán na Carraige Duibhe i gCorcaigh turais scoile nuálacha ar fáil i bhfoirgneamh a théann siar go dtí 1582. Tugtar na páistí go croílár an Chaisleáin ar thuras a chuireann stair agus scéal tírdhreach Chorcaí os a gcomhair go hidirghníomhach. Faigheann siad eolas ar thrádáil sa chuan, foghlaithe mara agus smuigléirí. Is féidir cuairt idir-réaltrach a thabhairt ar an bPláinéadlann ansin chun eolas faoi

spéir na hoíche a fháil, am a chaitheamh sa túr teileascóip agus dul go dtí an ghunnlann.

Is é Caisleán na Carraige Duibhe an struchtúr is sine atá fós in úsáid i gcathair Chorcaí. D'fheidhmigh an caisleán stairiúil seo mar Chúirt Aimiréalachta, teach solais agus stáisiún comharthaíochta ag cosaint bealach na habhann i gCorcaigh. Cuirtear turais as Gaeilge ar fáil ann gach Aoine.  
[www.bco.ie](http://www.bco.ie) (021) 432-6120



# Reviews

## Mollie takes centre stage

In Anna Carey's first book, *The Making of Mollie*, Mollie was 14 and living in Dublin in 1912; a time where Home Rule was being lobbied for. Things were changing for the women of Ireland. Mollie's sister, Phyllis, was a suffragette.

In this book, part two, Mollie boldly takes centre stage along with her friend, Nora, in terms of fighting for women's rights. She is older and braver!

The book is aimed at the age group 10–14. It is best suited to a sixth class to not only read historical fiction but to help develop political opinions and thoughts;



not only in the way women were treated unequally but also to analyse and debate on the current inequality in Ireland and internationally.

This is an engaging story that raises important equality issues for all. It manages to do so while being entertaining and well-written. Suitable for boys, girls and teachers who like to encourage critical thinking and debating equality issues.

O'Brien Press. ISBN: 9781788490085. Cost €8.99.

Reviewed by ROSALYNN LEWIS, Co Carlow.

## Leathbhádóirí (Shipmates/Companions)

A novel for Irish language learners

Beidh cuimhne, gan amhras, ag muintir na hÉireann ar ghaisce na rámhaithe Oilimpeacha – Gary agus Paul O'Donovan, ó chlub An Sciobairín. Chuir a n-éacht ar an uisce agus a n-iompar sna hagallaimh i ndiaidh na rásaí aoibh an gháire agus bród orainn mar phobal. Sa scéal áirithe seo cuirimid aithne ar chlub bádóireachta eile ón gceantar. Seo Club Rámhaíochta Chuan na Long – lena stair, lena thraidisiún agus lena charachtair speisialta féin. Feictear na deiseanna a ghlac baill áirithe ón gclub sin chun a raibh i ndán dóibh a bhaint amach.

Baineann *Leathbhádóirí* le Marie Whelton (léachtóir in Institiúid Oideachais Marino) leis an gcnuasach leabhar – Foghlaimeoir Fásta – a fhoilsíonn *LeabhairCOMHAR*. Tá foghlaimeoirí fásta ar gach leibhéal ann, ar ndóigh.

Mholfainn an ceann seo don mheánleibhéal maith nó don ardleibhéal. Ní gá duit a bheith i d'foghlaimeoir, áfach, bhainfeadh an gnáthléitheoir sult as.

Úrscéal suimiúil é ó thús deireadh, le plota soiléir agus carachtair

inchreidte, so-aitheanta. Níl ach cúpla príomh-charachtar ann agus is furasta iad a aithint óna chéile. Tagann fás nádúrtha orthu agus déantar léiriú éifeachtach ar an ngaol eatarthu.



Deirbhile Nic Craith, INTO and Prof Anne O'Gara, Marino Institute of Education at the launch of *Leathbhádóirí*

Tá saibhreas teanga sa scéal agus baintear úsáid as teicnící éagsúla chun na carachtair éagsúla a chur os ár gcomhair, rud a chuireann le hinsint an scéil. Tá fad na gcaibidlí oiriúnach don fhoghlaimeoir agus bainfidh sé/sí taitneamh as scéal maith taitneamhach a léamh agus é/í ag cur lena stór teanga. Tugtar tuilleadh cúnaimh don léitheoir mar tá gluais chuimsitheach ar chúl an leabhair chomh maith.

*Leathbhádóirí: Úrscéal don Foghlaimeoir Fásta* le Marie Whelton. Foilsitheoir: *LeabhairCOMHAR*. ISBN: 978-1-9998029-0-5. Costas: €10.

Léirmheas le HEIBHLÍN UÍ SCEACHÁIN, Gael Linn.

## Word Wizard – a useful addition to the classroom

We have been using these series of books from Gill Skills across the school from second class to sixth class with great success and all teachers have given me positive reports on their use in their classrooms. I have implemented them in my sixth class and have found them to be extremely successful.

The *Word Wizard* series of books, by Jane O'Loughlin, a learning support and resource teacher, are a great companion to the literacy programme in our school. Each structured unit is broken into clear skill sections; comprehension strategies, reading and comprehension, phonics, grammar and oral language/writing genre. The books are colourful and easy to follow for the students with interesting topics throughout. When using the *Word Wizard* books, children get to experience a variety of strategies designed to improve their comprehension skills before, during and after reading.

A quick glance at the colour coded contents page enables a teacher to find an activity on whichever area of the English curriculum they are focusing on. The activities are very general, enabling them to be applied to other texts, something that I have done with the class. The series runs from junior infants to sixth class and printable digital resources supporting the books are available online.

Gill Education – gilleducation.ie . Cost: €7.50 – €9.50.

Reviewed by SHANE MCINTYRE, St Laurence O'Toole's CBS.



# Finishing Touches

|| Resources for teachers, noticeboard of upcoming events and the Comhar Linn Crossword ||

## Noticeboard



### Copy date

Copy you wish to have considered for publication in the May/June issue of *InTouch* should arrive in Head Office by 8 May.



### Pedal to the Peak

Pedal to the Peak is a major challenge being undertaken by the parents and staff of Herbertstown NS. A group of seven parents and one teacher aim to travel from the lowest point in Ireland to the highest in under 24 hours. This involves a cycle from the lowest point, the North Slob in Wexford, to Carrauntoohil in Co Kerry. Following this 270km journey, the group, plus over 40 parents and staff, will hike to the top of Ireland.

Pedal to the Peak aims to raise funds to improve the outdoor play areas of the school. A percentage of the funds will be donated to Cliona Foundation and Crumlin Children's Hospital. For info visit [www.herbertstownns.ie/pedaltothepeak/](http://www.herbertstownns.ie/pedaltothepeak/)



### Dóchas conference

Theme: Changing the Narrative: Building Support for Global Development.

Date: 3 May 2018.

Venue: Croke Park Conference Centre.

The conference will consider the challenges and opportunities to engage the public in the fight against global poverty, inequality and injustice. Delegates will hear from expert speakers and participate in workshops to stimulate ideas and learning on how we can tell our story about the importance of global justice and equality. Find out more at: <http://dochas.ie/conference>



### Golf 'N' Tees

Interested in joining a mixed, primary teachers' golf society?

- Catering for teachers and retired teachers.
- 10 outings per annum in the vicinity of Dublin.
- Away trips once a year.
- New members welcome.

Contact Mairead at 086 3311437 or visit [www.golfntees.com](http://www.golfntees.com) for more information.



### Reunions

ST PATRICK'S COLLEGE, DRUMCONDRA – CLASS OF 1968  
50th reunion.

Venue: Club na Múinteoirí

Date: Wednesday 10 October 2018

Email [spdclassof68@gmail.com](mailto:spdclassof68@gmail.com) for further details by 31 May 2018.

Please enclose contact details, including email and phone contact number.

CARYSFORT COLLEGE – 30TH ANNIVERSARY OF CLOSURE

On Saturday 10 November, two events will commemorate Carysfort College and its place in Irish education.

An event will be held in the afternoon in Carysfort and a dinner is planned for the evening in the Talbot Hotel, Stillorgan. If you wish to attend either or both events, please email an expression of interest to [carysfort86@gmail.com](mailto:carysfort86@gmail.com)

For logistical reasons, attendance numbers are needed, particularly for the evening dinner.

Tony Gallagher and Jim Dempsey – Carysfort Class of 1986.



### Reunion – change of date

Coloma College, West Wickham, Kent reunion.

To mark the 40th anniversary of the closure of this college the reunion is now planned for **Saturday, 29 September, 2018**. This reunion will take place in Croydon/West Wickham.

For updates: Facebook page or contact Carmel on 086 2341864 or Maura on 087 9153729.



### Global citizenship and human rights CPD

Book a free CPD staff workshop for 2018 on the theme of Global Citizenship/Human Rights/Global Goals for Sustainable Development.

Limited availability so email [global@into.ie](mailto:global@into.ie) to apply. Latest worldwide developments with great free lesson plans and up-to-date resources for the whole school. Lessons may apply across curriculum or SPHE/SESE. Check out [www.into.ie/ROI/GlobalSolidarity/](http://www.into.ie/ROI/GlobalSolidarity/) for more information.





Two pages with Comhar Linn prizewinners, Crossword, resources for the classroom ... from training courses to helpful hints and useful links

## Winners: Comhar Linn February 2018 Draw

### Car – Toyota Corolla

Peadar Ó Fearghaill, Tallaght, Dublin 24.

### Car – Toyota Yaris

Matthew Swain, Phoenix Park Special School, Phoenix Park, Dublin 8.

### Cash €2,500

Helen Diamond, Sancta Maria CBS, Synge Street, Dublin 8.  
Orla McManus, St Matthews Mixed NS, Ballymahon, Co Longford.

### Cash €1,500

Siobhán Brady, St Michaels NS, Stradone, Co Cavan.  
Ann Callinan, Oranmore, Co Galway.

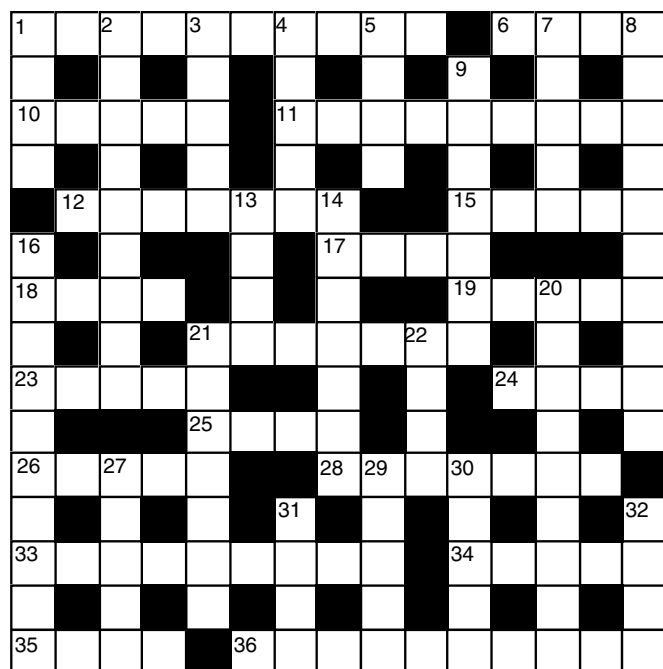


January 2018 car winner –Máire Ni Chonchúir, Dromlough NS, Listowel, Co Kerry.

# Comhar Linn Crossword no 189

A draw for 2 x €100 will be made from all correct entries.

Simply complete the crossword and send it to 'InTouch Crossword', INTO, 35 Parnell Square, Dublin 1, before Friday 25th May, 2018.



NAME:  
ADDRESS:

### ACROSS

1. This musical is not about a cheating woman, it seems. (2,4,4)
6. Get one's offspring to note an aria. (4)
10. Weapon that can make a clean break. (5)
11. One can drum up tiny stamps. (9)
12. One providing food and drink - from the terrace. (7)
15. Percolate around hot creatures. (5)
17. Word comes back about part of the Harlech Overture. (4)
18. This word sums up little children! (4)
19. It adds flavour to part of a locum interview. (5)
21. Part of the leg seen by an alien among some 15 across. (7)
23. Some coffee from Mayo? Tea? (5)
24. Eager to go between the leaders of Austria and Germany. (4)
25. How fragrant it is, in the quiet alcove. (4)
26. Confrontation involving many a whip. (5)
- 28 & 33. It can show what pressure you're under (bar Aerodrome Ten, strangely enough). (7,9)
34. This object is confused by night. (5)
35. Note, beer can give you wind! (4)
36. Identified emotionally by having an item phased out. (10)

### DOWN

1. Near Mayo, the French have found a burrowing creature. (4)
2. As great as Dahl's Mr Fox. (9)
3. Her peaceful name has Ernie confused. (5)
4. Turner's tool? Essentially blather! (5)
5. Jettison part of the memorandum promptly. (4)
7. Poem about a cricket team, found in the compound. (5)
8. Arise and leave (some drive). (3,2,3,2)
9. One possesses a garment that's soft to kneel on. (7)
13. The ancient character can sprint to the East. (4)
14. A copy of the parcel I repackaged. (7)
16. Disorganised mobs caught this infection. (7,3)
20. I'm safe - gin somehow makes things easier to see! (9)
21. In which to measure the depth of soft ham. (7)
22. In France, did they store wine here in the stone age? (4)
27. She frequently has showers. (5)
29. Bellini opera about a manor. (5)
30. A headless unfortunate? That's enough to make you sick! (5)
31. Half the alphabet? How tiny! (4)
32. It put years on one, placing silver before the editor. (4)

**Gordius - In Touch No. 188 March 2018 Solutions** (winners will be announced in the Next InTouch issue)

**Across** 1. Roe 3. Pulchritude 8. Locust 9. Needling 10. Elver 11. Slump 13. Trump 15. Avebury 16. Donegal 20. Tease 21. Opera buffa 24. Mary Jane 25. Napoli 26. Conjunction 27. Act

**Down** 1. Rallentando 2. Excavate 3. Poser 4. Centaur 5. Indus 6. Unique 7. Egg 12. Proletariat 13. Tarot 14. Poole 17. Go off on a tangent 19. Neuron 22. Anjou 23. Brain 24. Mac

**Winners of Crossword No. 187:** Darren Daly, Lusk, Co. Dublin and Margaret Daly, Skerries, Co. Dublin

Each month Children's Books Ireland will recommend a book of the month for primary pupils

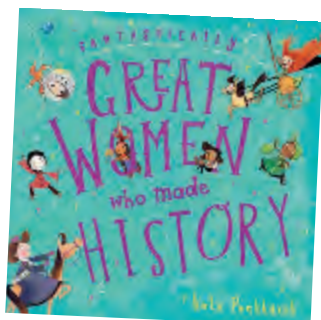


## CBI recommended read – April

# Fantastically Great Women Who Made History

Written and illustrated by Kate Pankhurst  
Bloomsbury, February 2018, STG£6.99. ISBN 9781408878903

Kate Pankhurst's follow up to the phenomenal *Fantastically Great Women Who Changed the World* continues to celebrate remarkable women throughout history who blazed a trail not only as leaders, but as revolutionaries. From a pirate queen to a super spy, a female pharaoh of Egypt to a woman who was simply out of this world, this book is crammed with many familiar and some less familiar names, from 3,500 years of history. Suitable for age 6+ and a must-read in any child's nonfiction library.



CBI is the national children's books organisation of Ireland.  
For further information and more reviews,  
visit [www.childrensbooksireland.ie](http://www.childrensbooksireland.ie)

## Explorers Education Programme

The Explorers Education Programme provides fun lesson plans, resources and activities for primary schools to inspire interest and knowledge in our ocean, marine environment, species and seashores. It is supported by the Marine Institute and is funded under the Marine Research Programme.



Find out more at [www.marine.ie/Home/site-area/areas-activity/education-outreach/explore-rs-education-programme?language=en](http://www.marine.ie/Home/site-area/areas-activity/education-outreach/explore-rs-education-programme?language=en)



portal for irish education  
lárshuíomh oideachais na hÉireann



Star Site



Top 10

The most viewed SESE Geography and Maths resources for March

**1 MULTIPLICATION FOLDER**  
[www.scoilnet.ie/uploads/resources/25098/24822.pdf](http://www.scoilnet.ie/uploads/resources/25098/24822.pdf)  
A pdf with links to 12 Scoilnet multiplication resources.

**2 ROCKS AND SOILS**  
[bbc.co.uk/schools/sciencedips/ages/7\\_8/rocks\\_soils\\_fs.shtml](http://bbc.co.uk/schools/sciencedips/ages/7_8/rocks_soils_fs.shtml)  
Compare and contrast different types of rocks.

**3 USING SCOILNET MAPS TO MAKE A MATHS TRAIL**  
[scoilnet.ie/uploads/resources/10801/10467.pdf](http://scoilnet.ie/uploads/resources/10801/10467.pdf)  
Lesson plan with associated worksheets.

**4 MATHS IS FUN – FRACTIONS**  
[mathsisfun.com/fractions-menu.html](http://mathsisfun.com/fractions-menu.html)  
Introduces fractions in an easy-to-follow way.

**5 MINEROLOGY 4 KIDS**  
[www.minerology4kids.org](http://www.minerology4kids.org)  
Looks at minerals and their properties.

**6 FRACTIONS EXPLAINED**  
[kidsolr.com/math/fractions.html](http://kidsolr.com/math/fractions.html)  
Deals with fractions from explaining a basic fraction to multiplying and dividing fractions and mixed numbers.

**7 WORLD WATER DAY**  
[scoilnet.ie/index.php?id=987](http://scoilnet.ie/index.php?id=987)  
Covers water conservation, the sea and the seaside, water energy, the water cycle, rivers and lakes.

**8 RIVERS**  
[bbc.co.uk/schools/riversandcoasts/rivers/whatis\\_river/index.shtml](http://bbc.co.uk/schools/riversandcoasts/rivers/whatis_river/index.shtml)  
Describes the water cycle, how a river flows, where the river meets the coast.

**9 LOCATIONS IN AUSTRALIA**  
[pleasetakemeto.com/australia/videos](http://pleasetakemeto.com/australia/videos)  
Over 60 high-quality videos showing cities, mountains, coastal areas and deserts in Australia.

**10 10 MATH MONEY GAMES**  
[edtech.ie/details.asp?id=16032&ptid=20041,20124](http://edtech.ie/details.asp?id=16032&ptid=20041,20124)  
Games relating to Euros.

**STAR OF THE SEA BNS, SANDYMOUNT, DUBLIN 4**  
[starofthesea.ie](http://starofthesea.ie)  
Very sleek website with attractive photo slider and colour-coded tabs.

**ONES TO WATCH**



**CLASSROOM SCREEN**  
[classroomscreen.com](http://classroomscreen.com)  
Choose from various online board displays to engage your students in classroom groupwork activities.

**COGG – TAISE TUISCEANA**  
[cogg.ie/taisce-tuisceana](http://cogg.ie/taisce-tuisceana)  
Is áis léamhthuisceana é Taisce Tuisceana le réimse d'ábhair spreagúla idir fhicsean agus neamhfhicsean, chomh maith le cineálacha éagsúla téacsanna amhail dánta, scéalta, finscéalta, r-phoist, dialanna agus tuairiscí.

**DIGITAL STORYTELLING**  
[sites.google.com/prod/view/digtechstories](http://sites.google.com/prod/view/digtechstories)  
A list of filmmaking, animation-making, digital imagery and sound apps and websites.