

# intouch



Issue No 186

April 2019

ISSN 1393-4813 (Print)

ISSN 2009-6887 (Online)

## Joe's year as INTO President

**Supporting our  
school secretaries**

**Snapshots  
from Special  
Education  
Conference**

# Keeping InTouch

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

## Looking forward



### General Secretary Designate's Comment

This year our annual Congress will be taking place in Galway, from 22 to 24 April. Further information on this year's event is contained within the magazine.

Along with the rest of the nation, and quite a few international spectators, INTO is following the ongoing Brexit talks between the EU and the UK. As you will know, recently, INTO President Joe Killeen and Northern Ireland Chairperson Paddy McAllister led a delegation to Brussels to raise the concerns raised by our members who cross the border to take up critical roles in schools in both jurisdictions. As things become clearer, INTO will provide further guidance to such members.

Our recent special education conference was a triumph. This year's consultative conference explored 'Inclusion – a continuum of support'. Dr Finn O Murchú reminded us that "the power of being a teacher is incredible".

I was honoured to attend the recent 2019 International Summit on the Teaching Profession, which brought together ministers and teacher union leaders from countries and regions with high-performing or rapidly-improving school systems. During our session with the Minister, INTO secured an acknowledgement from Minister McHugh that pay equality for new entrants is a top priority for the Irish

government and agreed to seek a resolution in the context of the Public Services Agreement. As our annual Congress approaches, we want to be in a position to put a proposed resolution to our members at the earliest opportunity.

A commitment to invest in our school leaders was also secured at this international summit, which will include the teacher unions and other stakeholders working together to sustain and reduce the burdens facing our school leaders.

I was proud to deliver my first speech as General Secretary Designate in Belfast at this year's Northern Conference. The conference was a credit to all those involved in organising this vibrant event.

Finally, I'm proud of our work with our friends in FORSA in supporting their school secretaries' campaign. School secretaries play pivotal roles in our school communities and deserve the dignity of a living wage. A feature on the campaign is included in the following pages.

*John Boyle* - INTO General Secretary Designate

**General Secretary Designate:** John Boyle

**Editor:** David Geary

**Assistant Editor:** Síne Friel

**Editorial Assistants:** Karen Francis, Yvonne Kenny, Aida González

**Advertising:** Mary Bird Smyth, Karen Francis, Aida González

**Design:** David Cooke

**Photography:** Moya Nolan, Shutterstock

**Correspondence to:** The Editor, *InTouch*, INTO Head Office, Vere Foster House, 35 Parnell Square, Dublin 1

**Tel:** 01 804 7700 / **LoCall:** 1850 708 708

**Email:** editor@into.ie

**Website:** www.into.ie/m.into.ie

If you no longer wish to receive *InTouch*

please contact editor@into.ie.

*InTouch* is published by the Irish National Teachers' Organisation and distributed to members and educational institutions.

*InTouch* is the most widely circulated education magazine in Ireland. Articles published in *InTouch* are also available on our website www.into.ie

The views expressed in this journal are those of the individual authors and are not necessarily endorsed by the INTO.

While every care has been taken to ensure that the information contained in this publication is up to date and correct, no responsibility will be taken by the Irish National Teachers' Organisation for any error which might occur.

Except where the Irish National Teachers' Organisation has formally negotiated agreements as part of its services to members, inclusion of an advertisement does not imply any form of recommendation. While every effort is made to ensure the reliability of advertisers, the INTO cannot accept liability for the quality of goods and services offered.



# intouch

## CONTENTS



10

### KEEPING INTOUCH

- 3 Editorial**  
*Looking forward*
- 7 Stay connected**
- 10 Things you should know**

### INTO NEWS

- 9 John Boyle starts in INTO Head Office**
- 2019 International Summit on the Teaching Profession**
- 10 Countdown to Congress 2019**
  - INTO Conference App
  - Congress delegates' social night
  - Shuttle bus information
- 13 Clustering for teaching principals' release days**
  - INTO Political Fund
- 14 Meet the President**  
*InTouch sits down with Joe Killeen*
- 16 INTO Special Education Conference**
  - Snapshots from the event
- 19 Northern Conference**
  - Lobbying news
- 20 INTO Learning**
  - INTO Summer Programme 2019

- New branch officer training**
- 21 #NoMorePlasticPaddy**  
*Entries from schools for the campaign*
- 22 Benefits**  
*Discover benefits available to members with their Membership Plus card*
- 23 International Women's Day**
  - ICTU Women's Seminar
  - Member survey on reproductive health related matters

### INTO ADVICE

- 25 Managing a PR crisis in your school**  
*Communications advice for members*



### 26 Money matters

*Your guide to PAYE Modernisation*

### 27 InFocus

*Education, Research and Learning section*

### 29 Global Solidarity

- Education in Palestine
- Sad passing of Rong Panha

### NEWSDESK

#### 31 Teaching Council revetting

*CórFhéile Na Scoileanna*

#### 33 Retirements

*Retirement functions around the branches*

#### 34 School secretaries campaign

*INTO supports school colleagues*

*Case studies*

#### 37 Asthma Society of Ireland

*Council of Irish Chiefs and Clans prize in History*

*University of Limerick study on PE*

#### 39 Young Engineers Awards

*Cobh primary school students awarded top Engineering honour*

*PhD Stipend from Irish Manufacturing Research*

### LIFE

#### 41 Travel

*Aisling Hester shows us the jewel of the Alps, Innsbruck*

#### 43 Recipes

*A flavour boost in your day*

#### 44 Cumann na mBunscol

16



25



## FINISHING TOUCHES

### 61 Noticeboard

Upcoming events

### Comhar Linn

- March prize winners
- Comhar Linn Crossword

### 63 Scoilnet Panel

26

Win a fabulous hotel break in Hayfield Manor or Great Southern Killarney Page 60



45

## TEACHING MATTERS

### 45 Exploring the Scientific Process

Introducing the new resource JellyLab Online

### 46 Motivating children as readers and writers

Some ideas for your classroom

### 49 The Schools' Forum

Reviewing and redeveloping the primary curriculum

### 51 Bunratty Castle

Discover its long and interesting history

### 52 ILLEY – Inspiring Language Learning in the Early Years

A new website from the European Centre for Modern Languages (ECML)

### 55 Life and work of Ernest Kavanagh

Michelle O'Connor shares a glimpse of this 'Artist of the Revolution'

### 56 Dinosaurs in the classroom

Dale Treadwell share ideas for your Aistear play areas

### 57 Something Fishy Project

All-Ireland winners Letterkenny ETNS

### 58 Irish resources

Gaeilge reading ideas

### 59 Reviews

52



37

56





# Stay informed



## Social media

Follow the INTO on Facebook and Twitter for all the latest news and updates.

Facebook: [facebook.com/intonews](https://facebook.com/intonews)  
Twitter: @intonews

## E-Newsletter

INTO's weekly e-newsletter with important union news and education updates for members. Subscribe to the INTO e-newsletter at [into.newsweaver.ie](https://into.newsweaver.ie)

# Subsearch

INTO SubSearch is designed to help teachers find substitute work and to help principals find substitutes.

Schools and substitutes register on [subsearch.into.ie](https://subsearch.into.ie) – substitutes can register their availability on the site while principals can search for registered substitutes in their area by date or location.

Video tutorials and FAQs on how to use SubSearch are available on the website. Subsearch mobile is now available for your smartphone.



# 10 things you should know

- 1 Countdown to Congress 2019. Page 10
- 2 Meet the President. Pages 14 and 15
- 3 Principal release days. Page 13
- 4 PAYE Modernisation. Page 26

- 5 Fórsa campaign. Pages 34 and 35
- 6 INTO Special Ed Conference. Pages 16 to 18.
- 7 Managing a PR crisis in your school. Page 20

- 8 Motivating children as readers and writers. Pages 46 and 47
- 9 Inspiring language learning in the early years. Pages 52 and 53
- 10 Bunratty Castle. Page 51

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

## John Boyle starts in INTO Head Office



Incoming General Secretary, John Boyle, has taken up office in Vere Foster House.

John was elected to succeed Sheila Nunan as General Secretary in late 2018, assuming the role of INTO General Secretary Designate. He will formally take over from outgoing Secretary General Sheila Nunan later in the year. John stepped down from his position as principal of St Colmcille's JNS in Knocklyon, following an 18 year career in the school, as he prepares to assume the running of the Irish National Teachers' Organisation.

Commenting on his first full day in office, John Boyle, said "As I say farewell to my school

colleagues and pupils, I am looking forward to my new role as General Secretary of the INTO. I will be relying on Sheila's counsel over the coming months as I prepare to take on this important role at a critical moment for our members. I will bring a clear vision for INTO over the coming decade, we will be bold and ambitious in demanding the level of investment our education system, both here in the Republic and Northern Ireland, needs. We will remove inequalities that currently exist and give every teacher and pupil the room to bloom."

## INTO secures key commitment from minister at summit

INTO's General Secretary Designate, John Boyle, formed part of an Irish delegation to the 2019 International Summit on the Teaching Profession, in Helsinki, Finland. The summit brings together ministers and teacher union leaders from countries and regions with high-performing or rapidly-improving school systems.

At the summit, each national delegation met to discuss their policy priorities for 2019 with a view to publicising their top priorities at the closing session. INTO General Secretary Designate John Boyle directly raised both the need to end pay inequality and the need to provide additional supports for school leaders with Minister McHugh. Both of these critical issues were agreed for inclusion and now become two of the top education priorities for the Irish government.

The priorities adopted by the Irish Government at the International Summit on the Teaching Profession include:

- Stakeholder engagement in planning implementation and pacing of reforms: Use the recently established Primary Education Forum and other appropriate fora at primary and second level to ensure that stakeholders are involved in giving careful consideration to the implementation of education reforms, including pacing, resources,



student and teacher well-being, and the professional capacity building and leadership required

- Early Years education: Implement, in collaboration with the Department of Children and Youth Affairs and other stakeholders, the relevant education-focussed actions from First 5, A Whole of Government Strategy for Babies, Young Children and their Families including actions on workforce development, curricular development (including work on Early Years to Primary transitions), and quality assurance
- Teacher professionalism and leadership: Continue to invest in high

quality school leaders and a well-qualified teaching profession as key contributors to the Irish education system; this will include working with teacher unions, the Teaching Council, providers of initial and continuing professional development (CPD), the Centre for School Leadership and other stakeholders to sustain and improve the supply of teachers and school leaders; to continue to advance improvements in the middle management of schools; and to implement the recommendations of the Minister's Teacher Supply Group

- New entrant teachers' pay: Continue ongoing engagement and constructive dialogue between teacher unions and government on post-2010 entrant teacher pay and seek to work towards a resolution within the context of the Public Services Agreement.

Speaking from the summit, General Secretary Designate John Boyle said, "Today, Minister McHugh acknowledged that pay equality for new entrants is a top priority for the Irish government and has agreed to seek a resolution in the context of the Public Services Agreement. As our annual Congress approaches, we want to be in a position to put a proposed resolution to our members at the earliest opportunity."

# Countdown to Congress 2019

The 151st Annual Congress of the INTO will take place in the Galmont Hotel, Galway, from 22 to 24 April 2019. More than 800 delegates from branches and districts throughout the country will attend for three days to discuss and debate issues of concern to INTO members.

A live webcast of Congress public sessions will be available on the INTO website. Full details, including the programme for Congress will also be available on the website. Follow Congress on twitter using the hashtag #INTOCongress19.

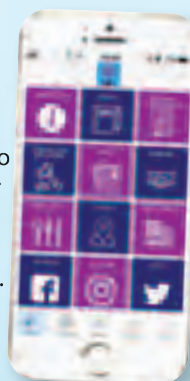
## INTO Conference App

A conference app is available for delegates attending Congress. Download onto your phone or tablet from the iTunes or Google Play stores. Search for 'INTO Conference' or select the link on the Annual Congress 2019 page of the INTO website.

Once downloaded, you will be able to view information including Congress agenda, public motions, speeches, press

releases, etc. You will also be able to navigate your way to Congress by using the location and map sections of the app.

The app is free to download. If you have already downloaded it for previous conferences just tap the 'update' button.



## Congress delegates' social night – Tuesday, 22 April

Join us on Tuesday night in the Veranda Lounge at the Galmont Hotel to dance the night away with the amazing band 'The Conquerors' from 10pm finger food will be served and all are welcome!

## Congress transport and parking

The INTO will be providing a shuttle bus service to and from Congress.

### Senior camp shuttle bus

A shuttle bus will operate from the Galmont Hotel to the senior camp in Scoil Iognáid. The bus will also bring the children back from Scoil Iognáid to the Galmont Hotel each day. Children will be accompanied and supervised by a member of the senior camp staff.

Children are welcome to board the bus with their parents/guardians from all of the listed hotels.

### Car parking

There is no car parking available in the Galmont Hotel throughout Congress. There are several car parks located around Galway City and can be found here <https://bit.ly/2Oh4fpA>.

### Public transport

Please avail of public transport.

The bus and train stations are located within 300 metres of the hotel. For more

information, log onto [www.irishrail.ie](http://www.irishrail.ie), [www.gobus.ie](http://www.gobus.ie) and [www.citylink.ie](http://www.citylink.ie).

Route A	22 April	23 April	24 April
Clybaun Hotel	1.10pm	8.15am	8.15am
Ardilaun Hotel	1.20pm	8.25am	8.25am
Salthill/Galway Bay Hotels	1.30pm	8.35am	8.35am
Nile Lodge bus stop	1.40pm	8.40am	8.40am
Return from the Galmont	8.15pm	4.45pm	2.30pm

Route B	22 April	23 April	24 April
Clayton Hotel	1.10pm	8.15am	8.15am
Flannerys Hotel	1.20pm	8.25am	8.25am
Connaught Hotel	1.30pm	8.35am	8.35am
Huntsman/G Hotels	1.40pm	8.40am	8.40am
Return from the Galmont	8.15pm	4.45pm	2.30pm

Senior camp	22 April	23 April	24 April
Depart the Galmont Hotel	2.20pm	9.15am	9.15am
Arrive at the Galmont Hotel	8pm	4.30pm	2.15pm



# Clustering for teaching principals' release (Leadership and Management) days

A pilot scheme for clustering principals' release days ran very successfully in a number of areas from 2005. Principals in participating schools including those in the various base schools have advocated strongly for the scheme.

The principle of the scheme was to enable schools with teaching principals to pool their release days to form a full-time fixed term post in a base school serving the cluster. In 2016, INTO succeeded in a claim at the Teachers' Conciliation Council (TCC) to secure the payment of travelling expenses for these teachers.

At Congress 2018, Minister Bruton announced that provision would be made for up to 50 fixed term posts to serve clusters of schools. *Circular 0020/19* announced a small increase in the number of administrative release days.

## Release time for teaching principals in primary schools

Size of School *	Number of days release time
Principal + 5 / 8	30
Principal + 3 / 4	24
Principal + 0 / 1 / 2	16
Schools with Special Classes (regardless of size of school or number of special classes)	Additional 4 days

\* Under the terms of this circular, size of school refers to teaching principals, mainstream class posts, including developing school posts and mainstream class appeal posts and excludes ex-quota posts e.g. special education teaching posts, special class posts, HSCL, etc.

It also confirmed that schools could combine their allocations of release time to form fixed-term posts to cover release days.

Schools who have participated in the scheme have identified the following

benefits:

- ✎ All schools in the cluster are guaranteed a fully-qualified substitute teacher for their leadership and management release days.
- ✎ The principals involved, their classes and teaching colleagues are guaranteed continuity, as the same teacher covers the release days throughout the whole year.
- ✎ The teacher covering the release days receives a fixed-term contract, which if renewed twice, would lead to a CID in the base school.
- ✎ The teacher serving the cluster receives travelling expenses for journeys to/from the base school.
- ✎ The creation of a cluster can retain a teacher in the base school, if the school was due to lose a post.
- ✎ While principals will need to choose their release days well in advance, there is usually flexibility to change the day should that be absolutely necessary. In the pilot scheme to date, principals have experienced that level of flexibility.
- ✎ Where a cluster is made up of more than 183 days release time, the additional days are filled through casual substitution. This gives additional flexibility where two principals may require release on the same day.
- ✎ The principal of the base school may allocate the position to an experienced teacher from that school.
- ✎ Should the fixed-term teacher be absent due to illness, etc., the base school may employ a substitute, who would then cover the release days.
- ✎ The only administration attaching to the cluster relates to the initial filling of the post and the employment of substitutes should the teacher be on approved substitutable leave. Other than that the principals participating in

the cluster agree a timetable for the teacher and any changes (e.g. swapping days) can be agreed locally.

## Forming a cluster

Where a school or schools wish to form a cluster, they should make contact with schools with teaching principals in the locality to ascertain their interest.

Generally, seven or eight schools will form a cluster, which must have a minimum of 175 days. Where the cluster has less than 183 days, the balance can be used, usually in the base school, to cover casual substitution. Where the cluster has more than 183 days, schools can use normal casual substitution to cover the excess days. The closing date for receipt of applications, on the form included in *Circular 0020/19*, is 30 June 2019.

## A principal's experience – release cluster: mid Clare area

Our cluster of 11 schools has been in operation for the past 13 years. It was one of the original pilot schemes in this area. All principals involved meet twice yearly and agree the dates for our release days. This means we can plan our work around these dates, but if there is any unexpected issue that occurs at short notice, we swap with another principal – we are very flexible. In addition, as the number of combined release days is more than 183 days, we each keep a small number of 'discretionary' days – very useful for last minute emergencies/issues. Knowing that we have the same teacher for our release days is fantastic. No ringing around in desperation for a sub is invaluable! Following the announcement of the extension of the Release Day Cluster Scheme, two extra clusters were created in Clare, based on our model and both are working wonderfully.

## Standing for election? INTO's Political Fund can help you

INTO has a Political Fund from which grants may be paid towards the expenses incurred by members who are candidates in elections. This notice is published since there are elections scheduled for May of this year.

INTO Rules provide that an application from a member for a grant must be made by that member in writing prior to the election. The amount and payment of any grant from the fund is at the discretion of the CEC.

It has been the practice of INTO to support, from this fund,

members who are running for office and to do so regardless of party affiliation in order to recognise participation in the democratic electoral process. Any grants are also subject to legislation regarding political donations and are subject to full disclosure to the Standards in Public Office Commission.

Applications, which will be presented to the CEC for consideration, should be made to the General Treasurer's Office, INTO, Vere Foster House, 35, Parnell Square, Dublin 1, or by email to [nward@into.ie](mailto:nward@into.ie).



# InTouch sits down with

As his presidential year comes to a close, InTouch sits down with INTO President, Joe Killeen, to find out more about him and his year in office.

Joe Killeen's calm demeanour and laidback tone belie the busy reality of his life. In his year as INTO president, he has travelled the length and breadth of the country, north and south, represented the INTO in Luxembourg and Brussels, and somehow still managed to keep a farm running back at home (with the help of some very supportive neighbours). He takes it all in his stride and credits "a good sense of humour" with helping him through challenging times.

"Born, bred and buttered in Corofin" on the edge of the Burren in Co Clare, Joe, the second of six children, followed his big sister, Marie, to Corofin National School. There must have been INTO water running through the pipes of Corofin NS – Jackie Brosnahan, former president and former general secretary of the INTO, and Declan Kelleher, another former president of the INTO, both attended the same school.

Joe knew from an early age he wanted to be a teacher. Even in primary school, he was often called on to help with the younger classes and discovered he had a knack for keeping them engaged. But, despite being clear on his career plan, farming was never far from Joe's mind. From the age of fourteen, instead of having a lie-in on a Saturday morning, Joe was out driving a tractor and helping his father on the family farm.

While at secondary school in St. Flannan's in Ennis he got the "call from above" and headed off to Mary Immaculate College to study primary teaching. He was one of only 25 males, among 200 females, in his class. "It was hard to fly under the radar," he recalls with a laugh.

Joe has very happy memories of his time in Mary I. "It was the first year of the B.Ed and it had changed from a two-year to a three-year course. There was a lot of philosophy and psychology of education. There was a lot on the theory of education. The new curriculum was being introduced at the time so a lot of it was very revolutionary, very new, very interesting and very exciting."

"The teaching practice was intensive but I really enjoyed it," says Joe. But his very first teaching practice almost caused him to question his calling: "I had second class," he recalls. "They were only up to my knees! It took me a while to figure them

out. I was wondering if this job was for me at all." He had fifth and sixth class on a later teaching practice and it restored his determination to become a teacher.

He recalls a funny incident from one of his teaching practices, "I was out at a school in Limerick, and we had to use the 'deilbhín' (cut-out figures used for teaching Gaeilge) The inspector arrived out and I had to put the deilbhín on the nylon board. There was sandpaper on the back of them and, as I was talking, they started to slide down off the board onto the floor. No matter what I did I couldn't keep them up in place! The children started to laugh their sides off at the whole thing. I laughed myself at it but the

inspector didn't share our sense of humour and took a very dim view of it!"

Joe's passion for small schools was ignited in his first teaching post after qualifying, in a two-teacher school in Kiltristan, outside Strokestown in Co Roscommon. While there, he played rugby and basketball and became involved in the INTO. "My principal asked me to go to my first INTO event." He found the union to be a supportive network, "There was always someone to give a gem of advice to a rookie teacher" and a great means of building a social network in a new place. "My salary in the 80s couldn't match my social life!"

While living in Strokestown Joe met his





# President Joe Killeen



Joe's year has been full of high points. One of the highlights was the opportunity to meet President of Ireland, Michael D Higgins, "who is also originally from Clare and lived in Galway", as part of the INTO 150 celebrations.

Joe travelled to Luxembourg for the result of the INTO-supported case on pay equality before European Court of Justice and, although he was disappointed with



wife Marian, who was staying in the same digs as him. The couple married in 1982 and wanted to move closer to home. Joe got a job in a three-teacher school in Lough Cutra in Galway and became principal of the school in 1987. The school has since grown and opened a class for pupils with Autism about five years ago.

Many of the pupils in Joe's school share his passion for farming. He often finds himself bargaining with former pupils when he's selling his pedigree Limousin or Hereford cattle. "When I'm doing deals with former pupils, I realise I taught them well" Joe jokes.

Joe carried his interest in INTO to Galway with him. "I became secretary of the Gort branch at my first meeting. I wanted to share the support that I had received with other teachers." And, in 2008, at the end of the Celtic Tiger era, Joe joined the Central Executive

Committee (CEC).

In his role as CEC rep, Joe lobbied hard for small schools and to improve the pupil teacher ratio, which had increased for small schools in 2010/11. "Larger classes put increased pressure on principals and, in some cases, caused rivalry between schools. The pressure on teaching principals is still there, we've had some success in reducing the pupil teacher ratio, but I'm determined to get them down further."

The year has been busy. Joe met with politicians from around the country as part of INTO's lobbying day, launched the INTO/An Post handwriting competition and marched under the INTO banner in Dublin's Pride parade. He's proud to be bringing INTO Congress back to Galway this year, where he will hand over the presidential chains to incoming president, Feargal Brougham.

the case's outcome, he remains committed to ensuring pay equality is delivered. "We've made significant progress, but it's time to finally see this through."

He is grateful for the opportunity he has had to work closely with colleagues in Northern Ireland and to raise the Brexit concerns of colleagues in both Northern Ireland and in border counties with Members of the European Parliament in Brussels.

So what's next for Joe? Following his busy year, he's looking forward to getting back to spend more time on the farm and to getting back to his hobby of windsurfing. He's always had an interest in politics and hopes to get involved at a local level to try to effect further change.

"Bhain mé sult agus taitneamh as mo bhliain. Mo mhíle buíochas do gach uile dhuine a chuidigh liom."



# INTO Special Education Conference

## *Inclusion - a continuum of support*



The biennial INTO Special Education Conference was held in the Clayton Silver Springs Hotel on Saturday, 9 March.

Attended by more than 300 delegates, this was a full-day conference comprising discussion groups, workshops and keynote presentations, on the theme of Inclusion: a continuum of support.

### Opening

The conference was opened by INTO President, Joe Killeen, who welcomed all the delegates and noted how much the area of special education in Ireland had changed in the last 20 years. In 1994, there was a total of seven resource teachers in the primary system, in 2019, there are now over 9,000 INTO members working in the area of special education.

Dr Deirbhile Nic Craith, INTO Director of Education and Research, gave an presentation on the current developments in special education, referring to special schools and classes and the new allocation model and supports. Deirbhile emphasised that the INTO's position was one that supported the policy of inclusion, where it is in the best interest of the child and where the necessary resources are provided. Teachers' expertise lies in identifying and responding to children's learning needs, but children have other needs, and can struggle to learn if speech and language therapy, occupational therapy, behaviour therapy or counselling needs are not met. Caroline McCarthy, INTO Northern Committee, gave a comprehensive overview of the developments in special education in Northern Ireland, calling for a responsive pedagogy as she stated, 'teachers are changing, children are changing, but is policy keeping up?'

### Keynote speakers

The first keynote speaker was Dr Finn Ó Murchú, Head of School in the Thurles Campus of Mary Immaculate College, who gave a presentation on 'Inclusion – a continuum of support ... and a continuum of endless possibilities'. He underlined the centrality of the teacher and discussed the critical attributes of a teacher. Finn challenged delegates to consider how inclusive learning in our schools and classrooms can really be achieved. He also

considered the challenges of leading inclusive learning and suggested strengthening areas such as primary to post-primary transitions, effective team teaching, teaching and learning roles for middle leadership and recalibration of access to professional learning.

The second keynote speaker was Katherine O'Leary, a special education teacher, farmer, columnist with the Irish Farmer's Journal and advocate for the rights, independence, dignity and equality of people with disabilities. She addressed the conference from the perspective of a parent of children with disabilities, and reminded delegates of

*"In 1994, there was a total of seven resource teachers in the primary system, in 2019, there are now over 9,000 INTO members working in the area of special education"* Joe Killeen

Gordon Porter's definition of inclusive education as being 'education where students with special needs are educated in local schools in age-appropriate regular classroom settings with non-disabled peers, with the necessary supports to enable them to participate with their peers while also meeting their individual needs'. Katherine underlined the importance of the partnership between the teacher and the family and the importance of recognising and celebrating achievement. She concluded that while progress in the area of special education had been substantial, it was vital to track and plan for development in special education in the future.

### Workshops

All delegates were invited to attend two workshops out of a possible six.

The handouts and presentations from the workshops will be on the conference page of the INTO website, and it will be worth viewing the keynote presentations which are also available to view from the webcast on: <https://bit.ly/2TDXSCQ>.





## Workshops

All delegates got the opportunity to sign up for two workshops during the conference. These included:

**Effective Teaching Strategies for Students with ASD** – Margaret Egan & Christina O'Keeffe

**Maths Recovery: Overview and Application** – Dan O'Sullivan & Ciara Fahy

**Student Support Planning within the continuum of support model** – Geraldine O'Loughlin

**Co-Teaching and SEN: Developing Whole-School Professional relationships and learning** – Ciara Uí Chonduibh

**Top Tips to support teachers working with pupils who have a SEN and speech and language needs** – Geraldine Moran

**A Best Practice and Ethical Based approach to restrictive practices in special schools** – Mark Quinn

Left: Members of the Special Education Conference Working Group





## INTO Special Education Conference (continued)

Snapshots from the Special Education Conference that took place in Cork on Saturday 9 March.





# Northern conference

The Northern Conference took place in Belfast from 1 – 2 March 2019.

For more pictures see <https://bit.ly/2FzfTtg>



## Budget 2020 lobby preparations begin

The INTO has put in place the initial steps towards lobbying on education issues for Budget 2020 (Budget scheduled for October 2019).

As in previous years, INTO will lobby on

education issues at local (constituency) and national levels. A national lobby day is planned for June.

In advance, INTO will conduct a series of lobby training sessions with key activists

around the country in the month of May. With key priorities including class size and the need to support school leaders, it is vital that INTO lobbying be effective and widespread in the run up to Budget 2020.



# INTO Summer Programme 2019

## Online Courses

- ▶ Learning Through Play
- ▶ Problem Solving: A Process, not a Product!
- ▶ Moving From Mainstream to LS/RT
- ▶ Leadership and Well-being **NEW!**
- ▶ Our Environment, Our Lives! **NEW!**
- ▶ Literacy Through the Arts **NEW!**
- ▶ ICT in SESE and STEM
- ▶ Global Citizenship Schools: Justice, Sustainability, Equality and Human Rights

*Courses run from Monday, 1 July to Monday, 29 July*

*Course cost: €100*

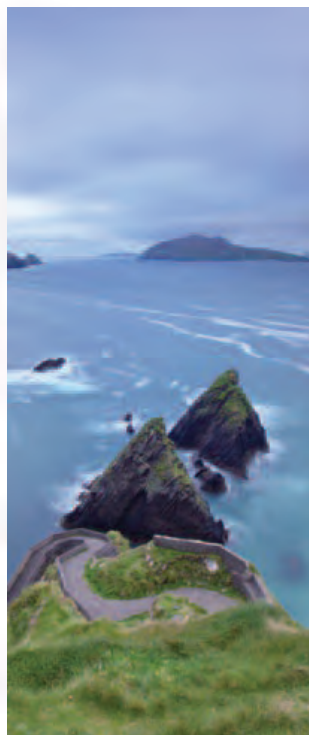
*Full details and registration at: [www.intolearning.ie](http://www.intolearning.ie) from Wednesday, 21 April*

## Face-to-face Course

- ▶ An Ghaeilge: Cumarsáid, Comhlúadar agus Craic

*Application forms will be sent to you or apply online at [www.intolearning.ie](http://www.intolearning.ie)*

## Scoil Samhraidh An Ghaeilge: *Cumarsáid, Comhlúadar & Craic 2019*



Tá an scoil samhraidh seo ar súil i Scoil An Fheirtéaraigh agus san Ionad an Bhlascaoid Mhóir, Dún Chaoin, Trá Lí, Co Chiarraí an 1–5 Iúil. Tá sé dírithe ar mhúinteoirí nach bhfuil an teanga ar a dtóil acu, chomh maith leo siúd go bhfuil sí go líofa acu. Beidh ceardlanna idir ghníomhacha ar ábhair éagsúla ar siúl: ceardlanna drámaíochta, amhránaíochta agus filíochta. Beidh roinnt den chúrsa dírithe ar mhodhanna muineadh na gaeilge chomh maith le cur le líofacht an mhúinteora féin. Beidh siúlóidí agus turas ar an oileán.

Tá eolas le fáil ó [nualauighearailt@gmail.com](mailto:nualauighearailt@gmail.com) nó [seanocathain6@gmail.com](mailto:seanocathain6@gmail.com)



## New Branch Officer Training

If you were elected an INTO branch officer (chairperson, secretary or organiser) at your January AGM you will take up your new role after INTO Congress. To support you in your role INTO Learning have organised a training session for you in the Radisson Hotel in Athlone on Wednesday, 29

and Thursday, 30 May. New branch secretaries will attend from 11am on Wednesday for IT and finance training while all other new branch officers will attend from 7pm on Wednesday. All new branch officers will attend on Thursday. INTO Learning will cover the cost of a substitute teacher for the

day/s they will be attending. However, we ask that you arrange this cover ahead of time. INTO Learning will be in contact with all new branch officers immediately after Congress. If you are a new branch officer and we do not make contact with you, please email [tut@into.ie](mailto:tut@into.ie).



# #NoMorePlasticPaddy

**In the March InTouch, Global Citizenship Schools asked schools to share the work they were doing to raise awareness of and combat single-use plastics.**

**Lots of teachers shared on social media using #NoMorePlasticPaddy or sent their pictures to InTouch. Here's a selection of them.**



Above: Rath National School in Co Offaly



S.N. na Naomh Uile, Cleggan, Co. Galway.



Ms Coppinger's 1st class in Scoil Eoin, Kilbarrack, Dublin 5



Scoil Naomh Eirc, Kilmoyley, Ardfert, Tralee, Co Kerry



Fifth class, Woodland NS, Letterkenny, Co Donegal



Lurgybrack NS, Letterkenny, Co Donegal



Presentation Primary School, Terenure, Dublin



Kilglass NS, Co Sligo



Senior Infants, St Thomas JNS, Jobstown

Pope John Paul II NS, Malahide



Rathlee NS, Easkey, Co Sligo



# Have you activated your new 18/20 Membership Plus card?

[www.membershipplus.ie](http://www.membershipplus.ie)

Your 2018–20 INTO Membership Plus cards were posted to staff representatives during autumn last year to distribute to INTO members directly.

The Membership Plus card gives you access to over 1,500 offers and discounts for you and your family to enjoy, meaning there is something for everyone with significant savings in a short space of time.

You can enjoy great savings on meals out with family and friends, checking out the latest blockbuster movies, keeping fit at the gym, your weekly grocery shop, making memories with the family, getting away for a hotel break, enjoying some fresh air on the golf course, looking good in a new outfit, relaxing on the sofa with a treat night takeaway and so much more.

Ensure you have activated your new Membership Plus card to view the full range of offers, be kept up to date with new offers throughout the year, enter



fantastic competitions and much more.

Please take time to read the information on the 'How To Use' page on

the Membership Plus website and read the terms of each offer to ensure you receive a warm welcome at the venues.

## Treat someone special

Whether you are looking for the perfect gift for someone special, or you simply want to treat yourself, you can enjoy great savings across the country with your INTO Membership Plus card. Some suggested offers are below and you can view the full range at [www.membershipplus.ie](http://www.membershipplus.ie)

<b>Argento</b>	<b>10% Discount</b>	<b>Sligo</b>
<b>Balla Florists</b>	<b>15% Discount</b>	<b>Balla</b>
<b>Blooming Amazing Flower Company</b>	<b>Special Offer</b>	<b>Online</b>
<b>Carraig Donn</b>	<b>10% Discount</b>	<b>Countrywide</b>
<b>Center Jewellers</b>	<b>15% Discount</b>	<b>Athenry</b>
<b>Clara House Holistic Spa</b>	<b>20% Discount</b>	<b>Clara</b>
<b>Cobwebs</b>	<b>10% Discount</b>	<b>Galway</b>
<b>Dublin Holistic Massage</b>	<b>20% Discount</b>	<b>Dublin</b>
<b>Fines Jewellers</b>	<b>Up to 15% Discount</b>	<b>Limerick</b>
<b>Flowers.ie</b>	<b>10% Discount</b>	<b>Online</b>
<b>Gift Studio</b>	<b>10% Discount</b>	<b>Dublin</b>
<b>Go Dutch</b>	<b>10% Discount</b>	<b>Galway</b>
<b>House of Gold</b>	<b>Up to 15% Discount</b>	<b>Monaghan</b>
<b>Houstons</b>	<b>15% Discount</b>	<b>Dundalk</b>
<b>Hynes Family Jewellers</b>	<b>10% Discount</b>	<b>Wexford</b>
<b>Kingfisher Spa</b>	<b>25% Discount</b>	<b>Galway and Waterford</b>
<b>McCarthy's</b>	<b>10% Discount</b>	<b>Galway</b>
<b>Moore's Jewellers</b>	<b>10% Discount</b>	<b>Cork</b>
<b>Neil Conway Jewellers</b>	<b>Up to 20% Discount</b>	<b>Dublin</b>
<b>Notionz</b>	<b>10% Discount</b>	<b>Dublin</b>
<b>Oceana Day Spa</b>	<b>20% Discount</b>	<b>Dungarvan</b>
<b>Spa Haven at Westgrove Hotel</b>	<b>20% Discount</b>	<b>Naas</b>
<b>The Flower Factory</b>	<b>20% Discount</b>	<b>Countrywide</b>
<b>Tierney &amp; Co</b>	<b>10% Discount</b>	<b>Online</b>
<b>Unbound</b>	<b>10% Discount</b>	<b>Cork</b>
<b>Weir &amp; Sons</b>	<b>10% Discount</b>	<b>Dublin</b>

## WHERE WOULD YOU LIKE TO SAVE?

Has the hottest new restaurant opened down the road from you or maybe your favourite place to go shopping isn't yet in Membership Plus? By suggesting a venue, you help Membership Plus grow in the way which benefits you the most. Once received, our venue team will contact the suggested company and

once we secure an offer we will add it to Membership Plus.

You can submit your suggestions by logging onto the Membership Plus website or email [suggestions@membershipplus.ie](mailto:suggestions@membershipplus.ie) with as much information about the venue(s) as possible!

## MONEY BACK GUARANTEE...

In the unlikely event that you do not receive the published discount, please send a receipt of the transaction to Membership Plus within 28 days. Provided you have used your Membership Plus card correctly, we will be happy to reimburse the discount.

# ICTU Women's Seminar

The Irish Congress of Trade Unions (ICTU) held its biennial Women's Conference in the Slieve Donard Hotel in Newcastle, Co Down on Thursday 7 and Friday 8 March. The INTO delegation to the Seminar included the INTO Equality Officer and members of the INTO Equality Committee. The Seminar focused on women's leadership in trade unions, work and society. The opening address was given by ICTU General Secretary, Patricia King while the keynote address was given by the Director of Equality with the

International Trade Union Confederation, Chidi King.

Delegates participated in workshops and discussions on the work of the International Labour Organisation and the impact of automation and new technologies on the future of work.

Delegates celebrated International Women's Day with a discussion on how a better gender balance can be achieved across the world and a question and answer session with current women leaders in the trade union movement.



INTO Equality Committee delegates pictured at the ICTU women's seminar. From left to right: Tracie Tobin, District 13; Emer Mangan, District 15; Eleanor O'Dwyer, District 11; Nuala Grealy, Equality Committee Vice-Chairperson and ICTU Women's Committee representative; Alison Gilliland, INTO Equality Officer and ICTU Women's Committee Representative; Deirdre Fleming, Equality Committee Chairperson; Anne-Marie Coffey, District 9; and Sarah Bradley, District 5.

## Member survey on reproductive health related matters

The INTO Equality Committee would like to thank all members who completed the member survey on reproductive health-related matters circulated to all members with an email address on the INTO membership database. Almost 2,500 members responded with over 1,500 indicating experiencing reproductive health-related difficulties and almost 400 indicating supporting a partner/spouse experiencing reproductive health-related difficulties.

Initial analysis indicates that reproductive health-related matters experienced included pre-24 weeks miscarriage (miscarriages over 24 weeks come under maternity leave entitlement),

threatened miscarriage, fertility screening, diagnosis and treatment. Half of those experiencing difficulties indicated that they had to leave their school immediately to manage a reproductive health-related matter. While 15% indicated that their treatment and recovery required more than 31 days the vast majority required between one and nine days. Almost 70% deliberately used school closures to schedule reproductive health-related appointments for either privacy reasons or because they did not want to take a school day. Just over half of those who experienced a reproductive health-related matter divulged the matter to their principal. However, a quarter or

those who did indicated that they were not comfortable doing so. Those who didn't divulge the matter to their principal explained their absence using sick leave, EPV days or school closures.

The vast majority indicated support for a INTO negotiated reproductive health-related leave scheme. However, most principals indicated that training in managing the system and supporting a teacher experiencing a reproductive health-related matter would be required. The Equality Committee will analyse all survey responses and draw up a report. This report will be discussed at a lunchtime event on Tuesday, 23 April at Congress.





## Managing a PR crisis in your school

**INTO's Head of Communications offers some advice to members on managing a PR crisis in your school.**

**'The art of communication is the language of leadership' – James Humes**

Every school is as vulnerable to a PR crisis as a large company. The days of burying your head in the sand and hoping the problem, or the investigating journalist goes away, are long gone.

Let's start with a definition – what do we mean by a communication crisis? Anything that can damage the reputation of your school or your leadership team, anything that can cause a loss of trust with your local community or the public at large and any risk to the health, lives or safety of staff, pupils or other stakeholders within your school is a crisis.

Obviously the first task is to respond to the needs of the crisis itself. Those in a position of leadership within the school will then have to consider whether there is a need to respond or to keep quiet. In considering whether there is a need to respond, school leaders should ask themselves the following questions:

- ☐ Would a reasonable person expect a responsible school to respond?
- ☐ Would silence be construed as a lack of empathy or a sign of guilt?
- ☐ Is the story already being told inaccurately by others and is there a need to clarify facts?

If you've answered yes to any of these questions above, it would be appropriate



for you to respond publicly. The INTO communications team can help you get the wording right, but any statement you choose to make needs to be one that is factual, appropriate and comes with the support of school management.

There will be times when it's not appropriate to comment publicly. Ultimately, this is a judgement call for the school and you should be mindful of any legal responsibilities or ongoing investigations.

We don't use the word crisis lightly. When it happens, it's something like a tornado – unpredictable, chaotic and challenging. Schools may struggle with limited information, a loss of control, intense public and media scrutiny and an escalating flow of events. There will be a lot of things you can't control, but you can control how you manage the crisis locally in your school and how you respond to it publicly, where appropriate.

So, you've got a crisis situation on your hands and you feel it's appropriate that you respond to it in the public domain?

Right, let's start with a command structure. The most important thing you will do is to establish an efficient flow of information to the senior decision maker who is authorised to comment on behalf of the school. In almost all cases this would be the principal.

Stay in control. Be proactive, transparent, empathetic and honest. Any official statement issued by the school should use a voice that conveys trust, calm and compassion. Stick to the facts, be sure of the facts you use and do your own due diligence before you use them in an official statement. Under no circumstance should you speculate.

Make sure that you keep your colleagues, members of the board and other important local stakeholders up to speed on developments and fully briefed on your official statement. You never know who might end up getting a question from a journalist and everyone should be able to reference your official position.

The one thing to remember – if you need to issue a statement, don't dodge that responsibility. It will only lead to further speculation and potential reputational damage to your school. Be proactive, connect with the INTO communications team who can offer you expert advice and get your position out there.

---

**DAVID GEARY, MPRII, INTO Head of Communications.**

**Further guidance on dealing with critical incidents in your school is available from the National Educational Psychological Service and can be downloaded here <https://bit.ly/2Hletz1>**

# As Revenue moves online, make sure your taxes are correct



As a result of the changes, teachers should see a reduction in under or over payment of taxes ... However, you should still review your taxes each year.

Since the start of 2019, there has been some focus on teachers' tax as a result of an issue with deduction of tax of substitutes. PAYE Modernisation affects all members' tax.

Below we look at ways to ensure you continue to pay the correct amount of tax, and not a cent more.

The introduction of PAYE Modernisation, which took effect from 1 January 2019 effectively means your tax is calculated in "real-time". Instead of the DES receiving tax certs from Revenue periodically and filing your P60 figures at the end of the year, they now receive live information of your credits and rate bands online and instantly declare the salary details to Revenue fortnightly.

Although the largest shake-up in the PAYE system in decades was never going to be perfect, it does offer significant advantages for both the DES and you, the tax payer. As a result of the changes, teachers should see a reduction in under or over payment of taxes as a result of Revenue or payroll issues. However, you should still review your taxes each year.

Remember, the DES calculate your tax and Universal Social Charge(USC) based on instructions from Revenue. If your tax

credits, rate bands or other reliefs are incorrect, the onus is on you to ensure these are rectified with Revenue. The easiest, quickest and most efficient way to do this is by registering with Revenue's PAYE secure online services myAccount. Simply search for 'ROS myAccount' and register.

As well as ensuring that your PAYE allowances are correct you can also review other areas of your tax such as Local Property Tax. Below is a list of things you should check:

- Ensure your personal contact details are up to date;
- Are you receiving at least the minimum 2019 tax credits – (€3,300) and rate band (€35,300) for a single person?;
- Are you jointly assessed with your spouse, if married? If so, are your credits and rate bands distributed correctly to each of you in proportion to your income?;
- Are your credits and rate bands fully allocated to your main employer?;
- If you have more than one live employer, are your credits and rate bands distributed correctly to each in proportion to your income?;
- Ask Revenue to remove any previous

employments that you no longer work for;

- Are you receiving the correct teachers Flat Rate Expenses?:
  - Full time teaching including Teaching Council – €583
  - School principal including Teaching Council – €673

If you find that your credits and rate bands are incorrect, or indeed you feel you are paying too much tax, myAccount should be your first port of call. The DES cannot amend your tax details and similarly, if you contact Revenue by phone, they may direct you to myAccount.

Importantly, if you think that your credits have been incorrect for a number of years, you can review the last four years to claim any taxes overpaid.

**This article has been provided by DAMIAN WILSON of ITAS Accounting Ltd., who provide tax and accountancy services to INTO members. Should you require tax advice or wish to see if you are due a refund of tax, you can contact them on [info@itasaccounting.ie](mailto:info@itasaccounting.ie).**





# Education, Research and Learning Section

The Education, Research and Learning section is led by Deirbhile Nic Craith, Director of Education and Research and is supported by a dedicated team. The section supports the work of the Central Executive Committee (CEC) and both the Education Committee and the Equality Committee.

## Education

The Education team are responsible for dealing with issues such as curriculum and assessment, special education, social inclusion and teacher education. Members of the Education team represent the INTO on committees of the National Council for Curriculum and Assessment (NCCA), an Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) and the National Council for Special Education (NCSE). The team also respond to queries from members on these issues.

Maeve McCafferty works with the Education Committee. The consultative conference on education is the main event on the INTO's education calendar. Up to 400 delegates attend the conference annually, which takes place every year in November, in various venues throughout the country.

Each year has a different theme and the next conference will be on the theme of curriculum, as we face into discussions on primary curriculum review.

The Education team also organise the biennial consultative conference on special education. The most recent conference took place in Cork on the theme 'Inclusion – a Continuum of Support'. For the first time the conference had a presentation from INTO Northern Committee.

On occasion themed seminars or conferences are organised to provide members with opportunities to discuss particular policy issues, such as DEIS. At other times the INTO collaborates with the Colleges of Education to organised seminars such as recent seminars on School Placement.

## Research

The INTO carries out research on topics relevant to teachers and the teaching profession. Sometimes this research is



Front row (left to right): Joanna O'Byrne, Alison Gilliland and Deirbhile Nic Craith.  
Back row (left to right): Linda Johnston and Claire Garvey. Missing from photo: Kim Lally, Ann McConnell and Maeve McCafferty

done by a national committee, such as the Education Committee. At other times the INTO works in collaboration with other organisations.

For example, our current research project is on Standardised Testing in Primary Schools, in collaboration with CARPE (Centre for Assessment Research, Policy and Practice) in DCU.

The INTO worked in collaboration with Professor Mark Morgan on the report on *Workload, Stress and Resilience of Primary Teachers*, publishing the results of a survey of INTO members in 2015. We are returning to the topic of workload in 2019.

## Professional Development

The Learning team, led by Alison Gilliland, is responsible for designing, planning and organising the INTO summer course programme.

INTO Learning pioneered the provision of online summer courses and this has now become the main approach to providing summer courses for teachers on a range of topics, designed and facilitated by practising teachers.

In addition to summer courses, INTO Learning also offers an autumn

programme and plans to expand the autumn course schedule this year.

## Trade Union Training

The INTO Learning Team is also responsible for Trade Union Training. Training is provided to newly elected branch and district officers after Congress each year. Training for existing branch and district officers takes place in the Autumn, in recent years on a regional basis. In addition to a focus on skills, topics include current issues, ICT training and an overview of the main work in each of the different sections of Head Office.

## Equality

Alison Gilliland is also Equality Officer of the INTO and represents the organisation on the ICTU Women's Committee.

The Equality Committee are currently carrying out research on reproductive health with a view to identifying what supports are required by teachers who have reproductive health related issues.

The INTO organises a consultative conference on equality every three years. The next conference is scheduled for February 2020 in Wexford.

## GLOBAL SOLIDARITY

# Dublin districts' meeting on education in Palestine

On Tuesday, 26 February, approx 40 INTO members attended a meeting organised by three Dublin District Committees on 'Education in Palestine'.

The meeting heard three excellent presentations.

- Mark McTaggart and Susan McMullan, INTO members who travelled to Palestine in October 2018, with Trade Union Friends of Palestine spoke about their experiences and what they had witnessed.
- Fatin Al Tamini, Chair of Ireland Palestine Solidarity Campaign spoke about the importance of international witness and solidarity in defending the human rights of Palestinian people, especially children.
- A Dublin teacher who had taught in Palestine last summer talked about some of the practicalities of raising Solidarity issues in the classroom.

Following the presentations there was a discussion about how we can best, as INTO members, contribute to the raising of awareness of the conditions Palestinian children endure on a daily basis. Among the proposals to emerge from the meeting were:

- INTO members from Dublin should travel to Palestine at the October mid-



Pictured from left to right: Mark McTaggart, Assistant Northern Secretary; Fergal Brougham, INTO Vice President; Susan McMullan, INTO; Fatin Al Tamini Chair, Ireland Palestine Solidarity Campaign.

term 2019 as part of a Trade Union Friends of Palestine delegation.

- Develop lesson plans that teachers can use to raise this issue in their classrooms, and that we seek to build links between our schools and schools in Palestine, perhaps through encouraging Irish schools to 'twin' with Palestinian schools.

If you would like to get any more information about either of these suggestions, if you are interested in maybe being part of a delegation to Palestine in October or would like support to raise the issue in your school and class, please contact [gkerr@into.ie](mailto:gkerr@into.ie)

**GREGOR KERR, CEC Rep District 14**

## Sad passing of INTO friend, Rong Panha

It was with great sadness that we learned of the tragic death of Rong Panha, who was fatally injured in a traffic accident outside Phnom Penh on the morning of 9 March 2019. He had only recently turned 30.

Panha worked at the Cambodian Confederation of Unions (CCU), having studied at the Royal University of Law and Economics, Cambodia. For almost five years, Panha was the liaison between the INTO and the Cambodian Independent Teachers Association (CITA), one of the three teacher organisations the INTO works with directly, on a union-to-union basis, within our Global Solidarity programme. Many of the initiatives



between the INTO and the CITA had been widely reported in *InTouch* and CEC reports over the years. Plans had

been in progress to continue this work with CITA for 2019/20. Despite his youth, Panha was widely known and respected within the greater Cambodian trade union movement. He advocated tirelessly for trade union representation, in a country that can often be politically hostile to such a position. He also organised many national and local trade union training workshops and seminars across Cambodia, and more recently represented CCU at Association of Southeast Asian Nations (ASEAN) and International Labour Organization (ILO) events. He will be greatly missed and our sympathies go to his family and many friends around the world.





## Re-vetting of registered teachers who hold the Central Garda Vetting Unit letter

In April the Teaching Council will contact over 7,000 teachers whose registration date is August 2019 to invite them to re-apply for a new National Vetting Bureau disclosure via the online system.

Teachers who receive a re-vetting notice are advised to complete both stages of the vetting application process within the timeframe given.

If a teacher does not complete the

vetting process, they will not be able to renew registration and will lapse from the register which means they cannot receive a state-funded salary.

Teachers are advised to wait until they are contacted by the Teaching Council and requested to apply for re-vetting. However, any teacher who holds a GCVU vetting letter and requires a vetting disclosure for the purpose of changing

school/employer in the foreseeable future should apply for a vetting disclosure in the normal manner as per *Circular 0031/2016*. These typically are teachers who intend to sub on career break, job-share in another school etc.

Registered teachers can check their vetting status by logging on to the My Registration section of the Teaching Council website [www.teachingcouncil.ie](http://www.teachingcouncil.ie).

## CórFhéile Na Scoileanna



John Boyle, General Secretary Designate with members of Coiste Chórfhéile Na Scoileanna BÁC after the official opening at the National Basketball Arena

## intouch

To advertise in InTouch – contact **Mary Bird Smyth**  
[ads@into.ie](mailto:ads@into.ie) [mbird@into.ie](mailto:mbird@into.ie) Phone 01 8047724

**There is limited ad space available in May InTouch issue**

*Media Packs are available, if you would like one,  
please email [ads@into.ie](mailto:ads@into.ie)*



# Retirements

Pictures from branch and district functions to honour retiring members



## Dungarvan

Back row left to right: Muireann Mhic Dhonncha, Chairperson; Brendan Horan, CEC Rep District 11 and Mary Harney, Branch Sec. Front row left to right: Retirees Vera Collins, Mary Dunford, Mary Cusack and Maeve Gildea.



## Killarney

Front row L to R: John O'Donoghue; Eilis Mahony; John Boyle, Árd Runaí Tofa, CME; Mary Woodcock O'Sullivan; Patricia Sheehan O'Donoghue. Second row L to R: Seán McDermott; Juliette Kelly; Brid O'Farrell; Evelyn Curtis; Therese O'Donoghue; Joan Foley; Mary O'Sullivan. Back row L to R: Anne Horan, CEC Rep, District 13; Josephine Doncel; Denis O'Sullivan, Branch Secretary. Photo: Michelle Cooper Galvin.



## Dingle

Suite chun tosaigh clé go deas: Eilín Uí Lúing, Mai Uí Bhrúic, Máire Ní Mhaoileoin, Máire Ní Mhurchú. Seasta chun deirigh clé go deas: Nuala Uí Gheairt, John Boyle, Anne Horan, Seanachán Mac Gearailt.



## Fermoy

Left to right: Marian Uí Shionnaigh; Clare Bryan; Mary Magner, CEC; Anne O'Sullivan; Mags Sheehy; Síle Ní Mhuimneacháin; Maeve Tobin; Margaret Howard, Chairwoman Fermoy Branch and Joe Killeen, INTO President.

## Cork City North

Front row L to R: Cristin Ní Chonchubhair; Marian Clifford; Catherine Crowley; John Boyle, INTO President; Mary Magner, CEC Rep; Caoimhe Galvin, Branch Secretary; Norma Doody and Sorcha Bn. Uí Laoghaire. Back row L to R: Michael O'Donnell; James Doolan; Josephine Smiddy; Alice O'Connell, Carmel O'Sullivan; Ted Cotter and Joseph McCarthy, Branch Treasurer.





# Standing up for school

The Irish National Teachers' Organisation has voiced its support to Fórsa's Support Our Secretaries campaign. The Support Our Secretaries is a nationwide movement of school staff, parents, colleagues and friends all standing in support of the demand for respect and fair conditions for all school secretaries.

School secretaries play pivotal roles in our school communities. The country's 3,500 school secretaries are often the first point of contact between schools and parents. However, despite the important roles they play in their school communities, most school secretaries are poorly paid, with uncertain short-term contracts that force many of them to sign on during the summer holidays.

## What is the problem?

Many school secretaries work for as little as €12,000 per year. Only around 10% of school secretaries are paid directly by the Department of Education and Skills meaning that around 90% of school secretaries do not have the same rights and entitlements, such as sick leave and



pension rights, as other school employees. The vast majority of schools are forced to employ their school secretary, and their caretaker, through their ancillary grant meaning that these staff members have:

- No certainty of employment or hours of work;
- No occupational pension;
- No entitlement to sick leave;
- No entitlement to pay increases resulting from public sector pay agreements;
- No incremental pay increases.

## What is the campaign looking for?

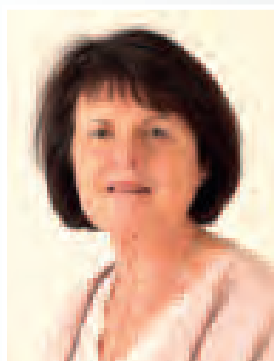
Fórsa is calling on the government to ensure that not just some, but all school secretaries and staff are paid by the Department of Education and Skills and

afforded the same basic rights and pay grades as their colleagues.

The trade union is seeking to have all school secretaries and caretakers currently paid from the ancillary grant put onto Grade 3 or Grade 4 as per Circular 0037/97 of the Department's pay scale.

## What can you do to help?

Go to [www.forsa.ie/support-our-secretaries-campaign](http://www.forsa.ie/support-our-secretaries-campaign) and sign the petition calling on the Department of Education and Skills to ensure that all school staff are afforded the same basic rights and pay grades as their colleagues.



## Case study 1

### Kathleen O'Doherty

Kathleen O'Doherty has been School Secretary at Scoil Naomh Fiachra – outside Letterkenny, Co Donegal – for the last 22 years. The school is an extremely busy one with almost 600 pupils and over 50 staff.

Kathleen is a grant-paid School Secretary which means she will have no occupational pension when she retires and this is a real concern for Kathleen as she is only a few years from retirement. "When I retire after loyally serving the wonderful school community at Scoil Naomh Fiachra, I won't have an occupational pension so I will

depend totally on the state pension. This means that my current income of €365 per week will almost halve when I retire." "While I'm in good health at the moment thank God, I'm concerned that if I became ill I'd find it nearly impossible to pay the healthcare costs associated with that. In addition, with just the State Pension to rely on I'm not going to be able to enjoy my retirement and spoil my five grandchildren as my teaching colleagues in the school can do when they retire."



# secretaries



*Case study 2*  
**Clare O'Shea**

Claire O'Shea works just outside the scenic village of Beaufort, Co Kerry – right in the heart of the MacGillicuddy Reeks – and is School Secretary at St Francis Special School which has 50 pupils with moderate, severe and profound intellectual disabilities. Claire loves her work – which is very demanding – because no day is the same and there's always a new challenge to get sorted.

"While there are just only 50 pupils in the school – because of the pupils' needs – my job involves a huge amount of interaction with the parents, various therapists, doctors and of course the school's staff. This includes organising therapy for the

pupils as well as medical and dental care and liaising with the parents on all of this too. On top of that there are the usual tasks of typing, printing, ordering and chasing up materials as well as preparing wages and looking after the accounts."

Claire really enjoys the job but she is hurt by the discrimination that she faces compared to her other school colleagues.

"I work as hard as everybody else on the team and that's why it's really galling – when everyone else is discussing their plans for their summer holidays – I know that I'll be signing on instead. It's simply not fair!"



"As a principal, I deeply appreciate the role school secretaries play in supporting the work of the principal and the school. As an INTO member, I support fair and equal pay and conditions for school secretaries, and wish the Fórsa campaign well."

Michelle Keane, Cathaoirleach of the INTO's Principals' and Deputy Principals' Committee.



# Asthma Youth Champions

## Asthma Society of Ireland programme

The Asthma Society of Ireland is calling on schools in Ireland to get involved in their new Asthma Youth Champions programme. A panel of four young asthma ambassadors will be created as part of the programme to gather their thoughts on how asthma services can be bettered for young people in Ireland. The Asthma Society will also equip the selected young people with the resources and know-how to become 'asthma champions' and promote asthma change in their school and community.

There are a number of supports that the Asthma Society will provide to selected schools:

- ✎ Completing an audit of asthma

awareness and asthma safety in the school;

- ✎ An asthma education session delivered by an asthma specialist nurse for teachers and students;
- ✎ Information booklets, classroom games and STEM engagements, videos and an Asthma Council project planner;
- ✎ A final information session delivered by students on their Asthma Champion programme of activity (including a planned meeting with Minister for Children).

All activity will be built around ensuring that the school is supported so that they can change the asthma culture in their school and community. The school will



also receive publicity in regional and/or national media broadcast and print media throughout the programme.

For more information on the Asthma Youth Champions programme and how you and your school can get involved, go to [www.asthma.ie/news/invitation-asthma-youth-champions](http://www.asthma.ie/news/invitation-asthma-youth-champions).

## Council of Irish Chiefs and Clans of Ireland Prize in History 2019

The Standing Council of Irish Chiefs and Chieftains and Clans of Ireland (Finte na hÉireann) in association with the history department of Trinity College, Dublin, and *History/Ireland* magazine, is offering a prize of €500 for the winning entrant in an essay competition on Gaelic Ireland.

Entry is open to all persons over 18 years who are NOT on the academic staff of a history department in any third

level institution.

The essay must be on a topic dealing with any aspect of the political, social or cultural history of Gaelic Ireland (within the date range 400 to 1690 A.D.), such as Irish kingship, lordship, land-holding, genealogy, family history, etc.

It should be approximately 2,000 words in length and accompanied by full footnote references to sources used, with a bibliography at the end (footnotes and

bibliography will not be counted as part of the word length). It may be written in English or Irish.

Entries, with candidate's name, address and contact details should be emailed as an attached Word file to [mksimms@tcd.ie](mailto:mksimms@tcd.ie) to arrive by 1 June 2019.

For more information visit [www.tcd.ie/history/irishclansandchiefsprize.php](http://www.tcd.ie/history/irishclansandchiefsprize.php)

## Arts and PE help pupils to thrive at school

Pupils who enjoy physical education and the arts take part in school life more fully than those who do not, according to a research study led by University of Limerick's Dr Enrique Garcia Bengoechea.

Researchers at University of Limerick, University of Edinburgh and McGill University in Canada, assessed a group of more than 1,700 early or middle adolescent pupils and identified participation in physical education and activities such as music, drama and visual arts as the greatest predictors of engagement among children aged 12 – 15.

They also found that for 12 and 13 year olds, enjoyment of physical education was the greatest contributor to feeling connected to school.

Lead researcher, Dr Enrique Garcia Bengoechea, of the University of Limerick's Department of Physical Education and Sport



Sciences, said, "Curricular factors, and in particular the quality of students' experiences in physical education and arts education, may be more important than previously recognised in terms of understanding and

promoting student engagement."

The study is published in the journal *RETOS: New trends in Physical Education Sports and Recreation*, available at this link: [bit.ly/2WfVsap](http://bit.ly/2WfVsap)

# Cobh primary school students awarded top engineering honour



Fourth class pupils at Bunscoil Rinn na Chabhlaigh were awarded the Engineers Ireland STEPS Young Engineers Award at a school presentation in Cobh recently.

The Engineers Ireland STEPS Young Engineers Award encourages third- and fourth-class pupils and their teachers to explore the world of engineering by developing an engineering project that would help to improve their local community.

Over 250 projects were entered into the inaugural year of the Young Engineers Award competition, with two projects from Bunscoil Rinn na Chabhlaigh awarded the top prize in the country and a highly commended

placement thanks to their innovative project ideas. Winning student team 'The Carrots', made up of Francesca, Sam, Kayla, Fantine, Tara and Kacper, came up with an ingenious idea to produce a small, environmentally friendly chip that uses solar energy to charge a mobile phone. Fellow classmates, Laura, Kate, Cian, Katelyn, Fahad and Oliver, members of 'The Enthusiastic Engineers' were also highly commended for their innovative design – a steering wheel with sensors for skin to detect high alcohol levels which would automatically stop a car from starting.

Ms. Sinéad Flannery, Principal of Bunscoil Rinn na Chabhlaigh, said, "At

Bunscoil Rinn na Chabhlaigh we place a profound importance on providing our students with relevant opportunities to engage with STEM activities in their formative years and to encourage our students to think scientifically through exploration and discovery.

Today's STEPS Young Engineers Award presentation to Ms Kelleher's and Ms Healy's fourth-class students is a testament to the dedication of our teachers in fostering STEM engagement in the classroom and providing our students with the opportunity to innovate, create and explore together to engineer real world solutions for their local community and society".

## PhD Stipend from Irish Manufacturing Research

The Irish Manufacturing Research (IMR) are offering a stipend to a registered primary school teacher currently undertaking a PhD in STEM education.

The prospective candidate for this award should be in the early stages of their PhD programme. Candidates from Northern Ireland are welcome to apply. Preference will be given to those who are focusing on the engineering element of STEM education.

A stipend of €3,500 p.a. for two years, payable on the 1st of October of each year will be paid to the successful candidate,

subject to the provision of satisfactory academic progress reports. Part-time as well as full-time students are eligible to apply.

As a condition of the award the IMR will require the successful candidate to partake in a small amount of outreach work, with schools and industry, in promoting the STEM subjects.

Please submit your CV to [cornelia.connolly@nuigalway.ie](mailto:cornelia.connolly@nuigalway.ie), along with an expression of interest (max 1000 words), outlining your interest in and suitability for the stipend and details of

your research.

The selection of the award will be overseen by the IMR STEM Education advisor Dr Cornelia Connolly, NUI Galway, an Engineers Ireland representative, Professor Emeritus Eamonn Murphy IMR and Barry Kennedy, CEO of the IMR.

**DR CORNELIA CONNOLLY, Lecturer,  
School of Education,  
NUI Galway.**



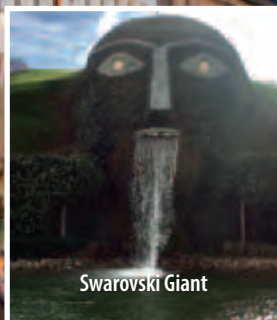
**Irish  
Manufacturing  
Research**



# Innsbruck...The Jewel of the Alps



Goldenes dachl (golden roof)



Swarovski Giant



Spectacular views by funicular

"Innsbruck? Where is that?" was the usual reply when I said where I was off to for Easter break! Well, it's definitely not the typical long weekend destination but well worth a visit. Innsbruck is the capital of Austria's western state of Tyrol and is about three hours, by train, from Munich and about 90 minutes from Salzburg. Ryanair offers direct flights from Dublin during the winter season.

I've visited Innsbruck a number of times so I've put together a list of my favourite things to do in the city.

## Hitting the slopes

Innsbruck was the location of the Channel 4 show 'The Jump' and is popular with winter sports enthusiasts. There is no end to the amount of winter sport activities available in Innsbruck and the surrounding area so is a great for an active holiday. I tried my hand at skiing and sledging, they have something to suit all levels. There are a number of ski resorts close to Innsbruck so it makes a great base to hit the slopes. The free ski bus operates daily on several routes between Innsbruck and multiple ski resorts.

## Strolling around the Altstadt (old town)

Innsbruck has a spectacular old town in the heart of the city. From beautiful old buildings to the famous golden roof, with its 2,738 gold-plated copper tiles, it's an ideal spot to stroll, have a coffee at one of the many outdoor cafes and people watch. The city is compact and most restaurants and sights are easily accessible by foot. During our visit, there was an Easter market, with lots of food

and craft stalls.

## A visit to 360 Grad

360 Grad is a panoramic bar on the seventh floor of the Rathausgalerien shopping centre. The views are spectacular by day or night and it's the perfect spot for a coffee or a cocktail. There are couches along the outside of the bar... though trying to nab one is nearly impossible!

## Chilling out at Seegrube

The Nordkette is part of Austria's largest nature park and is accessible by funicular from Innsbruck. There are several stops along the way, including the popular Alpine Zoo. It takes about 20 minutes to get to Seegrube, which is positioned at 1,905 metres. The views are spectacular and there is a restaurant and a bar on site. So sit back, chill on a deck chair and watch the skiers and snowboarders fly by! If you want to enjoy an afternoon on the slopes without having to do any actual skiing then Seegrube is the place to go.

## City Tower

Based in the centre of the old town, over 133 steps lead up to the 31 metre-high viewing platform which overlooks the medieval streets of Innsbruck and offers stunning views of Bergisel and the Nordkette mountain range.

## Afternoon treats in Strudel-café Kroell

You can't wander too far without finding a café in Innsbruck but Strudel-café Kroell is my favourite spot for a traditional strudel and a coffee. They have a great

selection of sweet and savoury strudel!

## Bergisel ski jump tower

The Bergisel has held two Olympic winter games and is best seen from the top! If you feel fit you can climb the 455 steps to the main tower or more comfortably in just a few minutes by funicular (we favoured the latter) which takes you up the tower to the café and restaurant and the panoramic viewing platform, which offers a 360-degree view of the Tirolian mountain scenery. The photographs of the ski jumpers on the Bergisel are brilliant and just show how amazing and terrifying this sport is!

## Swarovski crystal worlds

Located 20km from Innsbruck, and accessible by free bus from Innsbruck is Swarovski crystal world, part art museum and part crystal shop. The most striking installation is the 'Giant', a grass and crystal covered head that spouts water into a pond. Inside, the Chambers of Wonder form the heart of the exhibit. 17 rooms are filled with crystal art by international stars.

If you're spending 24 hours or more in the city the Innsbruck card offers discounts on many services and attractions. It's available for 24, 48 or 72 hours.

If visiting Innsbruck for a ski trip or just passing through, I hope this article will help you make the most of your time in this beautiful city.

**AISLING HESTER teaches in Galway.**

**Visit her travel blog at**

**[www.lessonsontavel.wordpress.com](http://www.lessonsontavel.wordpress.com).**

# Spicing things up

This month at Foodoppi HQ we have been getting a lot of requests from people asking how to give food a flavour boost that won't break the bank. Our answer is a sprinkle of spice. Most kitchens have a few spices hiding at the back of the press. We have kept it simple by using a few of the most common spices which really help give our turkey koftas and falafel power ball wraps a delicious taste. These can be eaten hot or cold which is perfect for any lunch on the go. Please keep your suggestions coming in as we love to hear from our readers at [foodoppi.com](http://foodoppi.com)

## Falafel power ball wraps with sweet chilli mayo

Serves 6.

### Ingredients

- ※ 1 tin good quality chickpeas – rinsed, drained and dried
- ※ 120g cooked wholegrain rice (50g uncooked)
- ※ 1 tablespoon garlic powder
- ※ 1 tablespoon onion powder/granules
- ※ 1 tablespoon dried cumin
- ※ 1 teaspoon dried coriander
- ※ 1 teaspoon lemon juice – tiny squeeze
- ※ 4 tablespoons olive oil + 2 tablespoon oil for brushing
- ※ ¼ teaspoon salt
- ※ 6 small wholemeal wraps
- ※ Salad: Baby Gem lettuce, baby corn, radish and spring onion



### Dressing

- ※ 3 tablespoons mayonnaise

- ※ 2 tablespoons greek yogurt
- ※ 3 tablespoons sweet chilli sauce

### Method

- 1 Preheat the oven to 180°C / Gas 5.
- 2 Pour boiling hot water into a medium sized saucepan and add in the rice. Simmer for 10–15 minutes until the rice is cooked. Drain the rice and allow to cool.
- 3 Empty the chickpeas into a colander and rinse under cold water. Shake off any water and dry with kitchen paper.
- 4 Using a food processor – add in chickpeas, rice, garlic powder, onion granules, cumin, coriander, lemon juice, 4 tablespoons olive oil and salt. Blitz for about 2 minutes until it forms a smooth paste.
- 5 Take 1 tablespoon of mixture and roll into a ball. Then place onto a baking tray lined with baking parchment. Then repeat until all the mixture is used up.
- 6 Brush each ball with a little oil. Then bake in a preheated oven for 20–25 minutes until golden brown.
- 7 To make the sweet chilli dressing, mix all the ingredients together in a bowl.
- 8 Spread a spoon of sweet chilli dressing on the wrap, add salad and falafels.

## Turkey kofta

Serves 4–6.

### Ingredients

- ※ 1 slice wholemeal bread
- ※ 2 tablespoons milk
- ※ 400g turkey mince
- ※ 1 medium egg
- ※ 1 small red onion
- ※ 2 cloves garlic
- ※ 1 teaspoon chopped parsley
- ※ ½ teaspoon cumin
- ※ ½ teaspoon cinnamon
- ※ ½ teaspoon mixed spice

### Method

- 1 Preheat the oven to 180°C Fan/200°C/Gas 6.
- 2 Tear the bread into small pieces, then put it into a small bowl and pour the milk over. Leave for a few minutes to soak.
- 3 Peel and finely dice the onion and garlic. Then mix all of the ingredients together in a large bowl.
- 4 Divide the mixture into 12 equal pieces. Next wet your hands. One at a time, take a piece of the mixture then shape and squish it into an oval sausage shape.
- 5 Line a baking tray with baking paper. Place the turkey koftas evenly apart and bake for 15–20 minutes until they are completely cooked through.
- 6 Serve the turkey koftas with grilled flatbreads, hummus, cucumber and carrot sticks.



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 MSc 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





# Excellence rewarded at Cornmarket Cumann na mBunscol Awards



Winners of Best Large School Category: St Teresa's NS, Longford. L to R: Colm Harte, Principal; Bernadette Ryan, Cathaoirleach Cumann na mBunscol; Emmet Toher; Cathriona Connerton, Deputy Principal and Adrian Traver, Cornmarket Group Financial Services.

The Cornmarket Cumann na mBunscol Awards were held in the Sligo Park Hotel on Friday, 8 March. Over 200 guests attended the awards banquet. Cumann na mBunscol Shligigh worked tirelessly for weeks in advance of the night to ensure that every detail was covered. Bernie Ryan, Principal of Holy Family NS in Tubbercurry, saw her five-year term as Cathaoirleach of An Coiste Náisiúnta come to an end during that weekend and the local committee, led by Mary Curley, ensured that she went out on a high note.

The Pat Trainor Award for Lifetime Service to Primary Schools Gaelic Games was won by Jim O Riordan from Wicklow. Jim, a native of Cork, taught in Newtownmountkenedy NS for many years.

Cumann na mBunscol Luimnigh won the Best Publication Award with its long running magazine *The Green and White*.

St Mary's Parish Primary School from Co Louth were popular winners of the Promotion of Gaelic Games and



Ballybrown NS, winners of the INTO 150 category. Back row L to R: Séamus Barry, Sheila Hayes, Sarah Keyes and John Tuohy. Front row L to R: Ciara Quane, Joe Lyons and Katie Gibbons.



L to R: Bernadette Ryan, Cathaoirleach Cumann na mBunscol; Jim Higgins, former INTO President; Katie Gibbons, Ballybrown NS; Fidelma Sheridan, INTO and Joe Lyons, Ballybrown NS.

Culture category.

There were two new categories of Award this year.

Cur chun cinn an Chultúir Ghaelaigh agus na gCluichí Gaelacha was introduced to mark Bliain na Gaeilge and highlight activities organised in schools during 2018. Gaelscoil na bhFál from Antrim were winners of this category.

INTO 150 was celebrated by members throughout the country during 2018. A



The staff of Roan St Patrick's PS, Eglish, Co Tyrone, winners of the Small School category. Pictured with Bernadette Ryan, Cathaoirleach Cumann na mBunscol and Adrian Travers, Cornmarket Group Financial Services.

special Award was sponsored by INTO to highlight the contribution of INTO members to the promotion of Gaelic Games. The winning project was compiled by the children of fifth and sixth class from Ballybrown NS, Clarina in Co Limerick under the guidance of their teacher Katie Gibbons. The winning project looked at how INTO members have contributed to the success of Cumann na mBunscol.

Former INTO President Jim Higgins represented the union at the awards as did Fidelma Sheridan, member of Standing Orders Committee and an officer of Cumann na mBunscol in Cavan.

Sponsors of the Awards are Cornmarket Financial Services and they were represented at the Awards by Adrian Travers while Allianz, sponsors of Cumann na mBunscol, were represented by Alan Black.

**Joe Lyons, PRO, Coiste Náisiúnta Cumann na mBunscol.**

## Cumann na mBunscol Cornmarket Award Winners 2019

### Category 1 – Pat Trainor Awards

- 1 Jim O Riordan (Wicklow)

### Category 2 – Public Relations

- 1 Corcaigh
- 2 Baile Átha Cliath
- 3 Ard Mhacha, Ciarraí
- Highly commended – Fear Manach, Port Lairge

### Category 3 – County Publication

- 1 Luimneach
- 2 Corcaigh
- 3 An Mhí

### Category 4 – Promotion of Gaelic Games and Culture

- 1 St Mary's Parish PS, Lú
- 2 Herbertstown NS, Luimneach
- 3 Kilcoole NS, Cill Mhantáin

### Catagóir 5 – Cur chun cinn an Chultúir Ghaelaigh agus na gCluichí Gaelacha

- 1 Gaelscoil na bhFál, Aontroim
- 2 Gaelscoil Na Cruaiche, Maigh Eo

### Category 6 – The INTO 150th Anniversary

- 1 St Joseph's NS, Ballybrown, Luimneach
- 2 Kilcoole PS, Cill Mhantáin
- 3 Fermanagh Cumann na mBunscol

### Category 7 – Small School of the Year

- 1 Roan St Patrick's PS, Tir Eoghain
- 2 Kilbehenny NS, Luimneach
- 3 St Joseph's NS, Tipperary Town, Tiobraid Arann

### Category 8 – Large School of the Year

- 1 St Teresa's NS, An Longfort
- 2 Kilcoole PS, Cill Mhantáin
- 3 Creevy NS, Dún na nGall

# Teaching matters

Articles and opinions on primary teaching, with tips and ideas for the classroom

## Exploring the Scientific Process through Scoilnet

*Introducing JellyLab Online, a science resource for primary school teachers*



PhD student Amy Courtney in the lab at the UCD Health Sciences centre.

There is no doubt that in the modern world, we are surrounded by science and technology. A recent survey conducted by iReach for the RDS found that 96% of parents of primary school children in Ireland identified the growing need for their children to learn life skills such as creativity, critical thinking, communication and collaboration (also known as 21st century skills). Over half of those parents surveyed believed that science was the third most important subject after maths and English.

Scoilnet has a huge repository of science resources at primary level. To ensure that resources are of a high quality and standard, Scoilnet regularly collaborates with universities, educational institutions and government bodies to deliver scientific material aimed at primary school children. The goal is to introduce pupils to scientific material and have them engage with the subject in a constructive and meaningful way. Collaborations to date have included The Marine Institute, UCC Eureka and Trinity College Bridge 21. The result of the most recent collaboration is JellyLab.

Amy Courtney of UCD Medicine explains:

JellyLab Online is a web-based resource which uses unique marine animals to help introduce scientific thinking and the scientific method in the classroom. Developed by Amy Courtney and Mark Pickering, research scientists in the UCD School of Medicine, it was designed to fill specific gaps in the landscape of primary school science resources.

First, many of the current resources are demonstrations of scientific knowledge, rather than the scientific process. JellyLab Online focuses on 'how we know', rather than 'what we know'.

Second, while many university-based research scientists interact with primary schools, large areas of the country miss out on these opportunities due to geographical location. By making a web-based resource, the material can be accessed anywhere. Another key principle is that the videos are based on real research being carried out in Irish universities, and features actual scientists, showing the important human element in the scientific process.

Most importantly, JellyLab Online was designed to be flexible, and can be used with the pre-made worksheets or adapted into other classroom activities.

This flexibility will be enhanced as the current line-up of videos is expanded to include videos focused on the effects of plastic pollution on marine animals, and footage of animal behaviour in the wild.

Exploring the scientific process does not have to end there. There are a multitude of collections and theme pages across a range of topics within the science curriculum that are available on Scoilnet such as Scoilnet's primary STEM page, the Explorers Project page, Kitchen Chemistry and INFOMAR. Also, as reflective practitioners, teachers are always encouraged to either share resources they have found to enhance teaching and learning in their classroom or upload resources they have created themselves to Scoilnet.

JellyLab is available on Scoilnet at <https://bit.ly/2J5tUU>.

PATRICK COFFEY, PDST Technology in Education



# Motivating children as

Research suggests that reading engagement is more important than students' family background.  
(Gambrell, 2011)

Motivation is assumed to be of particular significance because it affects the amount and breadth of students' reading, which, in turn, facilitates the development of reading competence.  
(Wigfield & Guthrie, 1997)

Motivation drives effort, energy and enjoyment.  
(Guthrie, 2015)

According to research, classroom practices that foster motivation are essential to engagement and achievement in literacy. This is why one of the aims of the Primary Language Curriculum is to 'promote a positive disposition towards communication and language'. (pg 26-27)



Taking time to reflect on levels of motivation and engagement could involve asking ourselves questions such as:

- What are the values, beliefs and behaviours surrounding reading and writing in our class? How are children being supported in the development of their interests and curiosities?
- What choices do children have around what they read and write?
- How regularly do children contribute to discussions with confidence and respect for others?

## What can we do to motivate our students?

The PDST have identified six fundamental components from research, which are essential to motivation and engagement. These are:

### Social interaction

Providing opportunities for collaboration and social interaction in literacy enhances cognition, fosters intrinsic motivation,

and increases achievement. Pupils need to feel safe when sharing their thinking and this requires careful organisation by the teacher. The classroom experience is dialogic rather than monologic.

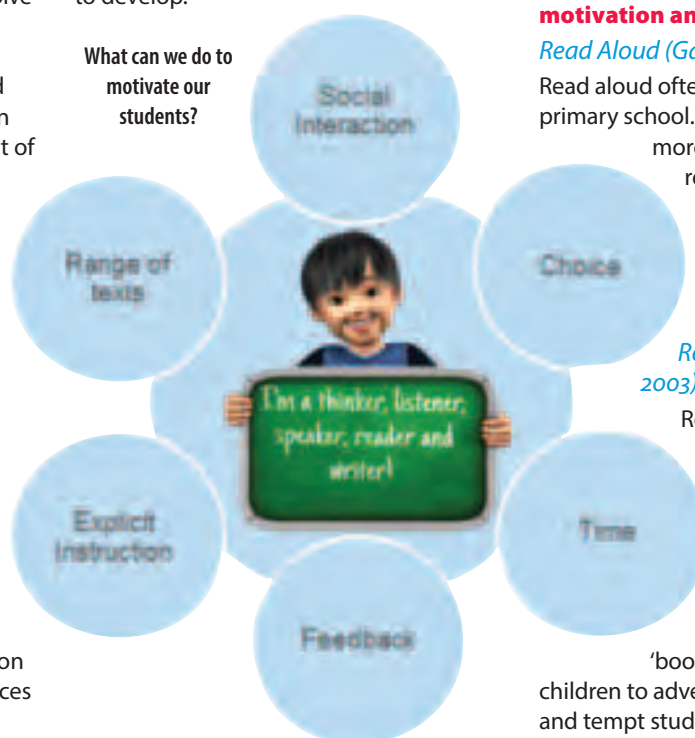
### Choice

Promoting choice within a classroom or school library, allows children to explore different types of literature and find what they enjoy reading or writing for themselves. A feature of motivating environments is the constant renewal of books, magazines, comics, newspapers, podcasts and videos that interest children. Some ideas for promoting choice in reading and writing are included below.

### Time

Children need extended time to actually read and write during the school day. This is critical to proficiency and provides the opportunity for children to consolidate the skills and strategies that teachers aim to develop.

What can we do to motivate our students?



### Feedback

Feedback motivates children when it focuses on the qualities of the child's work (not in comparison with others), gives specific ways in which the child's work could be improved and notes improvements that have been made in comparison to earlier work.

### Explicit Instruction

Effective instruction incorporates direct, explicit demonstrations of the cognitive strategies that good readers, writers and speakers use. It also fosters the transfer of the strategies from the structured practice activities to children's independent use of them while engaged in reading, writing or speaking.

### Range of Texts

An essential part of any reading environment is access to and an experience of a wide variety of texts to feed pupils' imagination and interests.

## Some ideas for encouraging motivation and choice in reading

### Read Aloud (Gambrell, 2011)

Read aloud often to children all through primary school. An effective read aloud is more than just reading; it requires the teacher to be familiar with the text, to read with expression, excitement and assurance.

### Read and Tease (Beers, 2003)

Read the first chapter or two aloud to the class stopping at a particularly interesting point which may motivate students to continue reading themselves. Have regular 'booktalks' from teacher or children to advertise books in your class and tempt students to read them.

# readers and writers

## *Good Books Box (Beers, 2003)*

The level of choice in a library can be overwhelming for some students. We may need to narrow that choice for students. 'Bounded choice' can be achieved in many different ways. For example, a 'good books' box of high quality literature which you feel your students may enjoy can create a manageable level of choice for students.

## **Some ideas for encouraging motivation and choice in writing:**

### *Expert lists (Geiger, 2013)*

Model creating an expert list. This is a list of topics, places, people, etc that you know a lot about, and therefore you may enjoy writing about. Model making your own list for the students;

*"Sometimes, good writers aren't sure what to write about. It helps them to make a list of topics. One thing that can help writers is to think of things they are expert at. Do you know what that means? Today I'm going to make an expert list. It will be a list of things, people, or places that I know a lot about. Hmmm ..."*

Students can create their own list to use when they are searching for something to write about. They can also add to it over time.

Drawing four images on a page

- 1) favourite person
- 2) a special place you like to go
- 3) a food you love to eat
- 4) something you like to do

- 5 things you love
- 5 things you dislike

Write the letters of your name in a column. For each letter, write one thing that you know about or know how to do that begins with that letter.



Topic Tree  
(Jamison, 2007)

### *Things to write about*

- Facts on minibests
- What causes a volcano
- Moving to a new place
- My favourite book
- A trip to Italy
- Getting the Green Flag
- Why it is important to be active
- A blizzard

### *Class chart of shared experiences (Jamison, 2007)*

Children are eager to write about themselves and what they know. One way to support this process is by creating a class chart of shared experiences that may be turned into writing pieces. Each time the class studies a new theme, goes on an outing, discusses an important issue or celebrates an event we can list the items on a 'things to write about' chart.

When the chart is full, it can be cut into individual lines and left in a writing area, or in an 'ideas bag' that students can draw from if they need an idea.

As genres are introduced we can vary

the chart titles, for example, 'things we can do', 'things we know about', etc.

### *Topic Tree (Jamison, 2007)*

Sometimes students select topics that are too broad for focused writing. A topic tree (or similar graphic organiser) can help students split one topic into a series of smaller, more focused sub topics. We can then choose from one of these sub topics, being mindful of our intended audience.

These six fundamental components will be explored during two workshops facilitated by the PDST throughout the education centre network during the month of May. The workshops will explore practical ideas and resources to motivate children as readers and writers. Register at <https://pdst.ie/onlinebooking>. Schools can also register for in-school support here <https://dms.pdst.ie/school/register>.

**CHERYL BRENNAN, PDST Primary Literacy Team**



## References

- Beers, K. (2003) *When Kids Can't Read: What Teachers Can Do*. Portsmouth: Heinemann.
- Gambrell, L. B. (2011) Seven Rules Of Engagement: What's Most Important to Know About Motivation to Read. *The Reading Teacher*, 65(3), 172-178.
- Geiger, A., (2013) Make an expert list: a pre-writing strategy for kids [online] [accessed 10th September 2018] <https://bit.ly/2F8M8PQ>
- Guthrie, J. T., (2015), Best Practices for Motivating Students to Read, In: L.B
- Gambrell and L.M. Morrow, (Eds.) *Best Practices in Literacy Instruction*.
- Guthrie, J.T., & A. Wigfield (Eds.), (1997), *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.
- Jamison Rog, J. 2007, *Marvellous*
- Minilessons for Teaching Beginning Writing K-3*, Ontario: Pembroke Publishers.
- National Council for Curriculum and Assessment. (2015). *Primary Language Curriculum*. Accessed at <https://bit.ly/2j7BMnn>





# The Schools' Forum

## Reviewing and redeveloping the primary curriculum

The Schools' Forum was established by the NCCA in May 2018. It includes representatives from over 40 schools across the country, reflecting the rich diversity of primary schools. Meeting every 4–6 weeks, the Forum provides a space for teachers and school leaders to share experiences, perspectives and reflections, and to tease out key ideas about a redeveloped primary curriculum. This article, written by four Forum members, gives a flavour of the schools' experiences of being part of this curriculum development work.

### Why did your school get involved?

**Mary:** As a staff we wanted to lend our voice and our aspirations to a process which recognises the inherent value of teachers' contributions.

**Regina:** As a newly amalgamated school the idea of change and looking to the future, while preserving the best of what went before, was the business of the day. It seemed like a good fit for us to get involved with the Forum for consultation on the review and redevelopment of the primary curriculum.

**Alison:** I was nearing the end of my own primary education when the 1999 curriculum was being rolled out, I am now part of a group tasked with evaluating and looking to redevelop it – this highlighted to me the timeliness of embarking on this process of review and redevelopment.

### Our schools' experience

**Mary:** Participation in the NCCA Forum and working with my fellow forum members has been an enormously positive and rewarding experience. Working with colleagues in other schools has enlightened my perspective, they have inspired me with their innovative approaches, enthusiasm and articulate suggestions, and strengthened my belief that our work is of significant value. Our school feels a sense of shared understanding from being involved in the consultative process.

**Regina:** Parents and teachers have an opportunity to ponder big questions such as what we value in education, what its purpose is, how and what children should be taught, what's important in our current context and what the future might demand. Our ideas have been expanded and challenged and our thinking deepened with access to academic papers outlining recent research both in Ireland and internationally. Visits by NCCA personnel to our school really marked out



the stated intention of consultation at grassroots level.

**Brendan:** Our involvement so far has been very rewarding, the space and materials for professional conversations has been the most valuable of all. Sitting around a table as a staff to discuss the future direction of the curriculum and knowing that these discussions are feeding into the national conversation is powerful. It's very refreshing to hear the views of professionals from differing contexts from every corner of the country. The voices of the primary educators of children have been listened to very closely too and earlier in the year we held a very productive parental focus group. While the dialogue here fed into the NCCA's work it also provided very valuable information for our own school as we plan for the future.

**Regina:** At a recent meeting in a privileged first view of draft aims and principles by the Forum, there was a magical moment as we saw ideas which had arisen in previous meetings and been discussed, reflected in the piece. There was a sense of collegiality, respect and trust as we shared genuine concerns and brave ideas.

**Alison:** Outside of the reflective and assessment exercises representatives undertake in the Forum, our school's participation has also meant that our staff had been provided with the opportunity and support to engage in a process of

self-reflection. The value NCCA places on including every individual teacher's voice, as well as those of each school staff and their schools' parents, is undeniable. The research presented has been insightful and thought-provoking, the ensuing discussions are always rich and fast-paced and have always left me coming away with something new to think about, or perhaps even a different viewpoint.

**Brendan:** One thing that has struck me is that smooth transitions are important and that a child should experience seamless transitions from pre-school to primary and from primary to second level. I have found it particularly interesting to hear from teachers from second level and early years settings about their experiences, it's extremely important that we're all contributing to this process.

### Next steps

**Alison:** As a group, the Forum members have a common interest in, and passion for, shaping an outstanding curriculum that will best serve and guide the lives of Irish children for the years to come.

You can read more about the Schools' Forum by visiting <https://bit.ly/2tZGoTC>. The website also gives information about how you and your school can contribute to the redevelopment of the primary curriculum.

**MARY O'GRADY**, St Joseph's School, Tipperary;  
**BRENDAN ROACHE**, Court NS, Co Wexford;  
**REGINA O'SULLIVAN**, Scoil Mhuire agus Eoin, Cork;  
**ALISON RAFFERTY**, Central Model Infants School, Dublin.

The NCCA thanks Mary, Brendan, Regina and Alison for authoring this article.



# Bunratty Castle

Bunratty Castle in Clare has a long and interesting history. Jean Wallace delves into the background of the famous fortress.

The spot on which this castle stands, has been occupied for over 1000 years – from the Vikings to the Normans and great Irish earls to noble lords and ladies. The castle was graciously restored in the 1950s.

## The rise and fall of the castle



Robert De Muscegros, a Norman, built the first defensive fortress (an earthen mound with a strong wooden tower on top) in 1250. His lands were later granted to Thomas De Clare who built the first stone castle on the site. About this time Bunratty became a large town of 1,000 inhabitants.

In 1318, Richard De Clare, son of Thomas, was killed in a battle between the Irish and the Normans. His followers were routed and the castle and town were completely destroyed. The castle was restored for the King of England but was laid waste in 1332 by the Irish Chieftains of Thomond under the O'Briens and MacNamaras. It lay in ruins for 21 years until it was rebuilt by Sir Thomas Rokeby but was once again attacked by the Irish and the castle remained in Irish hands thereafter. The present stone structure was built by Shioda MacNamara in 1425. For two centuries it was the seat

of the O'Brien family, Earls of Thomond and Kings of North Munster.

## Location

The location of Bunratty Castle occupies a strategic site commanding the entrance by sea to the port of Limerick. To the south is the mighty river Shannon, to the west and south, ancient and treacherous marshes, to the east, the river Raite, the river which gave the castle its name; the mouth of the Raite, Bun Raite or Bunratty.



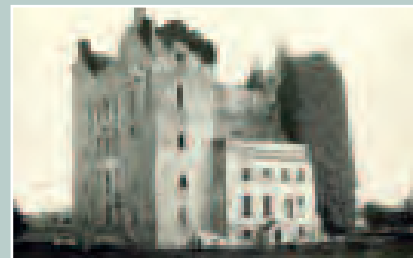
Bunratty Castle was built as a defensive structure to protect the O'Briens' land but also to keep a watchful eye on the important Shannon Estuary. Nowadays, the M18 runs very close to the castle and visitors frequently enquire how the castle was built so close to a main road. Of course the road is a new piece of infrastructure but the river was the motorway of its day providing the castle with a key gateway to the rest of Europe in 1425..

## Appearance now and formerly

The castle looks the same now as it did in 1425. It was bought and restored in the 1950s by Lord Gort who also donated the furniture which resides in the castle.

Before Lord Gort's restoration in partnership with the OPW, it lay in

near ruins as seen in the picture below.



The job fell to renowned architect Percy LeClerc to ensure Bunratty Castle was restored to the authentic building you see today'

## Some things change, others stay the same

The O'Briens no longer live in the castle. The last family that lived in it were the Studdarts but, in 1804, they moved to Bunratty House nearby. This house would have been modern and a lot more comfortable than a large old castle. Also, Ireland was a safer place and there wasn't a threat of invasion from the river. The family simply did not need to live in a fortress anymore so could afford the contemporary comforts of a house.



The castle itself remains largely unchanged from when it was originally built. This is because the Shioda MacNamara built a strong stone fortress that has stood the test of time. Due to the generous help of Lord Gort we can experience this site as it was in 1425.

**JEAN WALLACE, Shannon Heritage.**

To arrange a school tour to Bunratty Castle or the other Shannon Heritage attractions, contact [jean.wallace@shannonheritage.com](mailto:jean.wallace@shannonheritage.com) or 061 711226

**Subject**  
SESE (History)

**Strand**  
Local Studies

**Strand Unit**  
Buildings, sites or ruins in my locality.



# ILLEY – Inspiring Language

## A new website from the European Centre for Modern

United in diversity – the motto on which the European Union (EU) was founded – reflects the linguistic and cultural diversity that is integral to European identity. Today, within the EU, there are 24 official languages, 60 recognised regional/minority languages, in addition to numerous migrant languages. In Ireland, for example, more than 180 languages have been identified. Languages play an important part in everyday life and in cultivating respect for cultural and linguistic diversity. The European Centre for Modern Languages (ECML), of which Ireland is a member state, promotes quality language education, recognising that it is central to achieving intercultural dialogue, democratic citizenship and social cohesion.

Early language learning has been identified by the Council of Europe as the key element in achieving this objective. Research shows that children who are bilingual benefit cognitively as well as having improved language learning skills. This has particular resonance in Ireland where we are fortunate to have a situation where all children are exposed to two languages, both Irish and English, during their primary education. For migrant children, encouraging them to maintain their home language has several important advantages among which is a head start in fulfilling the Council of Europe objective above. This approach can also present advantages for their Irish counterparts. Hearing their peers confidently using their own home languages empowers Irish pupils to develop an interest in languages, one of the results of which can be a new-found interest in the Irish language and using it as a means of communication.

The development of an integrated approach to language learning (NCCA) reflects our understanding that languages support the learning of further languages. Creating an awareness of language through their developing proficiency skills of listening, speaking, reading and writing allows pupils to realise that there are helpful connections

between languages. For instance, there are so many ways to say eight – ocht, opt, huit, ocho, otto, etc. This integrated approach to language awareness is a learning resource for both pupils and teachers alike. The resulting development of observational, reflective, and analytical skills can be brought to bear on all areas of learning, including STEM subjects. Language awareness is an important tool to support learning. It is also one of learning's most valuable outcomes and develops when pupils are encouraged to make autonomous use of the languages at their disposal.

### How ILLEY can help to create linguistically aware learners

The ILLEY website was developed to provide practical support for teachers and those involved in delivering initial and continuous professional development. The tools provided are based on existing resources from the ECML and various member states including Ireland. Envisaged outputs include making teachers and other educators aware of their own linguistic potential in addition to that of the children in their groups/classes. Learners who are encouraged to use their full linguistic repertoires can tap into valuable resources that support development of their linguistic and cultural competences

ILLEY encompasses all aspects of language learning, i.e., the language of schooling, modern languages, and integrated language learning. The adaptability of ILLEY to the various contexts in which learning and teaching take place lies in its child-centred approach. The focus is on encouraging the use of what the child brings to the learning situation, even when this is a language not known by the teacher. Whatever the language, wherever it is being learned, the ideas presented in ILLEY can be applied in schools and classrooms throughout Ireland, Europe and beyond. The website was compiled and developed by a team of teachers and

educators, each with experience working at pre-school and/or primary level across Europe.

This link: <https://bit.ly/2TC2bOj> gives direct access to the website – currently a work in progress – where details of each section are introduced in the form of a flower graphic.



Each of the six petals opens to reveal different topics pertaining to the teaching and learning of languages, providing information to support language learning in, and beyond, the classroom.

**Context** addresses the background to ILLEY, what it is, and why it was developed. Because of the importance and benefits to be derived from early language learning, ILLEY aims to provide ways in which to cultivate **Inspiring Language Learning** environments. Core ideas about language learning and practical examples – that encourage both children and adults to acknowledge and develop their linguistic skills, learn new languages and open themselves to the languages around them – aim to make language learning enjoyable and inspire both children and adults alike.

# Learning in the Early Years

## Languages (ECML)

The **Quiz** section challenges our views and beliefs regarding how languages are learned, and how language learning may be supported. Twenty statements and facts are presented, e.g., children get confused if they learn more than one language at the same time. Is this a myth or fact?

As teachers, the team is acutely familiar with the demands made on teachers and teaching time. The section on **Frequently Asked Questions** addresses issues raised by teachers, e.g., How can I help a child to learn or use a language I don't know myself? Suggestions are provided as to how additional languages, present in the classroom, may be integrated into curriculum delivery and how children's language(s) can be tapped into as a teaching and learning resource.

The section on **Inspiring practice** provides examples of topics already devised and used successfully by teachers in Ireland and other European countries. These examples are categorised under age groups: 3–6; 6–9; and 9–12. Very quickly, teachers will begin to appreciate that these examples do not represent a new programme or methodology. Rather, they demonstrate ways for teachers to incorporate into their current teaching

one of the most basic principles of all learning, i.e., that we start from the child's existing knowledge and experience. The outcome from this is that children are motivated to begin using their own linguistic knowledge, knowledge that the teacher cannot possibly be expected to have. This creates increased levels of participation, enthusiasm and involvement in learning by the pupils themselves. For many of them, it will be the gateway to becoming autonomous learners. **Learning and teaching resources** provide suggested approaches to language learning across the range of topics included in the curriculum. These suggested examples were all devised by practising teachers.

**Guiding principles** are the bedrock on which the website is built. These principles are based on the concept of language learning as an active process in which children, as autonomous learners, make meaning of the world by using their linguistic repertoires to interact with others. This approach respects children's needs and ways of learning. It takes into account what children already know by focusing on the child's pathway of learning, and providing scaffolding for individuals

in their ongoing learning process.

The **ECML Resources and more** section provides associated projects, articles and research for those who wish to follow up on the topic of language learning at pre-school and primary level.

A **Glossary** is included to ensure clarity regarding terminology used.

### References

European Centre for Modern Languages (ECML) [www.ecml.at](http://www.ecml.at)  
*Integrated Primary Language Curriculum (draft 2018)* NCCA  
 Little, D. and D. Kirwan (Forthcoming 2019) *Engaging with Linguistic Diversity: A Study of Educational Inclusion in an Irish Primary School*. Bloomsbury Academic.

---

**DR DÉIRDRE KIRWAN** is a former Principal of an Irish primary school where 80% of pupils were from more than 50 linguistically and culturally diverse backgrounds. She has written articles and presented papers both nationally and internationally on the topic of linguistic and cultural diversity, co-authored the forthcoming publication above, and provided whole-school CPD for primary teachers. She is currently working on the ILLEY project with the ECML.





# A Glimpse into the Life and Work of Ernest Kavanagh

From 1912–1916, cartoons accompanied by the monogram 'E.K.' were a familiar sight to the readers of a variety of publications, including the socialist newspaper *The Irish Worker* and the suffragette publication, *The Irish Citizen*. These initials belonged to Ernest Kavanagh, who is described by his biographer, James Curry, as the 'Artist of the Revolution'. Through his political and satirical cartoons, Kavanagh depicted contemporary events from 1912 until the early months of 1916. However, his life and work were cut short; in April 1916 he was struck by a bullet and died, at the age of thirty-two. Kavanagh had been officially employed as a clerk for Jim Larkin's union, the Irish Transport and General Workers' Union (ITGWU) and was one of the many civilians to die from gunshot wounds during the Easter Rising.

Kavanagh was born in 1884, educated at Synge St CBS and the 1901 census records give his address as the Wood Quay area of Dublin city. His work began to be published in *The Irish Worker* from 1912. This publication had been launched the previous year and was described as a vital organ of communication by Jim Larkin, who stated that for, '... far too long have we, the Irish working people, been humble and inarticulate.' Many of Kavanagh's cartoons focused on the struggle of workers during the 1913 Strike and Lock-Out. A recurring figure in his work was businessman William Martin Murphy, owner of the *Irish Independent*, Dublin Tram Company and leader of the Employers' Federation. In 1913, Murphy led employers in Dublin in the lock-out of workers. Employees were shut out of employment, not to be re-admitted until they resigned from the ITGWU and promised not 'to join, or in any way support this union'. This action resulted in hardship, struggle and acute poverty for the workers and their families. The lock-out lasted for six months, after which workers returned to work under the terms of their employers.

The cartoon pictured is known as 'The Demon of Death'. William Martin Murphy (buried in Glasnevin Cemetery) resided in Dartry Hall, a sizeable residence in Rathmines. Murphy is depicted here as a vulture outside his home, while an injured



Ernest Kavanagh's cartoon 'The Demon of Death' depicts Irish businessman, newspaper publisher and politician, William Martin Murphy, as a vulture outside his residence, Dartry Hall, Rathmines. An injured worker lying on the ground represents the workers of Dublin during the 1913 Strike and Lock-Out

worker lies on the ground. Kavanagh presents the stark divide between the classes and his views on how Murphy afforded his existence; from the labour of the worker. This particular cartoon was published in the aftermath of Bloody Sunday of 31 August 1913. Larkin had been banned from speaking to a crowd but said that he would proceed and was smuggled into the Imperial Hotel (later Clery's). From there he spoke to the gathered workers who were on strike and as he began to speak the crowd surged forward to hear. The police baton-charged those gathered and very violent scenes and fatal injuries ensued. The worker in this cartoon is bleeding heavily and it is clear where Kavanagh is laying the blame.

On 25 April 1916, Ernest Kavanagh was shot dead outside Liberty Hall (now SIPTU's headquarters). He was not a member of the Irish Volunteers or James Connolly's Irish Citizen Army but made his contribution through his artistic work.

Kavanagh's sister Maeve (who spelt her surname Cavanagh) was a poet and member of the Irish Citizen's Army. She also produced many works in support of the Nationalist and Labour cause and was also published in *The Irish Worker* and other publications. The following lines were written in tribute by his sister Maeve, 'And yet how dear I hardly knew, Till now when you have died ...'

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

To find out how a tour can be tailored to include such interesting narratives as the one above – please contact the Education Department at Glasnevin Cemetery Museum. at [glasnevinmuseum.ie](mailto:glasnevinmuseum.ie), tel: 01 8826550, email: [education@glasnevintrust.ie](mailto:education@glasnevintrust.ie).





# Dinosaurs in the Classroom

Movies such as *Jurassic World* and events such as the Museum of Ireland's 'Jurassic Skies' exhibition and Dublin Zoo's 'Zoorassic World', have put dinosaurs back in the minds of Irish children – if they had ever left them! The creatures of the cretaceous period always seem to inspire young minds.

A 'dino world' can be created in any classroom, at little expense. The following ideas could form part of your *Aistear* play areas.

## Dino Garden

Get a tray and fill it with soft sand. Add plants in small pots – ferns, moss and liverworts are all available, free of charge,

in any ditch. Just add some toy dinosaurs to make a fun dinosaur garden.

## Dem Bones Dem Bones

While you could buy one of the many skeleton kits available, to make a plastic replica, why not use the real thing? You get one free with every Sunday poultry roast. After eating that delicious chicken roast, throw the leftovers in a pot and boil them up. The fleshy bits will fall off to make great soup stock and the bones can be dried in the oven or just in the fresh air. Split the bones up, bury them in the sand, and get pupils to excavate them and put them back together. Then crack one in half. It will be hollow, just like the bones of theropods

like the lizard-king T Rex. Turns out tyrannosaurus was just an oversized rooster!

## Fossil prints:

During the time of dinosaurs, most of Ireland was under water so most fossils found are of marine creatures. Fossils of anomites and trilobites are not very expensive. Prepare a flat bed of sand and make imprints from real, or replica fossils. Let pupils fill the imprints with a dessertspoon-full of plaster of paris to create their own fossil replicas to take home.

**DALE TREADWELL** is a Heritage Expert, available through Heritage in Schools. Find out more at <https://bit.ly/2W5zXch> or [www.naturallywild.ie](http://www.naturallywild.ie).

# Seachtain na Gaeilge

Bhí comórtas ealaine i Glenswilly NS,  
Leitir Ceannain le haghaidh  
Seachtain na Gaeilge.  
Nach ndearna siad obair ghálanta?





# Something Fishy Project

## All-Ireland Winners Letterkenny Educate Together National School



Something Fishy is an educational programme, aimed at primary school pupils aged between 10–13 years, which informs and educates students on fish, water, angling, and the environment.

Having heard numerous positive reports about the Something Fishy project from other primary schools in Donegal, fifth class at Letterkenny ETNS decided to take part in the project.

The children knew it would take something exceptional to compete in the project. They decided to do something that hadn't been done previously and came up with the idea of developing a website. They learned all about fish life, how they can help save our fish life by reducing pollution and the impact the environment has on the survival of fish. The students created mini-projects, conducted research and interviews and, with help from their teachers and outside agencies, they gathered as much information as possible to educate themselves and create a project they were proud of.

### Visit from Inland Fisheries Ireland

Owen Kelly from Inland Fisheries Ireland visited the school and gave fifth class an introduction to his job as an inspector and all the activities he and his team are involved in. Inland Fisheries are the state agency responsible for the protection, management and conservation of Ireland's inland fisheries and sea angling resources.

### Making the website

The students created a website using

Google Apps for Education. They could edit the content and include text, links, videos, images, and games (which they coded themselves). Some of the pupils had coding experience and they shared their knowledge with others in their team.

The web-based project was conducted as a live project and the students began by breaking the project down into tasks and assigning teams to those tasks depending on their area of interest. The project tasks and the teams are listed on the website as are the roles assigned to each team. All of the information the students learned was uploaded to the website.

### Sharing the project

After the project was complete, the students visited the classes in the school and presented their website to other children. They showed the classes their games, the videos and many of the other resources they had gathered and uploaded to their project. The learning experience was extremely positive and the pupils showed great pride in demonstrating what they had learned and in showing the project they created to the other classes. The students concluded that their initial aim reiterated below, was achieved, and the project was a success.

"Our aim is to teach our peers and others all about what we have learned and how we can all help in saving our schools of fish from extinction. We hope you enjoy learning all about fish like we did!"



"I want to congratulate the students and teachers of ETNS in Letterkenny on becoming 'Something Fishy' National Champions for 2018. This year's award is particularly special as we embark, in conjunction with countries all over the world, on the International Year of the Salmon to celebrate the shared cultural and mythological place of salmon in societies around the globe."

Joe McHugh, Minister for Education

As you can see the project took an enormous amount of effort but the children really enjoyed the process. They were also delighted to have won first place in the national Something Fishy competition 2018. The school would like to thank Donegal Education Centre and Owen Kelly from Inland Fisheries for their support throughout the process. Have a look at our project Save Our Schools – <https://bit.ly/2CoZFpi>.

Nakita Burke, Letterkenny ETNS



Is í Suzanne Nic Pheaircín, Síceolaí Forbartha & Oideachais, údar an chlár *Mise Mar Fhoghlaim* (leagan Gaeilge de *My Learner Identity*) atá curtha ar fáil le cúnamh ón gComhairle um Oideachas Gaeltachta agus Gaelscolaíochta.

Cabhraíonn an clár praiticiúil seo le foghlaimoirí foghlaim 'conas foghlaim'. Cuireann an clár ar chumas na ndaltaí measúnú a dhéanamh orthu féin mar fhoghlaimoirí agus tuiscint a chothú iontu faoin mbealach ina bhfuil a ngníomhaíochtaí, a mothúcháin, a smaointe agus a n-aidhmeanna foghlama nasctha le chéile.

Sa tslí seo cuirtear ar chumas daltaí teacht ar an tslí is fearr ina bhfoghlaimíonn siad féin. Chomh maith leis sin, cabhraíonn sé le daoine eile tuiscint a fháil ar dhearcadh saoil agus ar mheon na ndaltaí mar fhoghlaimoirí.

Tá sraith téacsleabhar sa chlár seo agus tá treoirleabhair ann do mhúinteoirí freisin agus díríonn siad ar ghuth an fhoghlaimora a chur chun cinn. Cothaítear freagracht, éifeachtacht agus úinéireacht san fhoghlaimoir. Cothaítear meon an fhoghlaimora agus múinteoir na huirlisí is gá a úsáid maidir le foghlaim éifeachtach a chur ar bun.

Is creatlach comhtháite, oiriúnach ó thaobh céime agus forbartha de é *Mise mar Fhoghlaim* agus tá sé deartha

chun féiniúlacht an fhoghlaimora a chothú le linn na mblianta scoile. Lorgaíonn an tsraith comhpháirtíocht an bhaile agus na scoile ar mhaithe le féiniúlacht foghlaim na bpáistí a chothú agus le hiniúchadh a dhéanamh ar an 'cad' agus ar an 'conas' a bhaineann le foghlaim. Tacaíonn an clár le cleachtais na múinteoirí maidir le measúnú múnlaiteach agus féinmheasúnú scoile.

### Úsáid sa Rang

- Bain leas as treoirleabhar an mhúinteora, áit a dtugtar comhairle do mhúinteoirí maidir le cur i bhfeidhm na sraithe chomh maith le heolas maidir leis an réasúnaíocht agus leis an bunchreat taobh thiar de *Mise Mar Fhoghlaim*
- Déan iniúchadh ar [www.misemarfhoghlaimoir.com](http://www.misemarfhoghlaimoir.com), áit a bhfuil oiliúint agus físeáin ar fáil do mhúinteoirí chun an clár a chur i bhfeidhm sa rang.
- Díríonn an tsraith ar mheon foghlaimoirí agus ar an gcur chuige tábhachtach foghlama a bhaineann le nósanna foghlama atá éifeachtach. Spreag na páistí chun an meon seo a aithint agus déan iad a mhealladh chun féinmhachnamh a dhéanamh agus chun úinéireacht a ghlacadh ar straitéisí chun feabhas a chur ar a gcuid

éifeachtachta san foghlaim.

- Meall páistí lena scéalta féin a insint sna leabhair taifead dalta: a láidreachtaí, a n-ábhair spéise sa domhan ina maireann siad, a mianta, a nguíonna agus a n-aislingí, na rudaí faoin scoil a thaitníonn leo agus na slite inar maith leo a bheith ag foghlaim.
  - Bain leas as bileoga gníomhaíochta treocha na daltaí chun machnamh a dhéanamh ar an domhan mórthimpeall orthu, conas mar is maith leo foghlaim, a ndearcadh orthu féin mar fhoghlaimoirí, agus a ndearcadh ar an scoil.
  - Tá comhpháirtíocht ó thuismitheoirí de dhíth chun gníomhaíochtaí éagsúla a chomhlíonadh. Tabhair comhairle do thuismitheoirí faoi conas na gníomhaíochtaí seo a chioradh sa bhaile agus tacaíocht a thabhairt dá bpáistí.
  - Tabhair le fios do pháistí go bhfuil meas agat ar a ndearcachaí, go bhfuil tábhacht ag baint lena dtuiscint fúthu féin. agus nach mbeidh na tuairimí a roinneann siad á gcáineadh.
  - Tabhair suntas do mheon na bpáistí agus na cuntais atá tugtha acu faoina dtaithí foghlama agus tuairiscí scoile á scríobh ag deireadh na bliana
- Ar fáil: <http://misemarfhoghlaimoir.com/>

**MÁIRE NIC AN RÍ, Oifigeach Bunscoile, COGG.**

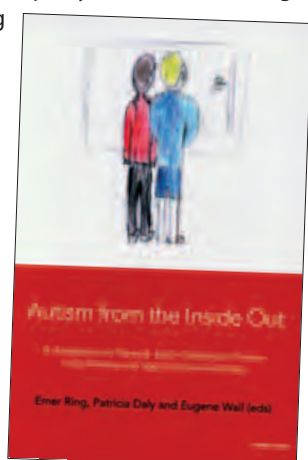


# Reviews

## Fantastic autism resource for the whole school community

*Autism from the Inside Out* is described as 'a handbook for parents, early childhood, primary, post primary and special school settings' and this is most certainly what it is. It is a fantastic resource for anyone whose life is touched by ASD, and in schools today, that would include the vast majority of staff.

The book combines theory on ASD with up-to-date Irish research findings, with 'signpost' boxes which helpfully summarise key points along the way. The world of school is depicted through the senses of an ASD learner, with descriptions of the challenges they face as well as a clear emphasis on their huge potential for success. This positive tone is throughout the book, from the affirming foreword by Adam Harris, to the forward thinking rewording of ASD to 'Autism Spectrum



Difference'. Since learners' success is often linked to teacher expectation, this seems to be a very positive step forward in how we view our ASD pupils.

*Autism from the Inside Out* would be very useful for teachers and SNAs working directly with ASD learners, both in special classes and mainstream settings. More generally, however, it's a book which focuses on learners as individuals, reminding us of the range of challenges they face but also of their huge potential for success. For this reason it would help all teachers in their planning for an inclusive classroom.

Peter Lang. ISBN: 978-1-78707-839-0 Cost: €25. All proceeds from the book's sale go directly towards AsIAm.

Reviewed by **STEPHEN DALY, Scoil Bhride JNS, Donaghmede, Dublin 13.**

## Friendship – with a T-Rex!

Eddie is a very ordinary 10 year old boy with a very ordinary family and a very ordinary life. Fun loving and full of adventure, he is soon to find out what happens when something extraordinary occurs.

The adventure begins when he stumbles across a giant egg. An egg which he thought would boost his chances of becoming star of the week in school. However, things are about to take a whole different turn when Eddie brings the giant egg home and it hatches!

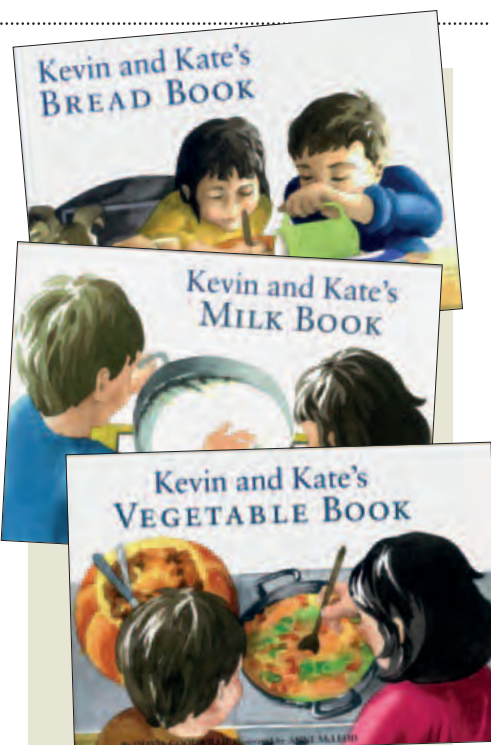
Eddie becomes the proud owner of a T-Rex, called Bolan. Keeping Bolan a secret from friends and family can be quite a challenge, especially when the tiny dinosaur starts to grow! Throughout the book we are given account of the adventures they have together and watch their friendship grow and blossom. But all good things must come to an end and it is not long before a nasty professor of science discovers Eddie's secret and plots to kidnap Bolan. Can Eddie save Bolan

from becoming a laboratory pet?

*Bolan – A Tyrannosaurus Pet* by Sam Lawrance, is written in a straightforward manner and would be suitable for children aged seven – 12. Its simplicity, humour and the strong theme of friendship running throughout the book would also make it a delightful class reader.

Printed by Amazon. ISBN: 978-1-91650-090-7. Cost: £5.99 stg. Available to buy from Amazon Book Store. All proceeds are going to Cork City Hospital's Children's Club.

Reviewed by **LORNA ROCHE, Blackrock, Co Dublin.**



## Kevin and Kate's food adventures

These books by Olivia Goodwillie and illustrated by Anne McLeod are about two siblings, Kevin and Kate. They live with their parents and grandparents in the countryside.

There are three books in the series, *Kevin and Kate's Bread Book*, *Kevin and Kate's Vegetable Book*, and *Kevin and Kate's Milk Book*. We follow Kevin and Kate as they sow and harvest vegetables, milk a cow to produce butter and cheese and make bread from scratch. They speak about the origin of food in a child-appropriate, fun way and there are recipes included in each of the books so the food can be re-produced by children.

Each of the books rhymes and they have lovely, colourful illustrations to go along with the stories.

Through these books, children will learn where food comes from. The books also encourage healthy eating and home cooking. These books are best suited to children aged three to eight.

ISBN: 978-0-99298-521-9, 978-0-99298-522-6, 978-0-99298-523-3. Cost: €9.99 each. Available to buy from: [kevinandkatesfoodadventures.com](http://kevinandkatesfoodadventures.com)

Reviewed by **SARAH BIRD, Naas, Co Kildare.**

# Finishing Touches

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

## Noticeboard



### Accord are looking for volunteer facilitators

Accord are now recruiting volunteer marriage preparation course facilitators. If you're interested in becoming part of the Accord team and supporting couples preparing for the Sacrament of Marriage contact Aisling on 01 5053112 or email [info@accord.ie](mailto:info@accord.ie). See [www.accord.ie](http://www.accord.ie) for more details.



### Global Citizenship School

How can you find out more or get involved?

1. Email [global@into.ie](mailto:global@into.ie) to arrange a free Global Citizenship workshop for staff or pupils.
2. Check out [www.into.ie](http://www.into.ie) (Global Citizenship School) for latest free lesson plans and teacher resources.
3. Follow @GlobalCitSchool on Twitter or @globalcitizenshipschool on Facebook.

Put a note in your diary: Global Citizenship School Summer Courses will take place in early July.



### Teachers' Golfing Society

Teachers and those who have retired are invited to join the Teachers Golfing Society (TGS) for the 2019 season.

Outings to challenging courses, away trips and good company are guaranteed.

New members are exempt from the annual subscription for this year.

Email Secretary, Catherine Hennessy, at [cathhennessy@gmail.com](mailto:cathhennessy@gmail.com) for details.



### Food Glorious Food!

Olivia Goodwillie is offering workshops in Education Centres in the South East.

Based on the Kevin and Kate Food Adventures books (see review on page 59) she will show fun ways to explore the origins of food in the classroom.

She will also show how to use the books in other areas of the curriculum.

Check them out at [kevinandkatesfoodadventures.com](http://kevinandkatesfoodadventures.com)



### Copy dates

Copy you wish to have considered for publication in the May issue of *InTouch* should be submitted by 8 April 2019.

The deadline for the June issue is 13 May.

Please email copy to [editor@into.ie](mailto:editor@into.ie)



### Deadline for submissions to Irish Teachers' Journal

*The Irish Teachers' Journal* is now open for submissions.

Articles for consideration (5,000 – 7,000 words) should be submitted in electronic form to Claire Garvey ([cgarvey@into.ie](mailto:cgarvey@into.ie)) by Friday 12 April, 2019.

You can find full submission guidelines at [www.into.ie/ROI/Publications/IrishTeachersJournal/](http://www.into.ie/ROI/Publications/IrishTeachersJournal/)



### Kindling the Flame 150 Years of the Irish National Teachers' Organisation

*Kindling The Flame: 150 Years of the INTO* chronicles and marks the life of the INTO since its formal beginnings in 1868. It is a major contribution to the INTO 150 celebrations.

Reviews have described the book, written by Niamh Puirseil as "accessible and fluent", "a fascinating history" and "a marvellous read". There are a limited number of books to purchase from INTO Head Office, the cost is €19.99. Contact Georgina Glackin at 01 8047745.





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

## Comhar Linn Draw winners

### January Draw

#### Car – Toyota Yaris

Kerry-Anne McShane, Scoil Ghráinne  
Community NS, Clonee, Dublin 15.

#### Cash €2,000

Thomas McKenna, Tralee, Co Kerry.

Winners details held by consent.

#### Cash €1,000

Eibhlís Uí Loineacháin, Tournafulla,  
Co Limerick.

John Paul Murphy, Scoil Treasa,  
Firhouse, Dublin 24.

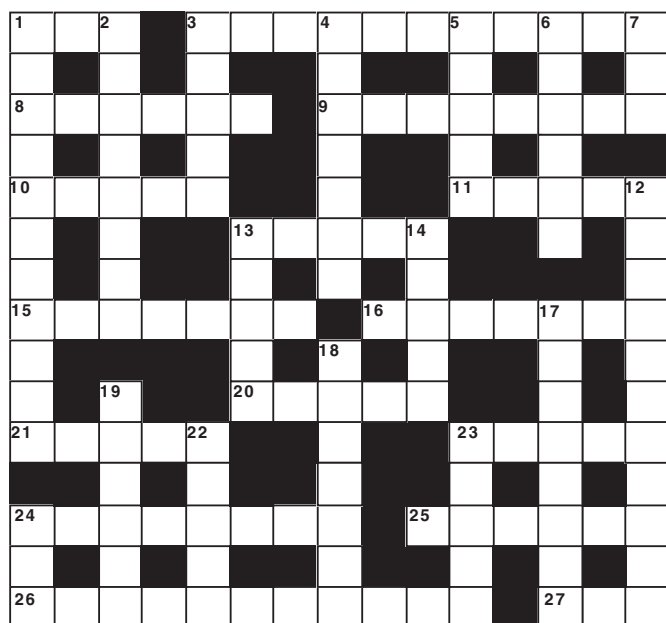
Winners details held by consent.

Right: January 2019 car winner  
Kerry-Anne McShane



# Comhar Linn Crossword no197

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 3rd May 2019. Photocopied crosswords are not accepted.



### ACROSS

1. One encounters an amount of pressure in such a pub. (3)
3. Take rum veal (chopped) - what's it worth? (6,5)
- 8 & 9. A California city's can (with conifer beer) shows who on staff is most vulnerable to enrolment changes. (4,2,5,3)
10. See 25 across.
11. Dashes around one in derelict places. (5)
13. Uniform jacket from Timbuktu? Nice! (5)
15. Convert a tin hall to a place where insects may live. (7)
16. The journalist espied a cutter. (7)
20. The scope to dispel anger. (5)
21. Answer in a salesmanlike manner? (5)
23. Fabulous restaurants evidently serve hot starters, straight from the oven. (5)
24. Show the sailor a way to write a Maeve Binchy novel. (4,4)
- 25 & 10a. How did Noel ogle a favourite from the past? (6,5)
26. Reworked dance trends surpassed all others. (11)
27. Georgia's great fun! (3)

### DOWN

- 1 Will a laptop blare out the vote you put on this? (6,5)
2. One dwells on the Head of State's being decapitated. (8)
3. I can be found in a labyrinth of corn. (5)
4. Sank fat concoction? Cover up with these! (7)
5. It'll protect your pupils? Get six to Sligo, right? (5)
6. Have a short visit with the toilet family. (4,2)
7. An amphibian will move your money electronically. (3)
12. An informal vote - for a performance of manual dexterity? (4,2,5)
13. Tradesman involving a novice in a row. (5)
14. Frasier's bird? (5)
17. Will it bear pups or lambs? (8)
18. A cardinal at present, the professor shows how high one can go in Wales! (7)
19. This Ancient State found in a section within South Africa. (6)
22. Stories about spun products. (5)
23. Whatever floats your boat, Noah! (5)
24. It's a small bird, whatever view you have on it. (3)

NAME:

ADDRESS:

To read the Crossword Competition Terms & Conditions and INTO's Data Privacy Policy please visit [www.into.ie/ROI/Benefits/Competitions](http://www.into.ie/ROI/Benefits/Competitions)

### Gordius - In Touch Crossword No. 196 March 2019 Solution

**Across** 1. Pragmatism 6. Pass 10. Put an end to 11. Wheat germ 12. Comrade 15. Staff 17. Myth 18. Oral tradition 21. Started 23. Untie 24. Kite 25. Tell 26. Exams 28. Damages 34. Odour 35. Lady 36. Presbytery

**Down** 1. Pope 2. Astronaut 3. Manor 4. Towed 5. Seem 7. Akela 8. Sum of money 9. Stashed 13. About 14. Emerald 16. Monumental 20. Drive home 21. Set sail 22. Edam 27. Award 29. Agnes Grey 30. Agony 31. Pier

**Gordius - InTouch No. 195 winners** are Meabh Barry, Blackrock, Co. Cork and Kevin Loftus, Foxford Co. Mayo.

**Gordius - InTouch No. 196 winners** will be announced in the next InTouch issue.

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



## CBI recommended read – April

# The Magic Moment

Written by Niall Breslin and illustrated by Sheena Dempsey.  
Gill Books, 2019. ISBN 9780717184866. 25pp. Cost: €9.99.

An increasing number of picturebooks explore emotions and teach children about positive and negative feelings. This book goes one step further, providing a practical technique to help children deal with negative emotions in a healthy way. Irish sports star, musician and mental-health activist Niall Breslin teams up with Irish illustrator Sheena Dempsey to produce this picturebook about facing, and ultimately overcoming, your fears.



Freddie's trip to the swimming pool is scary and he leaves without getting into the pool. So his nana teaches him a special trick to help him overcome his feelings.

The Magic Moment Trick described in this book is a simple mindfulness technique to help children manage big feelings. The technique is clear and should be easy for young children to replicate.

Sheena Dempsey's beautiful illustrations do a wonderful job of portraying Freddie's feelings – both negative and positive – throughout the book.

It is a positive, practical and heartfelt book. The story itself has a lot of words, which makes it appropriate for older picturebook readers. It would make a very good class-based resource for an early primary-school setting. (Ages 5–7)


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

### InTouch competitions and draws


From time to time, the INTO runs competitions and draws for members via InTouch, our e-newsletter, website or social media. Only essential data required for the running of the competition is requested from members. The data collected is deleted once winners have been selected.

The full name and county of prize winners is published by the INTO. By entering the competition, it is assumed consent is given by members for publication of these details.


For more information on T&Cs for competitions visit the Benefits section of the INTO website.



portal for irish education  
lárshuíomh oideachais na hÉireann





Star site



**TMPLDERRY NS, NENAGH, CO TIPPERARY**  
[www.templederryns.ie/index.php](http://www.templederryns.ie/index.php)  
*Its website is colourful, well designed and welcoming to visitors. There is a good use of space and colour which makes it easy to navigate and find information.*

**ONES TO WATCH**

**SCRATCHJR**  
<https://itunes.apple.com/ie/app/scratchjr/>  
*With Scratch Jr, young children (ages 5–7) learn important new skills as they program their own interactive stories and games.*

**SNAPSEED—PHOTO EDITING APP**  
<https://itunes.apple.com/ie/app/snapseed/>  
*Snapseed is a free photo editing app from Google that is available on both Android and iOS devices. Snapseed has 29 tools and filters.*

**BIODIVERSITY IN SCHOOLS**  
[www.biodiversityinschools.com](http://www.biodiversityinschools.com)  
*This website has some very approachable and readable articles about biodiversity.*

**Top 10**

The most viewed resources at the start of this month

- GNÍOMHAÍOCHTAÍ DO SHEACHTAIN NA GAEILGE**  
[www.scoilnet.ie/uploads/resources/21617/21340.pdf](http://www.scoilnet.ie/uploads/resources/21617/21340.pdf)
- AN T-EARRACH**  
[www.scoilnet.ie/search/resource/entity/show/Lre/643/](http://www.scoilnet.ie/search/resource/entity/show/Lre/643/)  
*Leabhar labhartha as Gaeilge do Ranganna Naionáin—Rang 2*
- IRISLEABHAR SEACHTAIN NA GAEILGE**  
[www.joom.ag/VzWY](http://www.joom.ag/VzWY)  
*Seo irisleabhar a féidir a húsáid mar chuid de ceiliúradh Seachtain na Gaeilge*
- NAOMH PÁDRAIG – LEATHANACH THÉAMA**  
[www.scoilnet.ie/index.php?id=955](http://www.scoilnet.ie/index.php?id=955)  
*Seo leathanach le naisc chuig acmhainní, fiseán agus cur i láthair faoi Naomh Pádraig*
- LENT, SHROVE TUESDAY AND ASH WEDNESDAY**  
[www.bbc.co.uk/religion/religions/christianity/holydays/lent\\_1.shtml](http://www.bbc.co.uk/religion/religions/christianity/holydays/lent_1.shtml)  
*An explanation of what Lent, Shrove Tuesday and Ash Wednesday are*
- ASH WEDNESDAY – THEMEPAGE**  
[www.scoilnet.ie/primary/theme-pages/events/ash-wednesday/](http://www.scoilnet.ie/primary/theme-pages/events/ash-wednesday/)  
*Resources and videos to aid in your teaching of Ash Wednesday in the classroom*
- THE WEBWISE PRIMARY PROGRAMME**  
[www.webwise.ie/teachers/webwiseprimaryprogramme/](http://www.webwise.ie/teachers/webwiseprimaryprogramme/)  
*For primary school teachers who wish to introduce internet safety into SPHE*
- LÁ FHÉILE PÁDRAIG: LUASCHÁRTAÍ**  
[www.subh.ie/padraiglc/story.html](http://www.subh.ie/padraiglc/story.html)  
*Luaschártaí Gaeilge idirghníomhach a bhaineann le Lá Fhéile Pádraig*
- THE FAMINE – AN GORTA MÓR**  
[www.scoilnet.ie/uploads/resources/25865/25601.pptx](http://www.scoilnet.ie/uploads/resources/25865/25601.pptx)  
*PowerPoint created by Scoilnet about the Famine*
- BIA – SCOILNET THEMepage**  
[www.scoilnet.ie/go-to-primary/theme-pages/irish/bia/](http://www.scoilnet.ie/go-to-primary/theme-pages/irish/bia/)  
*Choose from various topics within the theme – Bia*