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Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

150

Keeping InTouch

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



GENERAL SECRETARY'S COMMENT

Strength in unity

Well, if anyone said my last autumn with the INTO would be quiet, they were wrong.

Our recent ballot on new entrant pay demonstrated the solidarity we have in this union. We always stand by and stand up for each other. It's beholden on all of us to play our part, work together now as one and meet the challenges which lie ahead.

Along with the union leadership, we are currently consulting with our members nationwide. It's important we listen to all views as we consider what comes next.

Our annual Education Conference, which took place in Athlone last month, was a triumph. INTO at its best. Members sharing their expertise and insights, perspectives from leading luminaries in the profession and a chance to network and connect.

As 2018 draws to a close, we can reflect on a significant year for the union. We paid tribute to our 150th anniversary with a series of events which showcased the proud story of our beginning, our history of positive change for our members and the profession and the leaders who, at various

junctures, fought for a profession we can all be proud of. I want to thank Noel Ward, Deputy General Secretary, in particular for his vision and stewardship of INTO 150. Every morning staff at head office walk past a plaque unveiled by President Michael D. Higgins which reminds us of our journey and the battles still to come.

2018 was a year which saw the union engage widely with our membership. From our 150th Congress, to nationwide seminars and training, to special conferences for activists.

I want to thank you, the membership, for a year of strong engagement and input. The union is only as strong as our membership and you have proven this year we are well equipped to take on the challenges which lie ahead. I hope you enjoy the well-earned Christmas break with family and friends.

I wish all members a peaceful Christmas and a happy new year.

Sheila Nunan

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

INTO members reject proposed agreement on new entrant pay



Last month, members of the INTO voted to reject a proposal on 'new entrant' salary scale issues by a margin of 53% to 47%.

Following a motion at INTO's Easter Congress 2018, the trade union had entered into negotiations with the Department of Public Expenditure and Reform on issues pertaining to the pay scale for post-2011 entrants to the profession. The talks had taken place in the context of a March 2018 report on salary scales which established that such talks would focus on the length of the scale and excluded discussions on initial placement on the scale and the payment of allowances. The outcome of this

process was put to the entire membership of the INTO by way of a ballot.

This vote demonstrates the commitment of our membership to secure pay equality. The proposed agreement left several new entrant cohorts from 2011 onwards paid less than their colleagues and the membership has sought to stand in unity with their colleagues in demanding full restoration.

The INTO's Central Executive Committee (CEC) has been engaged in a national consultation with our members ahead of further action.

INTO and IPPN to join forces to deliver for teaching principals

INTO met with the Irish Primary Principals' Network (IPPN) on Monday 19 November to discuss a number of issues of mutual interest and concern. INTO president Joe Killeen and Deirdre O'Connor (INTO), alongside Paraic Clerkin, Pat Goff and David Ruddy (IPPN) agreed to work together to deliver for teaching principals. The group has agreed to adopt the term 'leadership and management days' instead of 'release days/time' as it more accurately reflects the scope of work undertaken on such days. There were also

productive discussions on reducing workload, promoting clusters for leadership and management days, staffing and supply panels. It was agreed to convene a further meeting on workload between INTO, IPPN and the Catholic Primary School Management Association (CPSMA).

INTO recognises that teaching principals are over-burdened and over-stretched with an ever-increasing administrative workload in addition to their teaching duties. The INTO is

currently supporting a Department of Education and Skills 'cluster' model whereby a number of schools with teaching principals may pool their days to hire one teacher to cover all posts. This is advantageous to all parties involved, including pupils who benefit from continuity of the same teacher covering for their class teacher. However, the INTO remains committed, along with key stakeholders, to delivering a minimum of one leadership and management day per week for teaching principals.

Stay informed

Social media

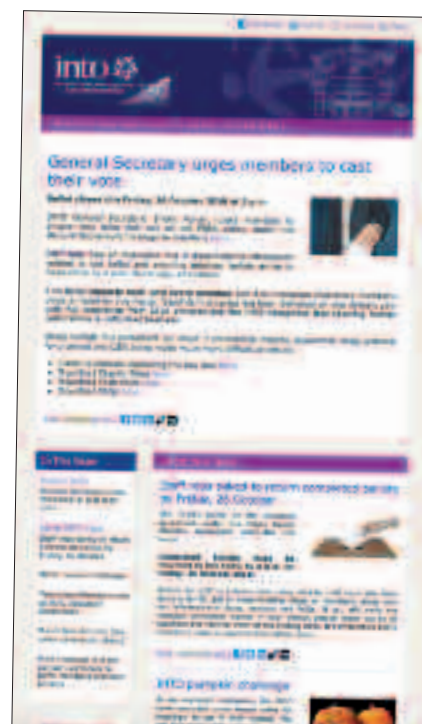
Follow the INTO on Facebook and Twitter for all the latest news and updates.

- Facebook: 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



INTO Christmas charity

In lieu of sending Christmas cards this year, the INTO will donate €2,000 to the charity Rosabel's Rooms.

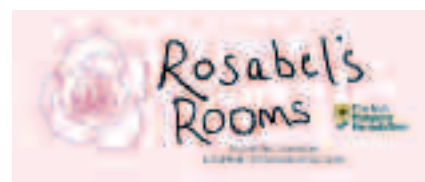
Rosabel's Rooms was established by parents Suzanne McClean and Gary Monroe in memory of their beloved daughter Rosabel Monroe, who died suddenly and unexpectedly in April 2017, aged sixteen months.

Rosabel's Rooms, in collaboration

with the Irish Hospice Foundation, was launched on 5 January 2018, on what would have been Rosabel's second birthday.

The project will facilitate the development of family-friendly bereavement suites in hospital emergency rooms around Ireland, facilitate direct financial support to families when a child dies and work to

ensure required therapeutic supports are made available for individuals impacted by child loss.



10 things you should know

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Government u-turn on flat-rate tax expense allowance

Members may have noted media coverage in late November of the Revenue Commissioners' review of flat-rate expenses for several categories of worker, including teachers. The flat-rate expenses claimable by full-time primary teachers have stood at €518 per annum (€608 for principal teachers) for a number of years. This amount is additional to the deduction claimable in respect of the yearly registration fee to the Teaching Council.

The INTO was contacted by Revenue early in 2018 about its review of the expense allowance system. A joint submission (with the other teacher unions) was made to Revenue in February of this year. Correspondence followed over subsequent months and

the INTO was represented at an Irish Congress of Trade Unions (ICTU) meeting with Revenue in September. Subsequently, a further, more detailed submission was sent to Revenue by the INTO on 25 October. The CEC thanks those members who assisted with research into teachers' out of pocket expenses related to their work, as part of preparation of the INTO submission.

Revenue decisions deferred

Prior to the coverage in November, a meeting between the INTO and Revenue was in the process of being arranged. The CEC was concerned about Revenue's proposal to abolish flat-rate expenses and also their approach in this matter. The Minister for Finance has

now confirmed that Revenue will not make any change as regards flat-rate expenses until, at earliest, January 2020.

Members should be aware that INTO has, since early this year, researched and drafted two submissions to Revenue about this, taken professional advice about the system, participated in one meeting with Revenue and sought a further one specifically on our concerns, and been active in the ICTU effort to protect flat-rate expenses allowances.

The INTO understands that where a person has not claimed their teacher's flat-rate tax expenses they are entitled to do so for the previous four years, so that the deadline to claim for 2014 is December 31 of this year.

Supplementary panel

Closing date is 21 December 2018

The Department of Education and Skills (DES) has published circular 78/2018 which sets out arrangements for access to the supplementary redeployment panels for the 2019/20 school year. The supplementary panel is for eligible registered primary teachers in fixed-term/temporary positions including substitute positions and part-time positions in recognised primary schools.

The supplementary panel is used for appointments to full-time permanent teaching posts in primary schools where these posts are not otherwise required for the redeployment of surplus permanent and CID-holding teachers. The supplementary panel is not used to fill

fixed-term positions in schools.

To be eligible for the 2019/20 supplementary panel teachers have to have met in full all outstanding conditions/satisfied all shortfalls in respect of registration with the Teaching Council by 21 December 2018.

Completed forms must be received in the DES on or before 21 December 2018.

Late applications will not be considered for inclusion on these panels. The INTO advises all members to retain proof of postage.

(See page 31 for more detailed information)

Lower threshold to appoint second Assistant Principal II (APII)

DES has published circular 70/2018 *Leadership and Management in Primary Schools*. This circular is a revision of circular 63/2017

Main changes

The principal change in the circular relates to an adjustment to the thresholds

at which a second Assistant Principal (APII) post can be appointed from 15 authorised posts to 11 authorised posts. This means that 11, 12, 13 and 14 teachers schools that have only one APII post can now appoint a second APII.

This change retains 250 posts in the system which would have been lost

through retirement. This was a key demand from INTO negotiators following the partial restoration of posts in 2017. INTO continues to demand the full restoration of the leadership posts.

Other changes are clarifications of issues which emerged in the implementation of circular 63/2017.

LGBT+

Inclusive Staffroom

Good Practice Guidelines for the Inclusion of Lesbian, Gay, Bisexual and Transgender Staff

While our LGBT+ colleagues are legally protected from discrimination, it is up to all of us to ensure that our schools are open and welcoming places for them to work in. Here are some ways to build an LGBT+ inclusive staffroom.

- 1 Be conscious that some of your colleagues, members of their families and/or friends are gay, lesbian, bisexual or transgender (and may or may not be 'out').
- 2 Ask staff members what pronouns they use (e.g. they, she, he) and use them.
- 3 Respond positively when a colleague discloses their sexual orientation or gender identity.
- 4 Challenge homophobic, biphobic or transphobic comments and jokes. It is important to speak up as silence implies that you agree.
- 5 Encourage the use of inclusive and gender neutral language, e.g. partner. This is especially important if you do not know the gender of a person's partner. Avoid assuming heterosexuality.
- 6 If you are unsure of what language to use, ask an LGBT+ group for guidance e.g. INTO LGBT Teachers' Group, TENI (Transgender Equality Network Ireland). In some circumstances, it may also be permissible to ask an LGBT+ staff member but use discretion; they are not responsible for the education of the staff body on LGBT+ issues.
- 7 Review the adult anti-bullying policy to ensure it includes an explicit reference to homophobic and transphobic bullying.
- 8 Ensure that your positive staff relations policy includes a way of dealing with situations when 'gay', 'queer' etc are used as terms of abuse.
- 9 Be proactive in creating an LGBT+ inclusive space. Display LGBT+ inclusive posters in the staffroom. Provide access to gender neutral toilets, where possible. Consider an LGBT+ perspective when drawing up workplace policies or organising staff social events.
- 10 Talk about issues that affect LGBT+ people alongside all other equality issues discussed in the staffroom. Break the silence.

Primary Education Forum

INTO tells Department that pace of reform is leading to overload in schools

On Monday 19 November, INTO attended the inaugural meeting of the Primary Education Forum, convened by the Department of Education and Skills (DES) in response to INTO concerns about the workload of primary teachers, including principals. These concerns are shared by the Irish Primary Principals' Network (IPPN) and the management bodies of primary schools, who were also in attendance.

At the outset, the DES acknowledged the issue of fatigue with innovation and change in the primary school system and stated that the forum was an ideal way to try and deal with these issues. The DES also outlined that they were in the process of preparing a strategy statement for the new minister, and that the forum

provided an opportunity for the stakeholders to contribute to its preparation. The department noted that a key focus over the coming period would be the consolidation of reforms and embedding of implementation. There was also a short input from DES on special education issues.

The input from the INTO at the meeting was constructive but clear – The pace of reform at primary level is moving too fast and constant change without proper support is causing work overload issues for teachers, principals and school management. The stakeholders welcomed the opportunity to participate in the forum and confirmed their commitment to ensuring that it made a real difference to workload in primary schools.

Election of General Secretary – Schedule

Due to the upcoming retirement of Sheila Nunan in 2019, the CEC has initiated procedures for the election of a General Secretary.

Three candidates have applied and been sufficiently nominated for the position and their election statements and lists of nominating branches were published in a special issue of *InTouch* in November. *The InTouch Election Special* was designed to provide you with all the information you need to know about the three candidates seeking election for the position of General Secretary and details on how the ballot will be conducted.

A new general secretary needs a strong member mandate. It is crucial that each and every member uses their vote to choose the new leader of our union. The INTO is proud to openly choose its leader in a fair and open ballot of the entire membership.

Candidates



John Boyle



Alison Gilliland



Deirdre O'Connor

17

December
2018

Close of
poll

Monday
17 December at
5.00 p.m.

18

December
2018

The count
and
declaration
of result

Move to a percentage-based INTO membership subscription

SUBSTITUTE TEACHERS AND OTHER SPECIAL CATEGORIES

As outlined in previous editions of *InTouch*, the INTO is moving to a percentage-based membership subscription from 1 January 2019. The rate will be 0.75% of scale salary plus academic allowances (excluding responsibility allowances) capped at 0.75% of point 11 of the post-2010 pay scale.

Details of the cap and examples of the operation of the revised system were carried in the November *InTouch* (page 14).

At present, some members pay on a different flat-rate basis. The largest such category is that of substitute teacher members, but also includes teachers on half pay or TRR due to long-term illness.

SUBSTITUTE TEACHER MEMBERS

Currently, substitute teachers pay a flat-rate subscription of €85, with this discounted to €25 for newer joiners. This amount has to be paid upfront and covers membership to the end of the school year in which it is paid.

The disadvantages of the current system include the need to pay upfront

in a single payment even if the member has not had an income, the full annual rate applying regardless of the remaining period in a school year or how frequently a members is working, and membership needs to be renewed each year.

While substitute members with substantial work periods may pay more under the new model, several factors mitigate this. First, new joiners will be given a period of free membership; this year, first time joiners on 1 September have four months free. The CEC will look at extending this for future years. Second, substitute members have no upfront payment and pay a subscription only when they work. Third, there will be no need for annual re-joining of the INTO. And fourth, the CEC has decided not to apply the 0.75% to the separately-paid holiday pay of substitute teacher members which will reduce their subscription below 0.7% of salary.

Overall, if two members each work for 100 days – one in a substitute and the other in a fixed-term capacity – their INTO subscription will be calculated similarly, reflecting their similar earnings and their equivalent access to INTO services.

OTHER FLAT RATE MEMBERSHIP SUBSCRIPTIONS

Teachers with reduced pay – half pay or TRR – due to lengthy illness currently have a full INTO subscription deducted from each pay cheque. In order to recognise their situation, our membership section refunds part of the subscription to these members. This process is time consuming on all sides and operates on a delayed timeframe. With a percentage system, a member's subscription reflects their actual earnings, and ends the need for applications and refunds.

SUMMARY AND REVIEW

The change from 1 January 2019 will leave very limited categories of membership on a flat-rate basis and each of these will be examined to broadly reflect the general 0.75% subscription rate with cap, as detailed in November's *InTouch*.

The CEC has asked the Deputy General Secretary/General Treasurer to report to it on the percentage-based subscription following its operation in the first half of 2019, and again at the end of its first year of operation. The new structure will then be reviewed in the light of these reports, with this review being presented to INTO Annual Congress.

Want to job-share or apply for temporary reassignment

Would you like to put your name on the INTO job-share register or the temporary reassignment register?

INTO members can avail of the benefit of the free job-share and temporary reassignment online registers available in the Members' Area of the INTO website. The purpose of these registers is to facilitate teachers making contact with potential partners for job-share/temporary reassignment.

The registers will be updated on a regular basis right up to the closing date for applications of 1 February for job-share and 1 March 2019 for temporary reassignment.

Details will not be accepted by phone or by email but if you would like to

amend or remove your details from the register at any time please email carak@into.ie

The job-sharing scheme is outlined in Chapter 9 of *Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools* (www.into.ie/ROI/InfoforTeachers/Staffing/Downloads/Chapter9_JobSharinScheme.pdf) and the temporary reassignment scheme is detailed in Circular 12/2018 (www.into.ie/ROI/InfoforTeachers/Circulars/Circulars2018/clo012_2018.pdf).

Please note that the INTO has no role in matching or approving job-sharing or temporary reassignment arrangements.



If this is your first time logging in to the INTO Members' Area you will need to create an account by clicking on the 'New User' link on the homepage of www.into.ie

INTO Education Conference

Athlone 2018

The annual INTO Consultative Conference on Education took place this year in the Hodson Bay Hotel, Athlone, on Friday 16 and Saturday 17 November. The topic for the conference was *The Teaching Profession – 150 years on*.

INTO president, Joe Killeen, welcomed the 400 delegates and guests. He reflected briefly on some of the changes that have taken place in the teaching profession in the last 150 years and highlighted the importance of opportunities, such as the education conference, to meet with other members of the profession for dialogue and discussion.

Siobhán Lynskey, Cathaoirleach of the Education Committee, outlined the work of the committee and stressed the importance of consulting teachers on changes to curriculum or policy. She shared some findings from the committee's interviews with teachers. "While we interviewed across a wide cohort of teachers, broadly speaking, the same themes were coming through ... we are being seen as the 'cure all' for all of society's problems."

Dr Deirbhile Nic Craith, INTO Assistant General Secretary and Director of



Joe Killeen, INTO President; Sheila Nunan, INTO General Secretary, Dr Deirbhile Nic Craith, INTO Director of Education and Research; and keynote speaker, Andy Hargreaves.

Education and Research, gave a snapshot of the life and work of teachers during the last 150 years and looked at the place of teacher professionalism today.

Andy Hargreaves, a world-renowned expert in educational change and leadership, provided the keynote speech on Friday.

On Saturday morning, delegates attended their choice of workshops and

the Saturday keynote address was given by Dr Kathleen Horgan, a member of the Faculty of Education at Mary Immaculate College. Dr Horgan used the metaphor of a pearl to highlight the transformations that learning in Ireland has undergone as a result of challenges and adaptation. All of the speeches are available to view online at the INTO Vimeo page at <https://vimeo.com/user2970954>

KEYNOTE ADDRESS BY ANDY HARGREAVES

The INTO was honoured to have Professor Andy Hargreaves address the Annual Consultative Conference on Education to mark the 150th anniversary of the Organisation. Professor Hargreaves was based for many years in the Lynch School of Education in Boston College and has

written extensively on matters of relevance to teacher professionalism. In his inspirational address to delegates, he spoke of teacher collaboration and collaborative professionalism, drawing on his most recent book *Collaborative Professionalism: when teaching together means learning for all*. He also spoke about professional autonomy and professional development and learning.

He referred to teacher autonomy as being a collective autonomy – autonomy teachers give to each other as they work collaboratively and share expertise. Collective autonomy for teachers means more autonomy from school management, schools



systems, departments and bureaucracy, with less standardisation, less regulation, and less micro-management. However, it also means less autonomy from each other, and more open collaboration with each other. He argued that this approach is better for both pupils and teachers, as

pupils learn more and teachers are more motivated as they learn from each other. He spoke of the need for solidarity and solidity – solidarity of relationships and solidity of what we do. He acknowledged that collaboration is difficult for some, as to collaborate teachers need a sense of who they are.

Professor Hargreaves' presentation was thought-provoking, inspirational and left delegates with much to think about in relation to where the teaching profession should be in the 21st century.

Watch Professor Hargreaves' keynote presentation in full at <https://vimeo.com/301270345>



Siobhán Lynskey, Cathaoirleach of the Education Committee



Keynote speaker, Dr Kathleen Horgan

INTO Bursary winners

The INTO awards five bursary awards every year for research that is carried out by members in the field of education studies. This year, to mark the 150th anniversary of the founding of the INTO, the bursaries were €3,000 to each winner.

Over 90 applications were received, and they were all sent to an outside, independent assessor for consideration. The winners, pictured below, were presented with their awards by General Secretary Sheila Nunan, during the annual Education Conference.



Maria Dervan, a special class teacher St Michael's Infant School, Limerick, who is studying at Mary Immaculate College, towards a Doctorate on 'Language policy and practice'.



Ronan Gubbins, acting principal teacher in St Cillian's NS, Bluebell, Dublin and working towards a Doctorate in DCU on 'Developing a culture of educational excellence in an urban DEIS Band 1 primary school'.



Grace Hogan, a class teacher in Grange NS, Clonmel, Co Tipperary, and studying for a Masters in UCC, on 'Primary teachers and music composition in the primary classroom – How effective is our practice?'



Tess Hughes, a class teacher in St Joseph's NS, Dundalk, Co Louth, and studying at the University of Dundee, towards a Doctorate on 'Can mindfulness in breakfast clubs bolster learning and enhance wellbeing in primary, secondary and third level education across Europe?'

Not pictured is Shane Bowe, a class teacher in Bunscoil Lughaidh Naofa, Carrickmacross, Co Monaghan, who is studying at Queen's University, Belfast, towards a Doctorate on 'An

exploration of primary school pupils' experience of intergroup contact in cross-community shared education projects in Northern Ireland'.

Workshops



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

- **Self-care: building resilience in the teaching profession.** Dr Ann Caulfield (Mindfulness Matters)
- **Technology and the primary school teacher.** Ciara Reilly (PDST)
- **From junk art to mudcakes: Aistear at**

Knockcarra NS. Jackie Curley, (NCCA)

- **The inclusive classroom.** Dr Emer Ring, (MIC)
- **The stages of teacher development.** Veronica Behan, (NIPT)
- **The primary language curriculum: what's the big idea?** Conall Ó Breacháin and Lisa Dhoínnléibhe, (PDST)
- **Teachmeet/Researchmeet.** Maeve McCafferty, (INTO)



INTO General Secretary Debate

On Friday evening, the three candidates for General Secretary took part in a live debate. The debate was chaired by Joe Killeen, INTO President, and can be watched back at <https://vimeo.com/301269817>

Snapshots from the conference



All speeches from the INTO Consultative Conference on Education can be viewed on the INTO's Vimeo page on <https://vimeo.com/user2970954>





INTO Congress 2019

INTO Annual Congress 2019 will be held in the The Galmont Hotel and Spa, Galway, from Monday 22 April to

Congress is the governing body of the INTO and, each year, decides the work programme for the CEC and officials of the union for the coming year.

An elected committee called the Standing Orders Committee (SOC) prepares the Congress agenda from motions submitted by INTO branches and districts in the form of order papers listing the business of Congress and motions for discussion.

The INTO president presides over Congress.

Who attends INTO Congress?

- ✧ Delegates nominated by INTO branches.
- ✧ Three delegates from each district committee.
- ✧ Members and incoming members of the Central Executive Committee.
- ✧ Members and incoming members of the Benefit Funds Committee.
- ✧ Members and incoming members of the Education Committee, Equality Committee and Principals' and Deputy Principals' Committee.
- ✧ Members of the SOC.
- ✧ Two delegates from the Northern Committee.
- ✧ Two delegates from the Accounts Committee.

What is on the agenda?

Annual Congress debates motions submitted by branches, districts or the CEC. It also considers reports from various committees of the INTO including the CEC, Benefit Funds Committee, Northern Committee, Education Committee, Equality Committee, Principals' and Deputy Principals' Committee and Accounts Committee.

These reports are published online in the Members' Area of the INTO website.

Some motions to Congress are discussed in public session which is open to delegates and invited guests. These are also webcasted live on the INTO website. Other motions are discussed in private by accredited delegates only.

Delegates to Congress

The number of delegates a branch may send to Congress is laid down by Rule 10 of the INTO *Rules and Constitution*. Branches may send two delegates for the



Joe Killeen, INTO President, will deliver his president's address on the first day of Annual Congress 2019. His address will cover issues of concern to members.

Congress 2019 is a Rules Congress. A Rules Congress is held every 5 years. During Congress 2019, amendments and addenda to Rules are taken, in addition to ordinary motions.



Noel Ward, Deputy General Secretary/General Treasurer, will deliver the Financial Report to Congress 2019. This report, which includes details of the financial performance of the Organisation in 2018, is given on Day 1 during private session.

first 129 members in the branch with an additional delegate for each additional 65 members or part thereof.

The business of the INTO is governed by the Organisation's *Rules and Constitution*. This is available in the Members' Area of the INTO website.

Would you like to be a delegate to Annual Congress?

Find out how by attending your branch AGM in January. Check with your staff representative for the date of your AGM (dates are also published on the INTO website).

Who can submit motions to Congress?

Any member is entitled to submit a motion to their branch for discussion at the AGM. Motions passed by branches are sent forward for placement on the agenda for Congress.

What do motions for Congress look like?

- ✧ A motion is a proposition submitted for discussion and vote.
- ✧ It must ask Congress to declare an opinion or call for a course of action – or both.
- ✧ Motions should be designed to promote the aims and objects of the Organisation as set out in Rule 3.
- ✧ All motions must be clear and unambiguous in meaning and intention and must be worded accordingly.
- ✧ All motions must be capable of implementation.
- ✧ Each motion should be brief and concise and should not contain argument.
- ✧ Each motion should deal with one topic only.

Sample motion

The following is a motion which was passed at a previous Congress and is an example of a well-worded motion:

Congress deplores the totally inadequate funding of primary education and calls on the CEC to demand that:

- a. *the reductions made over the past years to the school capitation grant be restored in full immediately;*
- b. *the minor works grant and the summer works scheme be fully reinstated on the calendar of grants;*

Wednesday 24 April 2019



Standing Orders Committee will meet prior to Congress 2019 to finalise the agenda and prioritise motions for discussion by delegates.



Sheila Nunan, General Secretary, will respond to the ministers for education on Day 2 of Annual Congress.

c. every school receives a reasonable budget to provide for the maintenance, repair and replacement of school ICT equipment and that high speed broadband be made available to all primary schools.

How priority is determined for items on the final agenda

The SOC has regard to the following when determining priority for the final agenda:

- ⌘ The consensus among the general membership in relation to the priority issues in any particular year.
- ⌘ The consensus among the SOC in relation to the priority issues, and the motions which will result in the greatest degree of favourable and advantageous

publicity for the Organisation.

- ⌘ The degree of urgency attending to a particular motion.
- ⌘ The extent to which a particular motion will further the objectives of the Organisation.

Congress timetable

What happens at Congress is decided by Rule 13 of the *INTO Rules and Constitution*.

On Day 1, Congress runs from 2 p.m. to 8 p.m. at the latest. The business on the first day includes the president's speech and a response on behalf of the invited guests. During this time Congress also considers financial reports and motions including auditor's report and statement of accounts.

On Day 2, Congress starts at 9 a.m. and finishes no later than 4.30 p.m. During the first part of this day the ministers for education, or their representatives, address Congress and the INTO general secretary responds. Motions are debated and reports delivered for the rest of the time.

Congress opens at 9 a.m. on Day 3 and the closing session begins at 2.00 p.m. The agenda for Day 3 includes motions in private and public session as decided by Standing Orders Committee. At the end of Congress the next president of the INTO takes up office.

Keep up to date with Congress 2019 info via the INTO website and social media.



Checking the Congress agenda. The agenda is available in printed format and on the INTO Conference App.



Delegates vote on motions discussed at Congress.

Vere Foster medal winners

Vere Foster Medal

The INTO Congress of 1956, held in Belfast, decided to organise a suitable memorial as a tribute to the memory of Vere Foster, Captain McCune-Reid, President of the INTO at the time, acted as secretary to the committee which undertook this task. He prepared and published an interesting and informative account of Foster's life and work.

The memorial takes the form of a Vere Foster medal, and is generally awarded by the INTO, to the student obtaining the highest mark in Teaching Practice and/or Curriculum areas of Education.



Shirley Street, Gold Medal, Full-Weight

Vere Foster 1819–1900

First President of the Irish National Teachers' Organisation.

Vere Foster was born in Copenhagen of an Irish-born father. He worked in the UK Diplomatic Corps but left to help the victims of the great famine on his brother's estate in Ardee, Co Louth. Concerned by reports of the terrible conditions for those using emigrant ships, Foster campaigned in the USA and Britain for improved conditions for passengers. He helped to found and became the first President of the INTO, travelling throughout the country campaigning for the maintenance and improvement of national schools.

Foster is also known for the popular 'Vere Foster National School Writing Books'. He died in Belfast on 21 December 1900.



St Patrick's College – DCU



From L to R: Dr Margaret Leahy, Florence Sherry being presented with the Vere Foster medal by Feargal Brougham, INTO Vice President, and Dr Padraig O'Duibhir. Florence obtained the highest marks in Teaching Practice and Curriculum Areas of Education over the two-year PME (Primary) programme.



The INTO Vere Foster medal winner was Alice Kelly, who obtained the highest marks in Teaching Practice and Curriculum Areas of Education over the 18 months of the Postgraduate Diploma in Education (Primary). From L to R: Dr Catherine Furlong, Feargal Brougham, INTO Vice President, presenting Alice Kelly with the Vere Foster medal, and Dr Padraig O'Duibhir.

Mary Immaculate College



Above: Pictured at the recent MIC conferring ceremonies was Alisha Heffernan, from Ballyphehane, Cork, who was awarded the Vere Foster medal, presented by the INTO to the graduate who is awarded first place in Teaching Practice. Alisha is pictured with Joe Killeen, INTO President. Photo: Liam Burke, Press 22.

Below: Kelly Ryan, Lisnagry, Co Limerick, who was awarded the Vere Foster medal at the recent MIC conferring ceremonies. She is pictured here receiving her medal from Joe Killeen, INTO President. Photo: Liam Burke, Press 22.



Photograph from our past

INTO General Secretary Honoured at World Conference

Eight presidents, two general secretaries and a deputy general secretary attend

The year is 1984, the place Ayr in Scotland. A large INTO delegation is attending the World Confederation of Organisations of the Teaching Profession (WCOTP). (INTO was then an affiliate of WCOTP, the equivalent organisation today being EI – Education International).

In this photograph are eight persons who have served as INTO president, two general secretaries and a deputy general secretary. The person honoured with an award of FEIS (Fellowship of the Education Institute of Scotland) is the late Gerry Quigley, fifth from left, then INTO general secretary.

Each of these, with the exceptions of Carr, Quigley and Moroney, have held the office of INTO president. In the intervening 34 years, Bruton, Connolly, Quigley and Moroney have died.

Receiving his honorary FEIS, Gerry Quigley called for teacher unity and the promotion of the highest standards of professionalism. "We should", he said, "encourage our members to abandon divisive policies and we should engage in positive programmes of professional and



Photographed, (L to R), are Jimmy Collins (Cork), Eddie Bruton (Westmeath), John Carr (later General Secretary), John Joe Connolly (Dublin), Gerry Quigley, Michael Moroney (Deputy General Secretary), Róisín Carabine (Belfast), Des Rainey (Derry), Morgan O'Connell (Galway), Michael Drew (Clare) and Michael McGarry (Mayo)

trade union co-operation". Soon after his retirement in 1991, having been replaced as general secretary by Joe O'Toole, Gerry

Quigley was also awarded an honorary degree (Doctor of Laws) by NUI Maynooth.

Curragh and Athlone/Moate Branches celebrate INTO 150



Abigail Duggan receiving a framed copy of her photo from the Curragh chairperson Barry Morrissey

The Curragh branch organised a photography competition to celebrate INTO 150. The theme of the competition was 'Kildare'. The first place prize winner



District 7, Athlone/Moate branch, in their 150 celebrations in May

was Abigail Duggan for her representation of the 'Lily Whites'. In second place was John Molloy and Eileen O'Keeffe received the third place prize.

Abigail is pictured receiving her prize from the Curragh chairperson Barry Morrissey – €150 and a framed copy of her photo.

INTO Learning – Strategic Review

Supporting members' professionalism is a key element of the INTO's work. We carry out both an advocacy role for members with regard to teacher professional development and have been involved in the direct provision of professional development for teachers since 1995. The INTO Learning section is responsible for provision of member professional development. Its approach is underpinned by the active involvement of teachers on-the-ground to design and facilitate its professional development (PD).

INTO Learning undertook a strategic review earlier this year. Fiona Dunne, a teacher and experienced professional development facilitator was commissioned to work alongside INTO senior official with responsibility for INTO Learning, Alison Gilliland, to carry out the review. This review included conversations with key stakeholders in INTO Learning – course designers and facilitators, course collaborators, CEC representatives, INTO officials, staff and an online member survey. Questions relating to INTO Learning's key strengths, challenges and issues were explored and a series of recommendations suggested.

Key strengths

The key strengths of INTO Learning evidenced included the:

- high quality of INTO PD provision;
- view that the INTO was a trusted provider of PD;
- independence of INTO PD provision;
- reach and accessibility of INTO PD provision; and
- credibility among members and key stakeholders of INTO PD provision.

One stakeholder commented that:

"I've done an online summer course with the INTO before and found it to be professionally planned and organised. Just by looking at the range of summer courses available from the INTO, you can see that CPD provision is important for the INTO."

Key challenges

The key challenges of INTO Learning evidenced included:

- meeting the diversity of needs;
- competition with other providers;
- the need to continuously innovate;
- providing timely PD to support members implementing reform;
- funding – members showed a preference for more subsidised course



STRATEGIC REVIEW RECOMMENDATIONS INCLUDED

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • anticipate teacher and school needs and harness internal resources to respond in a timely manner; • consider an INTO Learning 'loyalty programme', with e.g. new members free or subsidised, discounts for repeat customers, membership to subsidise PD etc; • consider an annual seminar for tutors and programme | <ul style="list-style-type: none"> designers to allow support for their own PD; • identify and prioritise a number of key live issues for more informal accessible webinar/ face-time live development, e.g. child protection, maternity leave entitlement, how your union works; • discuss the role of INTO Learning PD as a core union | <ul style="list-style-type: none"> activity to support and enhance teacher professionalism and teacher engagement and activism within INTO structures; • develop INTO 'policy' statement for teacher PD; and • lobby DES for changes to EPV approval to include approval for term time PD, and award bearing post graduate courses such as Masters. |
|--|---|--|

- fees from the INTO;
- how PD might better be utilised during Croke Park hours.

Members' comments included:

"I definitely do think that if EPV days were credited for CPD courses throughout the year it would encourage more teachers to participate."

"INTO CPD in trade union issues and involvement would be very beneficial and would train up the legions of young teachers who got involved recently. It would be great if we could complete these courses during term time with a module a week to put in practice immediately what we are learning and provide feedback from actual experience."

"Using the branch meetings in conjunction with CPD is a good idea."

Key issues

Key issues emerging included:

- maintaining PD quality;
- supporting INTO Learning capacity;
- giving voice and opportunity for member engagement;
- providing timely support for live issues (i.e. new circulars, legislation, DES initiatives including those that are not

teaching practice and pedagogy related); Members' comments included:

"As a relatively new teacher, I feel I am relatively up to date with relevant practices, methodologies etc. I personally have a great interest in learning more and progressing my career. However, I feel I don't know an awful lot about the actual system-posts of seniority, theory of policy development, legal entitlements etc. I would love if some face to face session or online tutorials or something were created to inform us more about these kind of things."

"We try to preserve the teachers' professionalism, their judgment and autonomy and it's difficult at times because I think teachers over the last 20 years have been so conditioned to implement as per the circular rather than professionally interpret it and apply to their own classroom."

Recommendations

The report from the strategic review and the recommendations made are currently under consideration by the INTO Learning Committee. A plan will be drawn up to provide a timeline for the development of INTO Learning in light of the suggestions in the review.

Students of the year



Audrey Cullen, Administrative Officer in the INTO Legal, Industrial Relations and Leadership team, was awarded the Arthur Cox Foundation Prize for the Diploma in Education Law (Post Graduate) at the Law Society, Diploma Centre recently.

Audrey is pictured at the conferral ceremony with Michael Carrigan, Arthur Cox Foundation Board.



Sine Friel, an official in the Communications team, was awarded the Gladys McNevin Trophy at her graduation from the Public Relations Institute of Ireland (PRII) Diploma in Public Relations course.

The Gladys McNevin Trophy is presented annually to the graduate who achieves the highest overall mark in the PRII Diploma. Pictured with Sine are Martina Byrne, Chief Executive of the PRII and Cian Connaughton, PRII President.

Photo: Paul Sherwood Photography, www.sherwood.ie

Need information on GDPR?

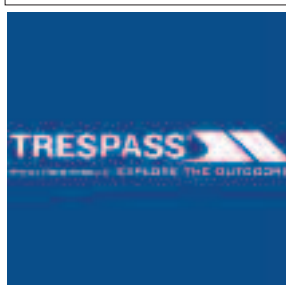
The INTO's legal team produced a useful question and answer guide on General Data Protection Regulation (GDPR) for members which was published as a pull-out in the September issue of *InTouch*.

Read the Q&A guide www.into.ie/ROI/InfoforTeachers/GDPR/Downloads/GDPRSupplement.pdf

More information on GDPR is available at www.into.ie/ROI/InfoforTeachers/GDPR/



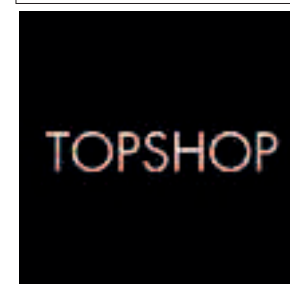
Your Christmas gift guide from Membership Plus



Struggling with gift ideas for Christmas this year?

Don't worry, here at Membership Plus we have a huge range of savings on gifts from jewellery and fashion to toys, homewares and even theatre tickets!

Argos	3% off Shopping Cards	Countrywide
Arnotts	4% off Shopping Cards	Countrywide
Carraig Donn	10% Discount	Countrywide
Debenhams	8% off Shopping Cards	Countrywide
Halfords	10% Discount	Countrywide
Pamela Scott	10% Discount	Countrywide
Paul Byron Shoes	10% Discount	Countrywide
Moore's Jewellers	10% Discount	Cork
Nine Crows	15% Discount	Dublin & Galway
Skechers	10% Discount	Countrywide
The Watch Store	10% Discount	Dublin
Tierney & Co	10% Discount	Dublin
Topshop	7% off Shopping Cards	Countrywide
Trespass	20% Discount	Countrywide
Westend Theatre	Special Member Offer	Purchase Online

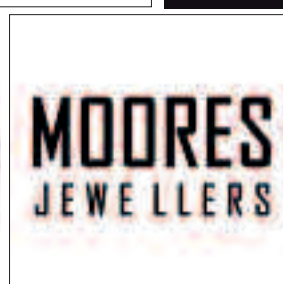
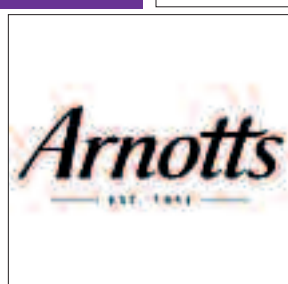
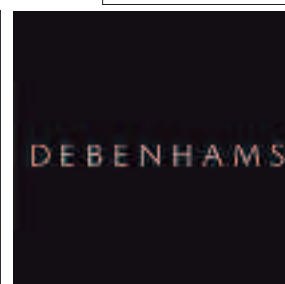
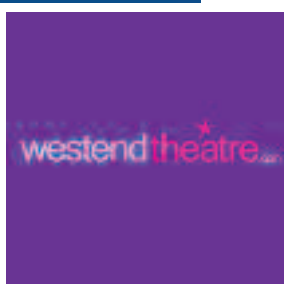


Don't forget to register your brand new 2018-2020 Membership Plus Card online for your exclusive access to over 1,500 additional offers to enjoy all across the country!

Congratulations to Fiona Woods who registered their card and won a €50 Shopping Card for Argos!



www.membershipplus.ie



Fairtrade as a Global Citizenship Schools project

From local to global citizenship

The Sustainable Development Goals (SDG) are an ambitious set of 17 overarching global goals to combat poverty and achieve sustainable development. They were adopted by the UN General Assembly in September 2015.



Global citizenship education can be viewed ultimately as education for change; it is rooted in the values of fairness, justice, sustainability and human rights. It is a perfect match for schools seeking to do a 'real-life project'.

Why teach about Fairtrade?

It begins with food (always a good starting point, especially for young children). Children can identify the foods with the Fairtrade logo. They can conduct surveys on supermarkets which stock Fairtrade goods.

It is a concept which is readily understandable; farmers get a fair price for their goods. All children understand the concepts of fairness and unfairness.

It is not a charity model, it is about solidarity with farmers in other parts of the world. Many resources from other NGOs have a fundraising or charity aspect to their work. This is not the case with Fairtrade.

It lends itself to a cross-curricular approach and the skills and knowledge acquired can be transferred to other subjects including Maths, SPHE, SESE, religious and ethical education, music, drama, art agus Gaeilge.

There are lots of resources available for teaching it including those available on the following websites

- www.fairtrade.ie/get-involved/fairtrade-schools/
- <https://schools.fairtrade.org.uk/>
- www.oxfam.org.uk/education/resource/s/explore-fairtrade
- www.trocaire.org/getinvolved/educati

- on/resources/exploring-fair-trade
- www.traidcraftschools.co.uk/teaching-resources
- www.fairtraderesource.org/learn-up/teaching-tools/

Fairtrade is a very recognisable icon. The Fairtrade Mark is the most recognised ethical label globally, trusted by eight out of ten consumers.

Lessons about Fairtrade can be used as stand-alone lessons or as foundation lessons to explore other global issues including those of justice, sustainability, human rights and equality.

How does Fairtrade fit in with the Global Goals?

They represent a powerful opportunity to improve the lives of the 1.3 billion small scale farmers and agricultural workers upon whom the world depends to produce our food and protect our planet. The overarching sustainable development goal (SDG), Goal 1 – to end poverty in all its forms everywhere – is central to Fairtrade's mission.

Goal 5 – gender equality – can reduce the number of hungry people in the world by 150 million. Fairtrade is aiming to focus its efforts on building the capacity of women to participate equally in agriculture, earn a fair wage and ultimately generate the resources to diversify their income and opportunities.

Goal 12 – sustainable consumption and production – is about both environmental and economic sustainability. Labelling

can help consumers make sustainable choices that ensure farmers are paid a fair price, which will enhance their ability to practice sustainable farming practices.

What can our school/community do next?

Become a Fairtrade school. Go to www.fairtradeireland.ie for lessons and resources on how to do this.

Here are four ideas

- Teach lessons on Fairtrade.
- Bake/cook with your class using Fairtrade bananas/chocolate/spices.
- Host a bakery competition or an art competition in your school/community.
- Create art using bananas.



Participate in Fairtrade fortnight 2019

Fairtrade Fortnight will run from 25 February to 10 March. What will you do? For further information join the mailing list at info@fairtradeireland.ie

Fair play to you!

PAULA GALVIN, Global Citizenship Schools Steering Committee Chairperson, Clondalkin Fairtrade Town

Membership, Finance, IT and Office Management Section

The Membership, Finance, IT and Office Management section is led by Noel Ward, Deputy General Secretary/General Treasurer. There are staff across a number of roles in this section including our accountant/senior official, administrative officers, executive officers and clerical officers in each of the main areas, the section is also supported by our caretaker and housekeeping staff.

Membership

The INTO Membership Section is central to the functioning of our Organisation and has three main inter-linked areas of activity.

Firstly, it deals with a large volume of telephone and electronic queries from individual teachers. Many of these queries are from teachers who are joining the INTO and who need support and assistance with the initial process. Queries from members in relation to their membership status, category or eligibility for INTO services are dealt with in this section and the section liaises with the DES payroll division about the deduction of INTO membership subscriptions.

Secondly, the section supports the work of branch and district officers by providing advice about their branch membership. This information is significant as, it determines the number of delegates a branch is entitled to send to Annual Congress and other organisation events as they arise. The quarterly distribution of funds from Head Office to branches and districts, based on their membership, is also administered by this section.

Our third key area is supporting Head Office activities that require membership statistics. Examples would be the monthly mailing of 37,000 copies of *InTouch* magazine to 3,200 schools, the mailing of diaries, surveys to random samples of members and the *Eolas*. Issuing and validating the correct number of ballot papers for INTO ballots and elections is also an important aspect of the role.

Finance

The day to day management of INTO funds is undertaken in this section. The INTO has a series of internal controls for sign off on invoices and claims, while specific items of major expenditure must be pre-approved by elected committees, e.g. funding of legal representation



Front row (l to r): Merrilyn Campbell, Georgina Glackin, Carmel Cunningham, Linda Johnston and Helen Byrne. Second row (l to r): Terri Boland, Gráinne Cleary, Gráinne Lynch, Karen O'Brien, and Réiltín Bowes. Back row (l to r): Patricia McCarthy, Noel Ward, Laura Crowley, Elaine Daly, Vivienne Coyle, Fidelma Heston and Mick Toner. Not pictured: Val Cleary.

requires joint sanction by the Central Executive Committee (CEC) and Benefit Funds Committee (BFC).

The deputy general secretary/general treasurer is responsible for keeping accounts and presenting a financial statement at INTO Annual Congress. The reports and financial statements for Congress are audited externally by Mazars.

Gráinne Cleary, INTO Accountant, is also the INTO Data Protection Officer (DPO). The INTO DPO's role is to ensure compliance around, and raise awareness in, the area of data protection rights and responsibilities for INTO members, committees and employees.

Reception

Reception is one of the busiest sections within INTO Head Office. Our two full-time receptionists, Patricia McCarthy and Terri Boland are the first point of contact with our members. Our reception staff meet and greet all visitors to the office, answer the very large volume of daily telephone calls, deal with all email queries to info@into.ie and manage all incoming and outgoing post.

Reception responds to the large number of telephone calls received each day and directs them to the relevant section within the INTO. There are on average 1,500 telephone calls per week. Calls for the INTO QueryLine are logged on the INTO Query Management System where they are dealt with in rotation by the relevant section in the office.

Information Technology (IT)

The INTO IT team's responsibilities cover a wide range of areas from support for the membership database and email system to maintaining IT equipment such as printers, phones, computers and laptops. They also oversee the infrastructure and network that provides the technical backbone of the INTO.

For INTO officers, including the CEC, IT section staff travel around the country to provide IT training at new officer and autumn training sessions each year. Outside of these sessions the IT section provides technical support over the phone to branch and district officers.

Other activities

This section is also involved in the organisation of Annual Congress and national conferences, lobby training events and other events such as health and safety training, mortgage and tax advisory information seminars. It also co-ordinates the project of appointing and inducting interns to Head Office and has played a major role in organising the national INTO 150 commemorative events.

Other key parts of the running of Head Office, which form part of this section include office caretaking, and servicing in areas such as security and fire safety. Office manager Val Cleary is part of the team as are our housekeeping staff who are particularly busy when INTO committees are in session at head office.

All in all, this is a busy and varied section of our Head Office.



things you should know about the supplementary panel

01

The supplementary panel provides a mechanism for teachers who have amassed temporary or substitute service to access permanent employment.

02

The closing date for applications for the supplementary panel is Friday, 21 December 2018.

03

Find out if you are eligible for the panel. Eligibility is based on your salary point. The date you commenced employment determines your salary scale and incremental point.

Teachers appointed prior to 1 January 2011 must satisfy (i) below and either (ii) or (iii) below:

- (i) have been paid a gross salary of at least €29,000 (including allowances) in the 2018 calendar year; and
- (ii) on or before 31 December 2018 be on the fourth or higher point of the relevant teachers' salary scale (B.Ed) or fifth or higher point (postgraduate) and to be contracted from 21 December to the end of the 2018/19 school year;
- (iii) if on point 5 (B.Ed) or point 6 (postgraduate) there is no need to be contracted to the end of the school year.

Teachers appointed on or after 1 January 2011 must:

- (i) have been paid a gross salary of at least €26,100 (including allowances, if any)

- in the 2018 calendar year; and
- (ii) on or before 31 December 2018 be on the third or higher points of the relevant teachers' salary scale and be contracted to the end of the school year;
- (iii) if on point 4 or higher, there is no need to be contracted to the end of the school year.

04

Check that you are being paid at the correct point of the incremental scale. The primary teacher incremental salary scale points are available on the Department's website www.education.ie/en/Education-Staff/Information/Payroll-Financial-Information/Salary-Scales. Teachers who are not being paid at the correct point of the scale should contact the DES Payroll Section to have this rectified immediately. Email DES at: prmtch_payroll@education.gov.ie
Don't leave this to the last minute.

05

Some service is not counted for the purposes of determining access to the supplementary panels. Service which is allowable for the purpose of supplementary panel access is service as a fully qualified teacher in a post paid for by the Department of Education and Skills excluding:

- Previous permanent service – you must have earned three increments since the date of resignation from the permanent post.
- Previous service as a post primary teacher.

06

Part-time teachers are eligible to apply for the supplementary panel, and are required to meet the same eligibility criteria as set out above in point 2 above. However, the salary earnings threshold for 2018 (€29,000 or €26,100 as appropriate) will be adjusted on a pro-rata basis in respect of part-time teachers.

07

For teachers who took unpaid maternity /adoptive leave in 2018, the salary earnings thresholds will also be adjusted on a case by case basis.

08

When applying for the supplementary panel, you agree to abide by the redeployment arrangements as set out in the circular.

09

A teacher will be regarded as eligible for access to the supplementary panel if the only reason for not meeting the scale point criteria is due to an increment freeze under the Haddington Road Agreement.

10

For further information please see the INTO website for circular 78/2018 and frequently asked questions.

intouch Digital edition

You can now read the digital edition of *InTouch* on your mobile device through the *InTouch* app or on your desktop computer via the INTO website. Follow these simple navigation instructions to enjoy your interactive digital *InTouch*.

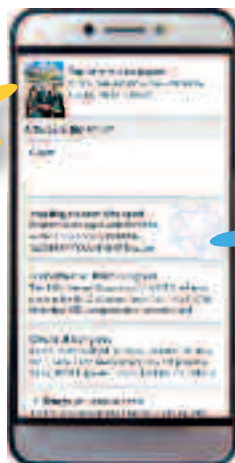
Viewing *InTouch* on your mobile device

Download the *InTouch* app by searching 'INTO InTouch' in Google Play or the App Store. Enter the username and password (found in the Members' Area of the INTO website) within the app to unlock the current and back issues of the magazine.

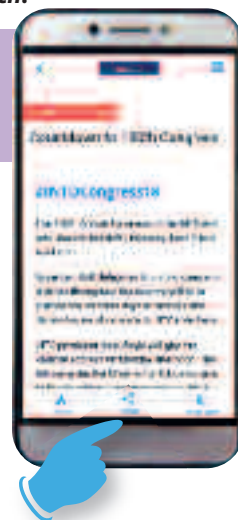
There are two options for viewing the magazine. Replica mode replicates the printed magazine. Text mode shows a simplified text version of the article.

Throughout the magazine, graphics and articles link to videos, documents and more information online. To view active links on a page when using an Apple device, zoom in on the page. On Android devices, links will highlight yellow when you land on that page.

'Tap here to view pages' opens the current issue in 'replica' mode.



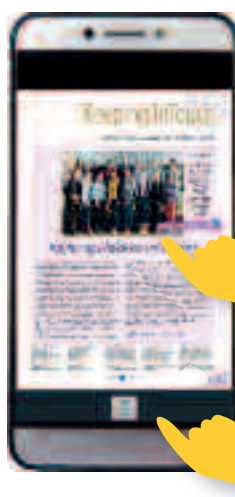
Use the 'Share' button to share the article you are reading. Use the 'Page View' icon to switch to replica mode.



Choose from 'Articles in this edition' to view the text version of an article.

Viewing *InTouch* in replica mode

Navigate through pages by using the scroll bar (Apple devices).



Navigate through pages by swiping (Android devices).

Switch to a text version of the page you are viewing by pressing this button. Use the 'back' button to return to replica view.

Viewing an article in text mode

Use the arrow to return to the start of the issue.



Use this menu to view the list of articles.

Viewing *InTouch* on your desktop computer

Available at www.into.ie

- 1 View the current and back issues of *InTouch* and search through previous issues.
- 2 Easily navigate through the magazine using these arrows.
- 3 Share the magazine through social media or email with friends who will enjoy it.
- 4 Reading view allows you to switch to the text version of the magazine.
- 5 Use this menu when in text mode to view and search through articles in the magazine.



Tributes

GERRY O' SULLIVAN

Gerry O'Sullivan taught in Donnybrook BNS, Dublin, from 1975-1981. During this period, he served as both deputy principal and principal. Upon moving to Limerick, Gerry taught from 1981-1990 in St Munchin's CBS. After teaching for a year in Scoil Mháthair Dé, Gerry finally made his way to St Nessen's, Mungret, Co Limerick.

During his 26 years of teaching in St Nessen's, Gerry immersed himself in two of his life's passions – the INTO and Gaelic games. He was very proud to be a member of the teaching profession and was a staunch advocate for teachers' rights. He devoted a large part of his time to his work as an elected INTO officer at



both district and national level, as he put it himself "looking after our interests".

As a teacher, Gerry trained hundreds of children in both hurling and football. As a proud Ballylongford man, his natural preference was Gaelic football. He has been described as "someone who has been at the centre of Cumann na mBunscol activities for several decades and whose input was always greatly valued... a key member of the St Nessen's sports fraternity and part of what has driven such a successful culture at the school for many years". Gerry's love of football also led to him travelling the length of the country to watch the Kerry football team. Like John B. Keane, Gerry

believed that "Being a Kerryman, is the greatest gift that God can bestow on any man."

Gerry was a warm, kind, humorous and quick-witted man who was always in good form. He was a highly sociable character who loved to chat with people of all ages. He had a story or an anecdote for absolutely every occasion. As a colleague and friend, Gerry could always be relied upon to provide wise counsel and sound, practical advice. He had a calming influence on all he met. Gerry was a philosopher at heart, who always looked for the positives in every situation. As we approach the first anniversary of Gerry's untimely passing, his colleagues in St Nessen's still keenly feel his absence.

Ar dheis Dé go raibh a anam dílis.

The staff of St Nessen's NS, Mungret, Co Limerick.

AILEEN SHIELDS (NÉE HEFFERNAN)

The school community of Dangan, Summerhill, Co Meath, would like to mark the occasion of the passing of their dear friend, colleague and teacher Ms Heffernan. Aileen grew up always wanting to teach and our school was blessed to have her on our staff for more than 15 years. She taught infants earlier in her career but really made her mark as an inspirational teacher of our Communion classes. In later years she became a brilliant leader of our SEN team.

Aileen's first grá working with children was to teach them singing and music. She taught many children to play tin whistle and her preparation of school choirs was second to none. She had a very

kind, considerate and generous spirit and lit up a room with her presence. She also had a can-do attitude to everything and led us in many school activities and events, especially athletics and our Green Flag work.

Aileen was a dedicated, hard-working teacher, who rarely or never missed a day. Teaching, to her, was a joy and a privilege. She was a no-nonsense, common sense person with an outstanding wit and sense of humour.

She loved to travel and did so regularly with her family, friends and work colleagues.

Aileen started a new chapter in her life last Halloween when she married Kieran, and moved to North Meath. Sadly her happiness and joy shuddered to a halt this spring. The Rathmolyon and Summerhill communities were stunned with sadness.

Ní bheidh a leithéid arís ann. Aileen, we miss you dearly.

Staff of Dangan NS, Dangan, Co Meath.



ANNE O'KEEFE

When Anne O'Keefe passed away we, in St Ita's and St Joseph's School, Tralee, lost not just a teacher – we lost a close friend, a dedicated and gifted educator, a wonderful and fair deputy principal, a fantastic organiser and a loyal and committed community worker.

Anne taught children with special needs in our school for over 30 years. She tried to give each student a positive experience in her classroom through her praise and encouragement of their efforts. She had a special 'grá' for the



wayward student and always knew just what to say to bring out the best in them.

Anne was a born organiser, she was committed to preparing our students well for the sacraments, school masses, sports and other events. She never stopped trying to do her best for our school. She spearheaded and embraced each new challenge and adapted her teaching

according to the changing curriculum but, more importantly, according to the needs of her pupils.

Anne was like a sister to us all. She looked out for us and had the unique quality of being one of us while at the same time carrying out her duties as deputy principal.

Anne was our religious co-ordinator and ensured our school was active during each religious occasion. She was a woman of immense faith and it was this faith which helped her fight her illness for so long and so well. Anne was a talented, wonderful, warm, fun-loving, hard-working and dedicated person.

"Ní bheidh a leithéid ann arís."

Staff of St Ita's and St Joseph's School, Tralee.



Re-engaging with School Self-Evaluation

Following the removal of the INTO directive on non-cooperation with School Self-Evaluation (SSE) in February 2018, the DES published circular 16/2018 to clarify how schools should re-engage with school self-evaluation. The circular, which amends circular 39/2016, requires schools to select one or two curricular areas or aspects of teaching and learning to be the focus for SSE between March 2018 and June 2020. This circular also allows for an additional planning day in the school year 2018/19 to assist the implementation of the *Primary Language Curriculum*.

Circular 16/2018 states that 'school self-evaluation is a collaborative, inclusive, reflective process of internal school review. It is a way of working that involves reflective enquiry leading to action for improvement that is informed by evidence gathered within each school's unique context.' The framework highlights a six-step process to guide school self-evaluation.

An area of focus is something that is a priority for the school; it can be a curriculum area or a generic aspect of teaching and learning. For example, many schools have selected an aspect of the *Primary Language Curriculum* (e.g. oral,

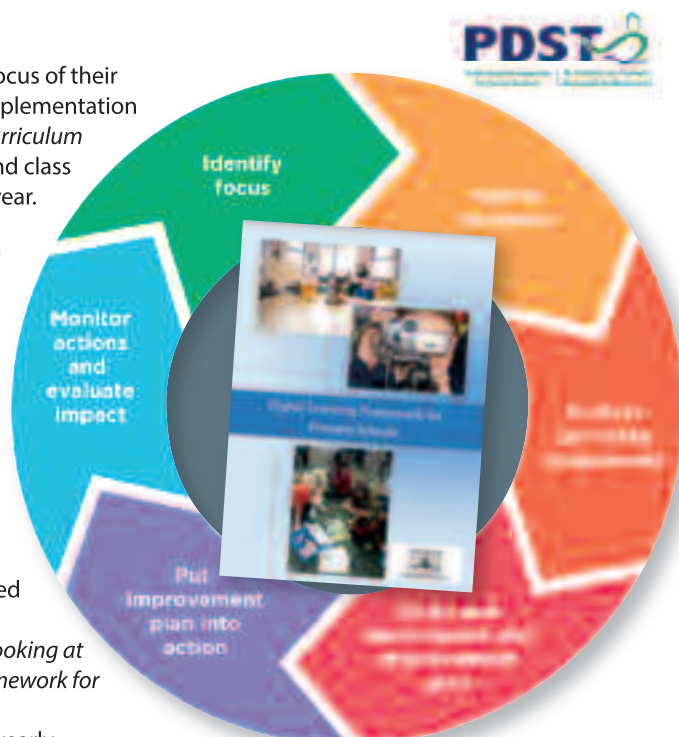
reading or writing) as the focus of their SSE to coincide with the implementation of the *Primary Language Curriculum* from junior infants to second class during the 2018/19 school year.

A range of supports is available to schools as they re-engage with the SSE process. The supports include:

- The SSE website: www.schoolself-evaluation.ie has a growing number of resources, including videos, webinars and articles.
- The DES has issued revised *School Self-Evaluation Guidelines 2016-20* and *Looking at our School: A Quality Framework for Primary Schools*.
- The SSE update: a twice yearly newsletter focused exclusively on SSE available on the SSE website.
- SSE advisory visits: inspectors are available to provide SSE advisory visits to schools. These visits are not evaluative and focus on supporting schools to get the most from the SSE

process. To request a visit email info@schoolself-evaluation.ie.

- The PDST also offers support to schools as they engage in the SSE process through a request for general in-school support and at www.pdst.ie/SSEResources.



Participation is the name of the game

Cumann na mBunscol update



Sciath na Scol flyer

The mission statement of Cumann na mBunscol is 'To make Gaelic games the games of choice for Ireland's primary school children'. If participation levels are anything to go by, it looks as if Cumann na mBunscol is succeeding in its aim.

In Cork, Sciath na Scol ran football finals for boys and girls over eight days in Páirc Uí Chaoimh and Páirc Uí Rinn. Former Cork and Limerick hurling supremos were among the guests who presented trophies.

In Tipperary, the rúnaí of Cumann na mBunscol, Aodán Wrenn, reports that, for the first time, Cumann na mBunscol was given the use of Semple Stadium for its football finals. A total of 25 finals took place over two days in November.

The Allianz Cumann na mBunscol Áth Cliath finals in Dublin are a landmark fixture by now with Croke Park playing host to boys' and girls' finals. This year was no exception, 32 finals were played over two days and excitement reached fever pitch on the field and in the stands during a festival of football.



A year to remember for Richie

Richie English has certainly had a year to remember. He was a vital member of the Limerick hurling team who brought the McCarthy Cup to

All Star Richie English, member of the Limerick hurling team

Shannonside, and was named at corner-back on the PwC/GPA All Star Hurling team in November.

He teaches in Raheenagh NS in West Limerick. Richie and colleague Micheal Reidy enjoyed success in a Cumann na mBunscol competition in June 2018 when Raheenagh NS combined with neighbours Ashford NS to win the blue riband of Limerick camogie, the Green and White Shield.

There were two other primary teachers on the successful Limerick panel this year. Nickie Quaid, whose save from Séamus Harnedy in the epic All-Ireland semi-final v Cork was named as 'Sporting Moment of the Weekend' by *Sports Illustrated*, teaches in Patrickswell NS, while David Reidy is a teacher in Naas, Co Kildare.

2019 Cornmarket Cumann na mBunscol Awards

Reminder: The closing date for the 2019 Cornmarket Cumann na mBunscol Awards is Wednesday 9, January 2019.

All details available on www.cnmbnaisiunta.com/news/10045412/cornmarket_awards2019.

Social media in Cumann na mBunscol

Social media has transformed every aspect of life. Anybody with a phone or a computer can become a commentator on events as they happen. As teachers, we are acutely aware of the pitfalls of social media for children and adults alike.

However, for millions of people worldwide social media platforms such as Twitter and Facebook are sources of news,

gossip, advice or information of any kind.

In 2017, Cumann na mBunscol invited Shay Lawless, a lecturer in IT in Trinity College, to its September General Meeting to advise on how to use Twitter, Facebook and similar platforms to promote the work of Cumann na mBunscol. It was a most instructive session. Almost all county units now use Twitter to promote their activities and to disseminate information about games, blitzes, quizzes or anything of interest to teachers, parents and the wider public. Kerry is the latest county to join Twitter.

Twitter is a great way to publicise our activities. It enhances the public profile of teachers involved in Cumann na mBunscol. It also provides up-to-the-minute news of games and allows us to communicate news of fixtures, postponements and changes of venue at short notice which is very useful in the Irish weather!

The number of schools using Twitter is growing every week and there is great cross-fertilisation between schools celebrating their participation in schools' games and county Twitter pages. Sponsors place great importance on social media. We urge schools and counties to tag our sponsors @AllianzIreland and use the hashtag #AllianzCnmb when posting on Twitter.

The Cumann na mBunscol Twitter page @cnmbnaisiunta has over 1,500 followers.

JOE LYONS, PRO, Coiste Náisiúnta, Cumann na mBunscol.



The Teaching Council moves to e-cards and e-receipting

The Teaching Council's current practice of issuing integrated plastic cards and hardcopy receipts is being replaced by an easily accessible electronic card (e-card) and electronic receipt (e-receipt). The e-card will now contain the teacher's name, registration number and renewal date.

The Teaching Council have informed INTO that this has arisen as a result of

teachers' feedback requesting a move towards a self-service mode of operating giving teachers more control of their information, the need to streamline the renewal processes by making it more cost neutral and consideration for the environment by reducing plastic usage.

With effect from last month, the Council will issue e-cards and e-receipts only. By logging onto the 'My

Registration' section of the Council's website, teachers can access, download and print their e-cards, receipts and certificates of registration. The files can be saved directly onto mobile devices for easy, anytime access thereby giving an enhanced service for all registered teachers.

Visit www.teachingcouncil.ie for more information.

Re-vetting process underway

The Teaching Council is in the process of contacting teachers who have the GCVU vetting letter to inform them of the requirement to obtain a vetting disclosure from the National Vetting Bureau.

In early December, the Teaching Council intends to contact teachers who have a renewal date in April 2019 – approximately 1,000 teachers – to invite them to apply for a vetting disclosure. Teachers are advised to apply promptly for re-vetting when contacted and requested by the Teaching Council in order for registration to be renewed.

Any teacher who has a GCVU vetting letter and who requires a vetting disclosure for the purpose of changing school/employers in the foreseeable future should apply for a vetting disclosure in the normal manner as per Circular 31/2016. These typically include teachers who intend to change school, sub on career break etc.

Hugh is PRO of the year

Congratulations to Hugh Lynn, Roscommon INTO member, who was named the Gaelic Writers' Association PRO of the Year 2018 at an awards event in Dublin recently. Hugh is Roscommon GAA Co PRO and also vice chairperson of District 6.

Photo by Piaras Ó Midheach/
Sportsfile



COMPETITION

The Summer of Lily and Esme – three audio books to be won

Since it was first published over a quarter of a century ago, John Quinn's children's novel *The Summer of Lily and Esme* has remained popular with children and teachers and, in fact, has never been out of print. It delights John now, when visiting schools as a children's author to meet teachers who say "Oh, that was my favourite book as a child!"

Following a number of requests from teachers, John, a former teacher and INTO member, has now published the story as an audiobook, read by himself. The 4-CD box is available for €14 (post-

free) or special offer of five sets for €60 (post free) from John Quinn, Stradbally North, Clarinbridge, Co Galway, H91 XNV6.

To mark the publication, John is offering three copies of the audiobook to readers of *InTouch*.

To be in with a chance to win a copy, answer the following question:

The Summer of Lily and Esme was first published in

a) 1991? b) 2001? c) 2011?

Email your answer to competitions@into.ie before 5 p.m. on 17 December. T&Cs apply.



Marking 30 years since Carysfort closed

Given current discussions around teacher supply it is timely to mark the closure of Carysfort College of Education 30 years ago. At a commemoration event in the college, organised by Tony Gallagher and Jim Dempsey, both graduates of 1986, Professor

Emeritus Áine Hyland, who taught in Carysfort, gave a talk on the history of Carysfort College, in the auditorium of the College, now the UCD Smurfit Graduate School of Business. The event was attended by over 300 graduates, from 1954 to 1988.



Catherine Byrne, former INTO General Treasurer; Fiona Poole, former INTO President and Mary O'Sullivan



Maeve Martin, Christine Reid, Mary O'Donnell and Fionnuala Cahill



Emer Mangan, Liam Collins, Nuala Grealy and Carmel Daly



Rosena Jordan, former INTO President and Pat Crowe, former INTO CEC Rep



Carysfort College Remembered edited by Seamus Mac Gabhann was launched at the event



Cepta Ball, Christine Reid, Dr Deirbhile Nic Craith, INTO Assistant General Secretary and Jacqueline Fallon outside the Heaney Room. Seamus Heaney lectured at Carysfort College



Protect yourself against online blackmailing

ESET Ireland looks at the latest scam targeting Irish users, using their passwords as bait, mentioning adult websites and trying to extort large sums of money.

"It is just so unfortunate. I'm aware login123 is your password. More importantly, I know about your secret and I've evidence of this," says an email received by many Irish users in the past weeks. As the password mentioned is an actual password that may at some time be associated with the email of the receiver, this certainly gets their attention.

Then the cybercriminal continues: "I setup a malware on an adult video clips site that while you were busy watching video clips provided me with access to your screen and web camera." Such things can certainly be done, so the victim is likely to be worried at this point.

Now it's time to push the punchline: "The two choices are with the idea to ignore this letter, but I will definitely send your video recording to all of your contacts including relatives, co-workers, etc., or simply pay me \$2700." Or in another example "... either disregard this message (not recommended), or pay me 0.95 BTC to close this chapter for life."

These days 0.95 Bitcoin comes to about €6,500 and the email ends with instructions on where to transfer the funds to avoid having your embarrassment exposed.

So, how bad is it?

No need to panic, it's not as bad as it seems. Though the password they mention is an actual password the user has or may have had in the past, it was likely acquired in one of the many data breaches in the last few years. Millions and millions of Twitter, eBay, Yahoo, Google, Microsoft and other passwords and emails were stolen. Closer to home, Eircom was in the headlines over potential hacks. This is how the cybercriminals are now making use of what they acquired.

What about the 'adult' bit?

Although various forms of sextortion are nothing new and cybercriminals can sometimes activate laptop or mobile

How to stay safe

- Short passwords are bad. Long passphrases are good.
- Never re-use an old password
- Change your passwords/passphrases periodically
- Ensure that every account you have has a distinct password/passphrase
- Use two-factor authentication for added security
- Use a reliable password manager

cameras remotely and record what they see, in the case of these latest emails, it is mostly a bluff, to get the victim to panic and act quickly.

So, be mindful of your passwords, keep your web or mobile camera covered most of the time and avoid dodgy websites and you should be able to safely ignore such emails.

URBAN SCHROTT, IT Security and Cybercrime Analyst, ESET Ireland, www.eset.ie



Tasty dishes for December

We are starting to feel festive at Foodoppi HQ. During our recent visit to Scoil Mhuire in Horeswood, Campile, Co Wexford we cooked Thai beef salad and chocolate roulade for all the staff after they won the Foodoppi/InTouch competition. We wanted to share these recipes with all the INTO readers.

Thai Beef Salad cups

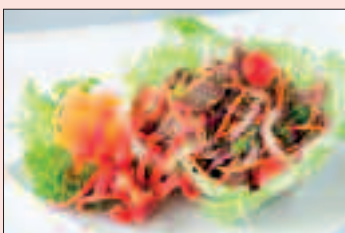
If you are trying to remain poultry free until Christmas day here this Thai beef salad will live up any lunchbox. Add in some cooked noodle and you have a meal in minutes.

Ingredients Beef Marinade

- ✧ 300g sirloin beef
- ✧ 4 tablespoons mirin
- ✧ 4 tablespoons soy sauce
- ✧ 2 cloves garlic – crushed
- ✧ 1 tablespoon lemongrass paste
- ✧ 1 teaspoon hot chilli sauce – or add more to extra heat
- ✧ Seasoning

Ingredients Salad

- ✧ 6 baby gem lettuce leaves – washed
- ✧ 1 carrot
- ✧ 1/2 cucumber
- ✧ 4 spring onions
- ✧ 50g pinenuts toasted
- ✧ 1 lime



Method

- 1 Mix together all the ingredients for the marinade in a bowl. Then place the steak into the bowl, cover with cling film and allow to marinate for at least 1 hour in the fridge.
- 2 Remove the beef from the fridge about 15 minutes before cooking it. Heat a non-stick frying pan on high when it is hot add the steak. Cook for 3 minutes each side and then put the steak onto a plate and wrap in tin foil set aside to rest for at least 10 minutes.
- 3 Peel and grate the carrot. Wash the cucumber and spring onions. Then cut the cucumber in half and thinly slice and thinly slice the spring onions. Mix together in a bowl. Then fill each lettuce leaf with some salad.
- 4 Pour the marinade into a small saucepan and cook on high heat until its thickened and reduced.
- 5 Cut the steak into thin strips. Spoon the beef into the lettuce cup and drizzle the marinade on top. Sprinkle with toasted pinenuts and a squeeze of fresh lime.

Dark Chocolate Roulade

Another all time favourite is our chocolate roulade. It is gluten free so although it is deliciously indulgent it is surprising light to eat as there is no flour in it.

Ingredients

- ✧ 115g dark chocolate – good quality
- ✧ 115g caster sugar
- ✧ 4 large eggs

Filling and topping

- ✧ 250mls double cream – whipped
- ✧ 75g dark chocolate – good quality melted

Method

- 1 Heat oven to 190°C/fan 175°C/gas 5. Grease a large swiss roll tin and line the base and sides with baking parchment or baking paper.
- 2 Break the chocolate into small pieces. Melt the chocolate in a heatproof bowl over a pan of simmering water, or in a microwave at 50% power for 1 minute, stir and then repeat until chocolate is fully melted.
- 3 Separate the eggs carefully. Avoid any egg yolk and egg white mixing together.
- 4 In a large mixing bowl whisk the caster and egg yolks together using an electric hand held mixer until pale in colour. Then add in the melted chocolate and mix well.
- 5 In a clean bowl whisk the egg whites until stiff. Whisk in a third of the stiff egg whites into chocolate mixture, then gently fold in the remaining egg whites. Pour into the lined tin and bake for 20-25 minutes until firm to touch.
- 6 Once ready, remove from the oven and place a large piece of baking paper over the roulade. This should be slightly bigger than the tin. Then put a dry cloth on top. When the roulade it is completely cook put a flat tray on top of the cloth and turn the roulade up side down. Remove the tray and peel off the baking paper.
- 7 Spread whipped cream over the roulade. Roll the roulade away from you as tightly as possible using the baking paper underneath to help. Place onto a large serving plate and drizzle with melted chocolate.

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.

AI SLING LARKIN has a degree in Education from Trinity, spent 10 years working in a DEIS school in inner city Dublin, has a first class M.Sc in Food Product Design and

Culinary Innovation and set up Ireland's premier children's cookery school at the Cliff at Lyons a few years ago. LOUISE LENNOX is a top chef and food broadcaster on TV and radio here in Ireland and has a background in nutrition and children's food media production. Aisling and Louise joined forces a few years ago and created Foodoppi.



Discover Oslo ... without breaking the bank

Karl Johans Gate

The Capital of Norway, Oslo, isn't really known for much, except for being excruciatingly expensive. Recently I was lucky enough to spend four days in Oslo, and found that there are plenty of great things to do and see in this modern, bustling city without having to break open the piggy bank!

We flew from Dublin direct to Oslo with Norwegian Air. Our hotel, The Comfort Hotel Grand Central, was as the name suggests, located at the Central Station, which is the hub for all the bus, train, tram and underground links. Here are my top 10 things to do and see in Oslo.

1. STROLL ALONG KARL JOHANS GATE

Karl Johans gate is the main street in Oslo city centre. You can find night clubs, bars and cafés in between shops and hotels. It's a good place to start your trip, but note that almost all shops are closed on Sundays.

2. VISIT THE ROYAL PALACE

If you continue to stroll down Karl Johans gate you will reach the Royal Palace, home to HM King Harald V and HM Queen Sonja. It's possible to walk right up to the castle entrance to watch the changing of the guard, which takes place daily at 1:30 p.m. My tip would be to stand to the far right hand side to get the best view of all the action!

3. WALK ON THE ROOF OF THE OSLO OPERA HOUSE

The Oslo opera house is a beautiful contemporary building situated on the waterfront in central Oslo. Grab a coffee in the beautiful foyer and stroll up to the roof to enjoy some great views of the city.

4. VISIT THE FRAM MUSEUM

Voted Norway's best museum – the Fram museum tells the story of the world's most famous polar exploration ships.

Viking ship museum
(Shutterstock.com)

This museum is centered around the Fram ship, the strongest wooden ship ever built. It still holds the record for sailing farthest north and farthest south. Entry is 100NOK (€10 approx.).

5. TAKE A WALK ALONG AKER BRYGGE

Aker Brygge, on the waterfront, is a modern, car-free area. The long boulevard is bustling with lots of restaurants and opportunities for al fresco dining, with everything from seafood to Italian, to street food on offer.

6. EAT YOUR WAY AROUND THE MATHALLEN FOOD HALL

Located in the Grünerlokka area of the city, the Mathallen food hall is situated in an old factory building in the industrial area. The food hall is big and airy with a great variety of food from fresh seafood and burgers, to duck sandwiches and reindeer salami. Bring your appetite!

7. SCREAM AT THE MUNCH MUSEUM

I'm sure many teachers, including myself, have done an art lesson based around *The Scream* by Edward Munch. At the Munch museum you can see it in real life. Here you'll find a large collection of impressionist paintings and art works from Norway's most famous artist. Entry is 100NOK (€10 approx.).

8. EXPLORE THE VIKING SHIP MUSEUM

I know, I know ... another museum, but the Norwegians do museums so well! The Viking ship museum was by far my favourite. Simply done, it shows a number of Viking ships which have been

Oslo Opera House



excavated from around Norway. Don't leave without catching the short animation, which is projected on the walls of the museum every 25 minutes. Entry is 100NOK (€10 approx.).

9. TAKE A STROLL IN FROGNER PARK

To get away from the hustle and bustle of the city, take a stroll in the beautiful Frogner park. Here you'll also find the Vigeland sculpture park, which is full of 120 of the most intriguing statues I have ever seen. A naked boy crying, a naked man and woman holding each other, a naked man battling babies ... you get the idea!

10. ENJOY A COCKTAIL AT THE 34 SKY BAR

Finish off a day's sightseeing with a cocktail on the top of Oslo's tallest building, the Radisson Plaza Blu hotel. There is a great view of the city from the bar so perfect to enjoy the sunset.

I've discovered that once you can get over the prices, 50NOK (€5 approx.) coffees and 180NOK (€19 approx.) burgers aside, Oslo is a great city to explore. My top tips to save a few Kroner are:

- Buy an Oslo pass from the Oslo Visitor Centre or via the app. It allows unlimited access to attractions and public transport.
- Purchase a day ticket for public transport for 90NOK (€9.50 approx.).
- Join a free walking tour from 10 a.m. each morning at The Tiger, outside Central Station.

Maybe I've convinced you to consider Oslo for your next break!

AISLING HESTER teaches in Galway. Visit her travel blog at www.lessonsontourism.wordpress.com.

Understanding gift and inheritance

"In this world nothing can be said to be certain, except for death and taxes."

– Benjamin Franklin

In Ireland, we suffer from one of the highest Capital Acquisition Tax (CAT) rates in the world. CAT is a tax charged on individuals who have inherited or received as a gift, any benefits in their lifetime, over certain limits.

As property values increase, the limits and CAT rates are not increasing at the same rate, bringing more gifts and inheritance into the tax bracket. In the most recent budget, the exemption limits between parent to child was increased by 3.25%, yet the expected increase in property prices is over 12%.

In 2008, a child could inherit €542,544 from a parent, and the balance was taxed at 20%. However, now a child can inherit up to €320,000 only from a parent, with the balance now taxed at 33%.

Although government have committed (albeit very slowly) to increase the relevant thresholds as property prices increase, there are many changes you can make or reliefs available to reduce the amount of tax due, if any at all.

Who and what is taxable?

A CAT liability may apply where:

- The beneficiary is Irish resident.
- The donor (person gifting or leaving a benefit) is Irish resident.
- The gift or inheritance consists of Irish property e.g. Irish property or land.

The below thresholds set out the limits on all gifts and inheritances received since 5 December 1991, where CAT becomes payable at 33%.

Group	Relationship	Threshold
A	Son/Daughter	€320,000
B	Brother/Sister/Niece/Nephew/Grandchild	€32,500
C	Any other	€16,250

Example

- Mary received a taxable gift from her father in 2005 €20,000
- Upon the death of her father she inherits the following:
 - 1. Cash €50,000
 - 2. Family Home €300,000
- Total benefits received €370,000
- Relevant group A threshold (€320,000)
- Taxable Amount (€50,000)
- CAT Due @ 33% (€16,500)

Revenue consider the following as 'normal payments' and therefore may not fall within the scope of CAT:

- Free use of the family home
- Educational costs include free accommodation for college
- 'Reasonable' wedding contributions

Main exemptions and reliefs

- Spouses' relief – any inheritance or gifts made between spouses are 100% exempt from CAT.
- Annual gift exemption – you can gift anybody €3,000 per year free of CAT. This exemption is per person gifting i.e., both you and your spouse can gift your child €3,000 each per year free of CAT, without affecting their thresholds. This does not apply to an inheritance. This exemption can not carry over year on year, use it or lose it.
- Inheritance from a child – any inheritance received from a deceased child which had been given to the child as a gift by the parent could be exempt.
- Family home – a family home, could be left tax free through an inheritance provided the following conditions are met:
 1. It was the donor's principal private residence at date of death.
 2. Has been the principal private residence of the recipient for three years prior to date of inheritance and will remain so for six years after.
 3. The recipient does not have an interest in any other residential property.
 4. This exemption may also apply through a gift where the recipient is a 'dependant relative' i.e., over 65 years of age or permanently incapacitated.
- Agricultural relief – the taxable value on the transfer of any agricultural property can be reduced by 90% once certain conditions are met. Two of the main conditions are:
 1. The gift or inheritance must be agricultural property.
 2. The recipient must qualify to be treated as a farmer.
- Business Relief – the taxable value on the transfer of a business can be reduced by 90% once certain conditions are met.

When and how should this be declared to Revenue?

Remember, the responsibility is always on

the recipient to calculate, declare and pay over any due taxes. They must file a tax return if the total value of gifts and inheritances received in one of the groups, A, B or C, since 5 December 1991 is more than 80% of the tax-free threshold for the relevant groups.

- If you receive or inherit as a gift a benefit between 1 January and 31 August, you must file and pay any tax due on or before 31 October in that same year.
- If you receive or inherit as a gift a benefit between 1 September and 31 December, you must file and pay any tax due on or before 31 October in the following year.

Failure to pay and file on time could result in interest, penalties and/or surcharges.

For some people effective financial planning could reduce or eliminate a tax liability. There is only one thing worse than having to pay tax you can't avoid, and that is paying tax which could have been avoided.

Section 72 Policy

If you effect a Section 72 Life Assurance policy, the proceeds of this policy, which are exempt from CAT, can be used to pay a CAT liability. These policies are more expensive than mainstream life policies but may be a good option once weighed up against a potential CAT liability, which may avoid a family member having to borrow or sell before they could afford their CAT bill.

Tips

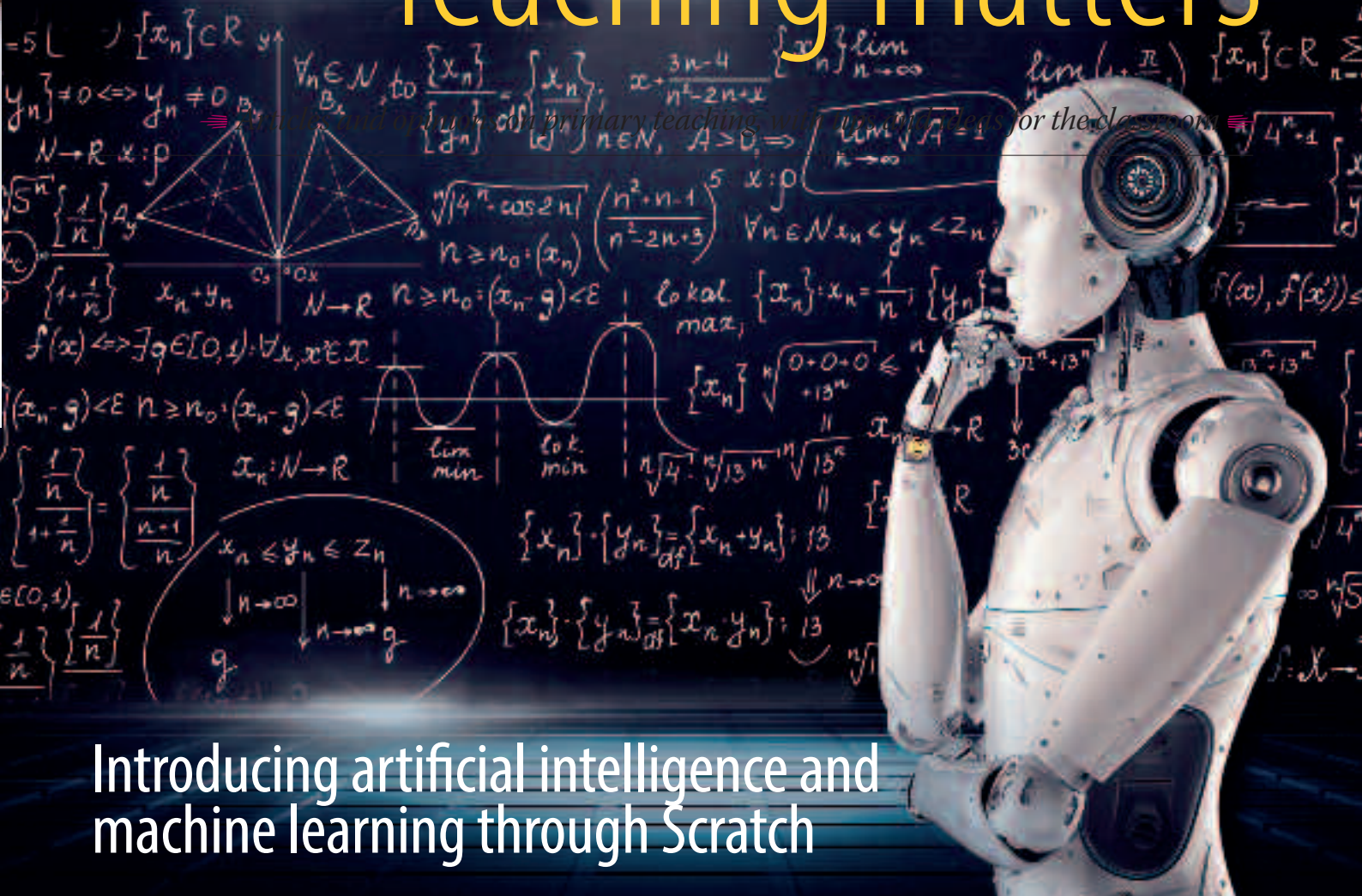
- Explore the available exemptions and reliefs to see if they apply to you.
- Evaluate if a Section 72 policy would make financial sense for you.
- Commence gifting €3,000 per annum to your children now.
- Where a gift will result in a tax liability, time this gift to allow for optimum time before tax is due, e.g., gift in September.
- Get professional advice.

DAMIAN WILSON, ITAS Accounting.

Tel: (01) 5397999

ITAS Accounting provide Tax and Accountancy services to INTO members and can be contacted directly by visiting www.itasaccounting.ie. Rules and rates correct at date of publishing and does not constitute advice.

Teaching matters



Introducing artificial intelligence and machine learning through Scratch

In a 2016 report, the World Economic Forum stated that by one popular estimation "65% of children entering primary school today will ultimately end up working in completely new job types that don't yet exist." While some may argue that this statistic is a bit far-fetched or over exaggerated, it can't be denied that future technologies will play a huge role in the workforce of tomorrow. One way that primary school teachers can prepare the pupils of the present for the jobs of the future is to introduce them to the concept of artificial intelligence (AI) and machine learning.

AI in teaching and learning

AI and machine learning may sound like foreign concepts to most educators however the reality is that they are already an integral part of our lives. If you've ever used Netflix, Google Maps or eBay, chances are that those sites used AI and machine learning to deliver viewing suggestions, the fastest route home or products you may like.

Teachers may wonder how they can

integrate AI and machine learning into lessons and their school's digital learning plan and there is a simple solution. Scratch is a simple and fun coding tool that teachers will already be familiar with and can be used to develop simple AI and machine learning programmes that pupils will find challenging, engaging and enjoyable. Building and developing AI and machine learning programmes through Scratch helps pupils to develop the skills of critical thinking, creativity, problem solving, groupwork and communication.

Where to begin

Trying to figure out where to begin integrating AI and machine learning into a school's digital learning plan may feel like a mammoth task, however there are a myriad of sites such as machinelearningforkids.co.uk that provide step-by-step instructions/lessons for both teachers and pupils. The lessons have three stages of difficulty – beginner, intermediate and advanced. The whole process is accessible, intuitive and easy to follow. Each lesson is approximately an

hour long and pupils can pick from projects such as Make Me Happy (create a character that smiles if you say nice things to it and cries if you insult it) or more advanced ones like Headlines (train a computer to recognise headlines from national newspapers). There are explanations of the process of each step and what will happen in the next step.

What next?

If you wish to include AI and machine learning or digital technologies in your school's digital learning plan, you can consult DLPlanning.ie or contact your nearest education centre for information on Digital Learning Framework seminars.

If you are new to Scratch or want to brush up on your Scratch skills, the 'Scratch for Learning' course will be open for enrolment at the end of January 2019 on teacherpcp.ie

DAVE O'MAHONY, Project Officer, Scoilnet.



The Gingerbread Man

19 classroom activities suited to junior classes

THE GINGERBREAD MAN – A PLAY FOR FIRST, SECOND AND THIRD CLASSES

CAST LIST x 33: Narrators x 9, Old woman, Old man, Ingredients x 9, Gingerbread Man, Dog, Cat, Chicken, Horse, Cow, Sheep, Goat, Farmer, Wife, Child(ren), Fox.

Note 1: Play *Truly Scrumptious* from the film *Chitty Chitty Bang Bang*, at the start and end of play.

Note 2: Set: cottage on right of stage, road in centre and river on left (*use sound effect of flowing river*).

Scene 1: The cottage

NARRATOR 1: Once upon a time, there was a little old woman and a little old man in a little old cottage.

OLD WOMAN: If only we had a son! Ping! Let's make a boy out of gingerbread.

OLD MAN: Excellent idea! Here's the recipe in this old cookbook.

THE INGREDIENTS: We're the ingredients. (*Emerging from behind a large cookbook*). I'm the flour. I'm the baking soda ... ginger ... egg ... butter ... brown sugar ... golden syrup ... currants ... molasses.

NARRATOR 2: And the baking begins. (*Ingredients dance to 'Dance of the Sugar Plum Fairy'*). Weighing (*Old woman mimes*). Measuring. Sifting. Stirring until the mixture is ready. (*Ingredients disappear behind the large cookbook*).

NARRATOR 3: Rolling out the dough. Cutting out the he shape.

Placing the tin into the oven. Waiting 15 minutes.

GINGMAN: Hey! It's roasting in here. I'm expanding.

OLD WOMAN: Did you say something? (*Old man shakes his head*).

ALL: Tick (*x 15*) Ding!

OLD MAN: Oh look! He's grown into a Gingerbread Man!

NARRATOR 4: Out jumped the Gingerbread Man.

GINGMAN: Hey! Are you going to eat me! I'm out of here. (*Starts to jog on the spot, sings*). Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man! (*Sticks out his tongue each time*).

OLD MAN/WOMAN: Please don't run away, son!

Scene 2: The Gingerbread Man runs away

(*Centre stage. Jogs on spot. As each animal enters and makes its sound, he circles the Gingerbread Man – giving the illusion of a chase in a small space*).

NARRATOR 5: The Gingerbread Man raced past a dog (wuff), a cat (meow) and a chicken (cluck).

DOG/CAT/ CHICKEN: Mmm. You **look** delicious. Slurp! Slurp!

GINGMAN: I've run away from an old woman and an old man! Run, run as fast as you can

NARRATOR 6: The Gingerbread Man raced past a horse (*neigh*), a cow (*moo*), a sheep (*baa*) and a goat (*meh heh heh*).

HORSE/COW/ SHEEP/GOAT:

Mmm. You **smell** delicious. Slurp! Slurp!

GINGMAN: I've run away from an old woman, an old man, a dog, a cat and a chicken. Run, run as fast as you can...

NARRATOR 7: The Gingerbread Man raced past a farmer (*'Scrumptious'*), his wife (*'Truly Scrumptious'*), their children (*'Truly, Truly Scrumptious'*).

FARMER/ WIFE/ CHILDREN: Mmm. You **are** delicious. Slurp! Slurp!

GINGMAN: I've run away from an old woman, an old man, a dog, a cat, a chicken, a horse, a cow, a sheep and a goat. Run, run as fast...

Scene 3: At the river (left of stage)

NARRATOR 8: He raced on and on until he came to the flowing river.

GINGMAN: Oh, yikes!

FOX: (*Wearing sunglasses*). Hey! What's up, Dude? You wanna go across? Just jump onto my tail. (To audience). Gingerbread? Awesome! Slurp! Slurp!

GINGMAN: You might gobble me up!

FOX: Chill, Dude! I am your furry friend. Jump onto my tail. Slurp! Slurp!

GINGMAN: Help! Help! I'm getting wet.

FOX: Chill, Dude! Climb onto my back.

GINGMAN: Help! Help! I'm getting wet.

FOX: Chill, Dude! Climb onto my head. And (*to audience*) into my mouth.

NARRATOR 9: Stop right there. We want a happy ending!

OLD MAN/WOMAN: Stop right there! Don't you dare eat our son!

FOX: Busted! (*Exits*).

GINGMAN: Mom! Dad! You saved me! Let's go home.

NARRATORS: And that's our happy ending to our story.

ALL: Gingerbread biscuits – truly scrumptious! And there's some for everyone in the audience. (*Distribute biscuits to audience*).

SEVEN LITERACY IDEAS

1. **How many words** can you find in 'Gingerbread Man'?
2. **Clap the syllables** of each character name.
3. **Write the procedure** for making a disgusting Gingerbread Man!
4. **Create character profiles** for the main characters.
5. **Lost!** Compile a profile of the lost Gingerbread Man.
6. **Treasure Hunt!** Older students write the clues and hide them around the school. Integrate with PE lesson.
7. **Jump Up!** Students jump up on hearing certain words.

ONE VISUAL ARTS IDEA

- **Busy road collage:** Cut lots of different textures and pictures from magazines to create a funky collage of the chase on the busy road (long piece of wallpaper). Include a helicopter, fire brigade, lighthouse, ambulance, headshots of the paparazzi, headshots of famous bakers, famous long distance runners, local representatives all 'in on the act' i.e. watching the sporting sensation of the year – the chase of the Gingerbread Man!

THREE MATHS IDEAS

1. **Measuring 1:** Measure out the ingredients in a Gingerbread Man recipe. List in order of dry/wet. Students predict the measure of ingredients for multiple orders e.g. for a small birthday party (six times 100ml flour/ six times two eggs etc.), for a school celebration, for a King's birthday party. (Skip counting/ towards multiplication).
2. **Measuring 2:** How many Gingerbread Men does it take to go from the door to the teacher's desk? etc.
3. **Patterns:** How many different Smartie patterns can you make using three colours, red/ green/ blue?

THREE SCIENCE IDEAS

1. **Materials and change:** Explore the effects of heating in a microwave and cooling e.g. on chocolate (solid to

If you
were the
Gingerbread
Man who
would you run
from and
why?



across the river without sinking? Children predict, experiment and record results.

3. **Growing ginger!** Soak ginger root in warm water overnight. Fill a wide plant pot with soil (ginger roots grow horizontally!) Ensure the eye bud is pointing upwards. Cover with 5-10cm of soil. Water lightly.

THREE SPHE IDEAS

1. **Character traits:** Elicit the character traits of the Gingerbread Man by discussing his responses and actions during various parts of the story.
2. **Run from whom:** If you were the Gingerbread Man who would you run from and why?
3. **The moral of the story:** Discuss aspects of moral behaviour that emerge in the story. Compare these with similar stories.

ONE MUSIC IDEA

- **Playlist:** Create a playlist of songs based on the theme of 'Food': *Food Glorious Food, My Boy Lollipop, Banana Boat Song, Blueberry Hill, Honey Honey, Oh my Darling Clementine, Tutti Frutti*. Develop dance routines for each song. Build into a Flash Mob sequence, ready for the next school cake sale. Yeah!

Written by Macroom Arts Circle members SINÉAD TWOMEY, MARIE-THERESE O' CALLAGHAN, FIONA ANGLAND, TERESA DOWNEY and HELEN HALLISSEY.
Facilitated by West Cork Education Centre.



Gingerbread biscuits
– truly scrumptious!
And there's some for
everyone in the
audience.

Christmas gingerbread

Thanks to teachers in Macroom Arts Circle who arranged for Head Office to be baked as a gingerbread cake as we end our INTO 150 celebrations this year.

To tie in with the gingerbread theme, Helen Hallissey and her fellow members have also

come up with a number of classroom activities for primary classes which are published on pages 44 and 45 of this issue.

If you would like to try baking some gingerbread shapes with your class, try the following simple recipe.

Gingerbread cookies

Ingredients

350g / 12oz plain flour
1 ½ tsp ground ginger
1 tsp bicarbonate of soda
1 large egg
100g / 4oz butter
175g / 6oz light brown sugar
2 tablespoons Golden Syrup

Method

- Preheat oven to 180°C / 350°F / Gas 4.
- Grease the baking tray.
- Sift the ginger and bicarbonate of soda into the bowl.
- Use your fingertips to rub the chunks of butter into the flour until the mixture looks like fine breadcrumbs. Then, stir in the sugar.
- Break the egg into a small bowl and beat it with a fork. Add the syrup to the egg and beat in.
- Add the 'eggy' mixture to the flour and mix everything together until you have a smooth dough.
- Sprinkle with flour and roll out to a ¼ inch thick. Cut out, using gingerbread men cutter or whatever shapes you like.
- Use spatula to lift the cookie dough onto the baking tray as the dough is quite soft.



Members of Macroom Arts Circle: Marie-Thérèse O'Callaghan, Saint Joseph's PS, Macroom, Co Cork; Sinéad Twomey, Saint Joseph's PS, Macroom, Co Cork; Helen Hallissey, Scoil Mhuire, Ballincollig, Co Cork and Teresa Downey, Kilbarry NS, Macroom, Co Cork.

- Chill the cookie dough in the fridge for 30 minutes to prevent the cookies from spreading in the oven. Bake in the oven at 180°C for 12 – 15 minutes.
- Be careful lifting from tray as cookies are still fragile. Put on a cooling rack. Once cool, they'll firm up.
- Leave to cool before you ice.
- Enjoy!



Thanks to Tracy Desmond-Bell, a parent from Scoil Mhuire in Ballincollig, who baked the wonderful gingerbread version of INTO Head Office featured on our cover this month. Tracy is a cake designer who can be contacted at tracy@traceofcakes.ie or visit www.traceofcakes.ie



Poetry, nature and art – Christmas reflections at Glasnevin Cemetery Museum



*Moonless darkness stands between.
Past, the Past, no more be seen!
But the Bethlehem-star may lead me
To the sight of Him Who freed me
From the self that I have been.
Make me pure, Lord: Thou art holy;
Make me meek, Lord: Thou wert lowly;
Now beginning, and alway:
Now begin, on Christmas day.*

The poem above begins with a sense of confusion. The speaker faces a choice: he 'stands between' paths which are shrouded in darkness and a decision must be made. In the case of the poet, Gerard Manley Hopkins, these lines refer to his own internal religious debates and his decision to convert from Anglicanism to Catholicism. He states that he found direction through the 'Bethlehem-star' and in his case this conversion led to a new 'beginning'. Gerard Manley Hopkins was a Jesuit Priest who is famed amongst the Victorian poets for his use of imagery and experimentation with rhythm and sound. Originally from England, he worked in UCD and was buried in the Jesuit plot at Glasnevin Cemetery in 1889. In this poem, Christmas is presented as a time for new beginnings. The closing tone is hopeful and there is a sense of longevity in the peace that Hopkins has found; and so it began 'on Christmas day'. In a general sense Hopkins' words capture the universal ideas of hope, peace

and good-will, which are synonymous with the Christmas season.

As is the case throughout the cemetery, the Jesuit plot is surrounded by a variety of trees. Some like the silver birch are native to Ireland, whilst others like the infamous giant sequoia (californian redwood) were brought to Europe during the Victorian era. Amongst these varieties stands the holly tree. Native to Ireland, holly trees cannot tolerate the extreme cold or drought. The branches of the holly tree have been linked to winter since pagan times. Druids in ancient Ireland revered it as a sacred plant and often wore crowns of holly. It was planted near homes for good luck and fertility and was used for decoration. With the arrival of Christianity to Ireland the connections between the holly tree and Christmas were made. For Christians, the thorns of the branches and blood red of the berries were a representation of Christ. With the invention of the commercial Christmas card in England in the mid-1800s holly branches were given prominence in design, print and festive publications.

During the Gaelic revival of the nineteenth and twentieth centuries there was a renewed

interest in Celtic artwork and design. Brian O'Higgins from Co Meath (who often used the pen name Brian na Banban) was a revolutionary and a Sinn Féin politician who is buried in Glasnevin Cemetery. He joined the

Gaelic League in the early 1900s and had written poetry since an early age. He wrote songs and ballads, many of which were featured at feiseanna throughout the country, and studied to secure his Teastas Timire Gaeilge, which allowed him to teach Irish classes. He also created many illustrations

to accompany his work and later established a company to publish greeting cards which showcased Celtic design. Many examples of O'Higgins' Christmas illustrations are housed in the National Library of Ireland.



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

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



Peer Assisted Learning Strategies

In 2017, the Department of Education unveiled their much-anticipated new model for allocating support teachers to schools which directs that students at or below a STEN of four are entitled to receive additional support in literacy. Supporting these students within their primary classrooms and creating an atmosphere of inclusion are key objectives of the new model. However, as a support teacher in a senior primary school, I struggled to find a suitable reading intervention that was available to this age cohort as many interventions were aimed at children in junior primary classrooms and the training and resources were unobtainable and unsuitable for senior primary pupils.

Arising out of this frustration, I decided to undertake some action research into a peer-tutoring programme that had been deemed successful in America – Peer Assisted Learning Strategies (PALS) and I was really pleased with the results.

PALS takes approximately 35-40 mins per session. The lessons are very structured and involve training the children in the strategy over a 12 lesson period. Once trained, PALS was implemented over a 12 week period (one term). A PALS lesson consists of four

separate activities – partner reading, re-tell, paragraph shrinking and prediction relay. For each activity the children receive points which are tallied at the end of the week for recognition.

The children are paired in groups of two and take on a reader/coaching role. Activity one, partner reading, involves the more-able reader reading aloud for five minutes while the second reader listens and coaches. The children then switch roles and the second reader re-reads what the first reader has read. After five minutes the pair move onto re-tell, a two minute activity where the second reader re-tells what they have just read while being prompted by their partner.

The third activity, paragraph shrinking, lasts for five minutes. The children read a paragraph/half a page at a time and then explain the most important thing that happened in that section. The final activity, prediction relay, is where the children make a reasonable prediction about what might happen on the next half page, then read on and assess did their prediction come true.

Each activity helps develop the children's reading fluency and accuracy as well as comprehension skills such as predicting, inferencing and determining

importance. The points sheets keep the children focused and motivated. The interchangeable reader/coach role enables both pupils to take on a tutoring role-something that more traditional paired reading programmes don't necessarily allow for.

It was wonderful to see the children's self-esteem and confidence grow as they read book after book, achieving success at their own level. This intervention minimises the need for withdrawal, which can have a particular stigma in the senior classes, while targeting the most vulnerable children in an inclusive environment.

In our school we undertook PALS as part of a team-teaching intervention with fifth class and we were delighted with the results which showed increased accuracy on standardised tests and increased self-confidence. Pupils of all abilities reported enjoying PALS.

SHEILA MURPHY, Tallaght Branch.

For more information on PALS see:
<https://vkc.mc.vanderbilt.edu/frg/what-is-pals/>

The PALS online training course is available from CPD College at www.cpdcollege.com

Top tips for implementing PALS in your classroom

1. Have a good selection of graded readers available – we used *Collins Big Cat readers* – so children are not waiting around for another pair to finish to get onto their next book.
2. Have folders with prompt sheets laminated for each pair.
3. Designate a pair of children to keep a tally of the team scores at the end of the week.
4. Inform parents of the strategies being used so they can replicate them at home.
5. Be consistent in your use of language across all classroom activities e.g. "check it", "that word is..." etc.

Evaluation of the Digital Learning

The *Digital Learning Framework* (DLF) is a tool designed to help schools to effectively embed digital technologies in teaching, learning and assessment. Adapted from the UNESCO ICT Competency Framework for Teachers, it forms part of the national *Digital Strategy for Schools (2015-2020) – enhancing teaching, learning and assessment*. The publication of the DLF in September 2017 by the Department of Education and Skills (DES) was followed by the release of additional resources to support its implementation, including planning guidelines, a planning template and exemplar videos demonstrating effective practice.¹

The DLF, whose structure is aligned to the DES's *Looking at Our School (LAOS)*

primary level identified by an evaluation of the DLF trial carried out by the Educational Research Centre (ERC).

The evaluation aimed to identify strengths and challenges in the implementation of the DLF trial, and any changes which occurred in schools as a result of participating. Information was gathered from schools at the baseline (Phase 1; November-December 2017) and towards the end of the trial (Phase 2; April-May 2018). For both phases of the research, data were collected using questionnaires (administered to principals/digital learning team liaisons, class teachers and PDST advisors) and focus groups (involving the PDST advisors, teachers and, in some cases, pupils).

practice.

- Over the course of the trial, the effective practice index score increased by an average of two points. This increase is statistically significant. The chart (Figure 1 below) summarises the changes in levels of practice in primary schools over the course of the trial.

Challenges to implementation

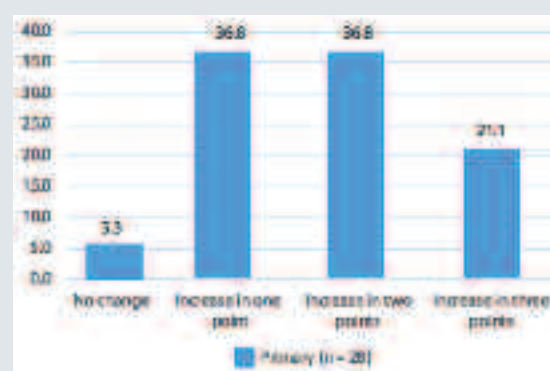
DLT liaison teachers were asked to rate how challenging a range of 10 issues were in implementing the DLF trial in their school. These issues were identified from key themes emerging from the Phase 1 focus group interviews.

The four issues most frequently rated as 'highly challenging' at primary level

Teaching and Learning Dimension	Leadership & Management Dimension
Domain 1 Learner Outcomes	Domain 1 Leading learning and teaching
Domain 2 Learner Experiences	Domain 2 Managing the organisation
Domain 3 Teachers' Individual Practice	Domain 3 Leading school development
Domain 4 Teachers' Collective/Collaborative Practice	Domain 4 Developing leadership capacity

Table 1 above: Dimensions and domains of the Digital Learning Framework

Figure 1 right: Comparison of Phase 1 and Phase 2 level of practice ratings made by PDST advisors: primary schools



framework, consists of two dimensions (teaching and learning; leadership and management), each of which is divided into four domains (see Table 1 above). Each domain contains statements of effective and highly effective practice to guide schools' planning and development with respect to use of digital technologies. Schools generally focus on one domain, initially.

Between October 2017 and May 2018, 48 schools (26 primary schools, two special schools and 20 post-primary schools) participated in a trial implementation of the DLF. In this article, we use 'primary schools' to refer to the 26 primary schools and two special schools that took part in the trial. Each school's implementation was supported by one of seven advisors from PDST-Technology in Education (PDST-TiE), who provided tailored advice and guidance at each stage of the trial. This article focuses on developments at

Changes as a result of implementing the DLF

The most frequently cited areas of change identified by Digital Learning Team (DLT) liaisons and other school staff during the trial period were:

- Increased collaborative practice among staff.
- Increased staff motivation and openness to engage with digital technologies.
- Increased staff confidence to integrate digital technologies into practice.
- Enhancement of pupils' interest and engagement in learning activities, and a consequent increase in teachers' motivation.

In Phases 1 and 2 of the evaluation, PDST advisors rated schools' levels of practice relating to digital technologies using an eight-point scale based on the statements of effective/highly effective practice contained in the DLF.

- At Phase 1, over 90% of schools were rated at three or lower on the index, i.e. almost all schools were rated as partly, mostly, or all below levels of effective

related to time and connectivity/reliability of Wi-Fi connection:

- Finding dedicated time for staff to attend PDST visit meetings (rated as 'highly challenging' by 38% of respondents).
- The overall timeline for the trial (rated as 'highly challenging' by 25% of respondents).
- Finding dedicated time for staff to implement the steps involved in the programme (rated as 'highly challenging' by 21% of respondents).
- Broadband connectivity/Wi-Fi connectivity or reliability (rated as 'highly challenging' by 21% of respondents).

Respondents were also asked to describe in a text response any challenges affecting the implementation of the DLF programme in their schools. Generally, these responses confirm the findings above. In these text responses, just over 14% of schools mentioned a lack of technical support as a challenge to the implementation of their DLF programme.

¹ www.pdsttechnologyineducation.ie/en/Planning/Digital-Learning-Framework-and-Planning-Resources-Primary/

Framework Trial

This issue was also raised in focus groups; the cost of external, professional technical support was considered a barrier to engaging such services. Most schools reported that one or more members of staff provide ad hoc technical support on a voluntary basis, which was considered unfair and unsustainable.

Supports for implementation

The PDST advisors clearly emerged as the most important source of support; management and peer support among teachers were considered secondary supports and were mentioned less frequently, although peer mentoring was felt to be very effective when it was mentioned. School staff emphasised the importance of sustained support that is appropriately tailored to each school's digital context.

Engagement of pupils

According to teachers' responses to items asking about a range of learning activities using digital technologies, pupils mainly used digital technologies to find

information, practise routine procedures, create knowledge, and collaborate with peers. Pupils were less likely to use digital technologies to work with data/spreadsheets, use social networks, collaborate with others from outside of the school, create or use simulations, or submit homework.

Pupils who participated in focus groups (third – sixth class) demonstrated a critical understanding of the role of digital technologies in education and in their lives more generally, identifying several key benefits and limitations.

National rollout

The DES is planning to roll out the DLF in primary and post-primary schools over the next three years, using a combination of approaches. The PDST-TiE is delivering DLF seminars to school staff in education centres across the country from October 2018 to March 2019, as well as providing an optional online DLF course and a series of online webinars. Schools may also apply for school-based support from a PDST advisor. The PDST-TiE has launched

a new website (www.dlplanning.ie), which contains all DLF resources, together with case studies from real schools to illustrate the DLF in practice. The DES has established an expert group to identify technical support solutions that will meet schools' varying needs. The ERC will identify a sample of schools and track their progress in implementing the DLF over the three years, from 2019-2021.

Further information on the trial

Schools that participated in the DLF trial attended a shared learning day in October 2018 in Croke Park, Dublin. This event was organised by the PDST-TiE and coincided with the publication of the ERC's final report on the evaluation of the (available at <https://t.co/v5vpJ2zkVp>). The baseline report (published May 2018) is available at <https://bit.ly/2PCJuEF>. Our sincere thanks to the school staff and students who took part.

ALICE DUGGAN, JUDE COSGROVE, GERRY SHIEL (ERC) and MARGARET LEAHY (DCU Institute of Education)

Pupils who participated in focus groups
...demonstrated a critical understanding
of the role of digital
technologies in
education



Furthering futures in rural Kenya



The Kenyan Child Foundation is a fully registered Irish charity providing free quality education to over 250 students in a remote area of Kenya. We believe that all children's development should be encouraged, regardless of where they live in the world.

Following a visit to Makueni County, Kenya in Summer 2014, we decided to establish our foundation. Over the past four years, the Kenyan Child Foundation has constructed a 12 classroom primary school called St Patrick's Primary School, that is fully accredited by the Ministry of Education and Science in Kenya. The school is located in Kawese, a small townland 120 kilometres south of Nairobi, just off the Mombasa highway. In addition, we have brought a breakfast club, nutrition programme and gender equality initiative to the locality, by providing meals for the pupils and bicycles for girls to attend school.

The Mombasa Highway is extremely dangerous. Before the establishment of our charity, children as young as three years old would cross this road to reach school, without any supervision, risking their lives in the process. The pupils would wake at 4.00 a.m. and walk for as many as four hours to arrive to school on time. This difficult journey made academic progress at school even more challenging, due to the physical exhaustion and lack of sleep.

The vision of the Kenyan Child Foundation has become a reality, thanks to the generous support of the people of Ireland. St Patrick's Primary School, Kawese is twinned with St Patrick's Boys National School, Hollypark, with whom we are very proud to share names. Through this partnership of fundraising and collaboration, we have enjoyed building relationships between the students in Ireland and Kenya. This summer, eight teachers from Hollypark travelled to Kawese, to visit the school and teach in partnership with the staff and students at St Patrick's.

This summer, we opened the third phase of St. Patrick's Primary School with The Irish Ambassador to Kenya, Dr Vincent O'Neill in attendance. The Ambassador's visit was marked by considerable media attention, both in



Kenya and Ireland as it took place in the middle of the rainy season, where considerable flooding had blocked the road to the school and it was totally unreachable by car. Undeterred, the Ambassador arrived to the school through the floods by ox and cart. The opening ceremony was a great celebration of the collaboration between the people of Ireland and Kenya.

We are very grateful to everyone who has fundraised and supported the Kenyan Child Foundation. Particular thanks to the INTO, who awarded the charity a solidarity grant in 2017. This grant has funded all the school books and stationery needs for one year for the 250 pupils at St Patrick's.

The future looks brighter for the pupils and the parents of St Patrick's Primary School, Kawese. Nevertheless, the Kenyan Child Foundation continues to fundraise, mindful of the UN sustainable development goals, with clear targets for quality education, zero hunger, gender



Teachers from St Patrick's BNS Hollypark, Dublin with the Irish Ambassador to Kenya, Dr Vincent O'Neill at the Opening Ceremony of St Patrick's

equality and clean water and sanitation. These objectives will require an intensive fundraising campaign until the end of 2020 and will allow St. Patrick's Primary school to go from strength to strength in the future. We look forward to it!

Ciara McCarrick, Founder of the Kenyan Child Foundation (www.thekenyanchild.com) and a teacher at St Patrick's BNS, Hollypark in Dublin



Yard games in Kawese, Kenya



The Ambassador travelling to the school.



Why parent/teacher meetings are tougher for teaching principals

It's the second week back after Halloween and our annual parent/ teacher meeting is about to take place. Back in September it seemed like a great time to host these meetings following the short break. But Halloween's now a distant memory and the parents are on the way.

Alongside my weekly classroom planning and preparation for three classes and of the endless corrections, I'm now preparing to meet with over 25 parents and discuss their children's welfare and education. Some of these children have just arrived into the senior classroom and they, along with their parents, are a bit daunted by the new regime. Others are ready for secondary school and their anxious parents worry about that transition.

This is all part and parcel of primary school teaching, there is a plethora of valuable articles and books preparing teachers for these meetings. But there isn't a book to help teaching principals and the impossible juggling act we undertake in schools.

Being a teaching principal means running a school, while at the same time striving to give the same level of teaching support to the students in my class. Inevitably, issues crop up and I'm pulled in different directions.

This week, a leak in my middle classroom means managing my part-time caretaker to plug the leak and make the classroom fit for purpose again. This conversation starts on Sunday afternoon. You have to act quickly when these things crop up. The situation could deteriorate quickly if I don't. With the part-time caretaker not working when the plumber is available, I'm the caretaker for the afternoon, supervising the plumber.

Meanwhile we have a major building project still ongoing. Relevant Contracts Tax (RCT) has to be registered before the builder can commence work. This dabble into tax affairs is fascinating but unfortunately, time consuming.

Another building project which needs to be commenced swiftly presents a major safety issue. Unfortunately, the engineer we usually use is under pressure

and needs regular reminders to compile reports. So far this year, due to a highly demanding class, I have only taken one admin day and two months later we are no closer to getting the report in to the department to plead for funding.

Alongside my weekly classroom planning and preparation for three classes and of the endless corrections, I'm now preparing to meet with over 25 parents and discuss their children's welfare and education.

The one admin day I took so far was for the psychologist visit. I mentally go through the pupils that were assessed that day. Was I supposed to send something onto the special education needs organiser? Did we discuss applying for assistive technology for one of the

pupils? I need to get that checked properly before one of the parents asks at the parent teacher meeting.

Yes, one admin day so far this year. And it is now November.

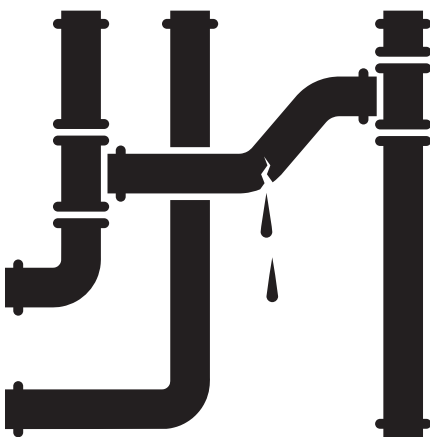
There are many reasons for this:

1. My class are demanding and any break from routine upsets them greatly. Having a different substitute teacher on various admin days really unsettles them.
2. With three classes and a different substitute teacher, each admin day takes hours to prepare.
3. An inspector can walk in at any time and expect my class to be as well taught as a teacher who is not also running the school.
4. Parents expect their child to get an excellent quality of education. They don't like their child to arrive home telling them their teacher wasn't in class and they had a new teacher again for the day.

If we had one release day per week I could:

1. Plan properly for my class. I could have the same substitute teacher every week on the same day and plan with the teacher.
2. I could properly engage in school policies and development. Instead of frantically editing and printing a template of a policy, I could read, review and develop a policy with staff.
3. I could properly engage with the children and families of the school. I could talk parents through their concerns, especially parents of special needs pupils. I would have the time to ring SENOs, psychologists etc, set up meetings and look at how best to support these pupils.
4. I could somehow manage the role of the teaching principal.

For now, it's back to preparations for the parent/teacher meetings and the hope that the two evenings go smoothly with no leaks or other major disasters to avert.



Author's name and school is with the editor.
Have you a story to tell? Email editor@into.ie
with details and INTO will contact you.

Díospóireacht: Chumann Múinteoirí Éireann...

Institiúid Oideachais Marino
An Mháirt,
16 Deireadh Fómhair, 2018

An Múinteoir Náisiúnta agus an Ghaeilge

An Cúlra

“Bhí an seomra ranga róbheag i gcónaí don mhúinteoir náisiúnta.”

Fáilte romhaibh go léir go hInstitiúid Oideachais Marino. Is mise Aodán Mac Suibhne, Príomhléachtóir agus Comhordaitheoir na Gaeilge san Institiúid agus tá an-áthas orainn anseo i Marino ardán a chur ar fáil don díospóireacht seo atá mar chuid de cheiliúradh 150 bliain Chumann Múinteoirí Éireann.

Iarradh ormsa um thráthnóna cuid den chúlra a bhaineann leis an múinteoir náisiúnta agus an Ghaeilge a rianú. Ní bheidh deis agam dul isteach go mion sa scéal. Fágfaidh mé é sin faoi dhaoine eile.

Céard atá sa chúlra mar sin, céard atá ar an gcúlghrat ina bhfuil an múinteoir náisiúnta agus an Ghaeilge? Nuair a fhéachaimid ar an gcúlghrat sin, is é an rud is feiceálaí a sheasann amach ná an líon mór bunscoileanna Lán-Ghaeilge atá sa tír, líon atá ag méadú in aghaidh na bliana, le 180 díobh ar fad ar an oileán i láthair na huaire. Tá na scoileanna sin ann mar thoradh ar an rogha, an rogha a dhéanann tuismitheoirí a bpáistí a chur chuig na scoileanna sin agus na scoileanna sin a bhunú an chéad lá riamh. Ar an gcúlghrat freisin, tá na bunscoileanna Gaeltachta – 125 díobh – agus idirghabháil á déanamh i láthair na

huaire ag an Roinn Oideachais agus Scileanna chun an Ghaeilge sna scoileanna a neartú. Tionscnamh a d'fhéadfadh dul chun sochair go mór do bhunscoileanna Gaeltachta agus do bhunscoileanna Lán-Ghaeilge is ea go

Bhí an seomra
ranga róbheag i
gcónaí don
mhúinteoir
náisiúnta

mbeidh Baitsiléir san Oideachas Trí Mheán na Gaeilge ag tosú san institiúid seo, Institiúid Oideachais Marino i Meán Fómhair, 2019, an chéad chéim dá leithéid i stair an Stáit. Ar an gcúlghrat i gcoitinne, tá na bunscoileanna Lán-Ghaeilge agus na bunscoileanna Gaeltachta mar chuid de chóras oideachais níos leithne ina bhfuil an Ghaeilge éigeantach ach má tá an Ghaeilge éigeantach sa chóras i gcoitinne, tá líon na ndaltaí atá ag lorg díolúine ón nGaeilge ag méadú in aghaidh na bliana. Ar chóir go mbeadh ceisteanna a

bhaineann le rogha, le héigeantas agus le díolúine lárnach in aon phlé a bhaineann leis an múinteoir náisiúnta agus an Ghaeilge sa lá atá inniu ann?

Aon uair a phléitear staid na Gaeilge sa tír, tarraingítear an córas oideachais isteach sa scéal agus go hindíreach, mar sin, chomh maith, an múinteoir náisiúnta. Cé mhéad uair atá sé cloiste againn á rá ag daoine gur chaith siad ceithre bliana déag ag foghlaim Gaeilge ach fós nach bhfuil sé ar a gcumas páirt a ghlacadh i gcomhrá Gaeilge. Ina dhiaidh sin is uile, deir 1.5 milliún duine sa Phoblacht go bhfuil siad in ann Gaeilge a labhairt agus úsáideann os cionn 80,000 duine sa Phoblacht an Ghaeilge go laethúil lasmuigh den chóras oideachais. Tá an múinteoir náisiúnta lárnach i scéal na Gaeilge sa tír mar ghníomhaire an Stáit – le lochtú nó le creidiúint a thabhairt dó / di, cibé ceann acu a oireann duit féin.

Ar an gcúlghrat seo taobh thiar díom, chuirfinn isteach freisin íomhá den iris, An Múinteoir Náisiúnta, iris Chumann Múinteoirí Éireann. An chéad uair a chonaic mé féin an Múinteoir Náisiúnta ná nuair a thagadh sé isteach sa teach. D'fhéach mé ar an Múinteoir Náisiúnta cinnte ag an am sin, d'iompáigh mé cúpla leathanach, bhíodh se lán d'ailt fhada ach níor léigh mé aon cheann de na hailt sin riamh. Mar iris ní raibh an Múinteoir

Náisiúnta chomh tarraingteach in aon chor le InTouch an lae inniu ina mbíonn pictiúir ag dul leis na hailt.

Tá an Múinteoir Náisiúnta, an iris, imithe le fada anois. An bhfuil an múinteoir náisiúnta, an duine imithe chomh maith? Cinnte, tá an branda imithe. Dá mbeifeá i Coppers, an ndéarfá gur múinteoir náisiúnta thú, nó gur N. T. (National Teacher) thú? An bhfaigheann aon duine litir na laethanta seo leis na litreacha N.T. nó O.S. (is é sin, Oide Scoile) tar éis a n-ainm?

Cibé rud a thugaimid ar an múinteoir náisiúnta, “múinteoir bunscoile” nó “primary teacher”, is ar an múinteoir náisiúnta sa seomra ranga atá an fhreagracht fós Gaeilge a mhúineadh do pháistí bunscoile na tíre.

Ó thaobh na Gaeilge de, áfach, ní raibh ról an mhúinteora náisiúnta teoranta riamh don seomra ranga. Duine mór sa phobal ab ea an múinteoir náisiúnta, go háirithe faoin tuath. Urlabhraí pobail trí mheán na Gaeilge is ea an múinteoir náisiúnta fós don Nuacht i nGaeilge ar an raidió nó ar an teilifís, nuair a bhíonn tuairim dhuine áitiúil á lorg. Bíonn baint mhór ag an múinteoir náisiúnta – agus bhí i gcónaí – le heagraíochtaí pobail, go háirithe eagraíochtaí spóirt agus cultúir. Is iomaí múinteoir náisiúnta, mar shampla, a bhí mar Uachtarán nó mar Ard-Rúnaí ar Chumann Lúthchleas Gael – Seán Ó Síocháin, Liam Ó Maoilmhíchúil, Seán Kelly, Pádraig Ó Fainín, Liam Ó Néill agus araile. Sa chlub áitiúil, is féidir brath ar an múinteoir náisiúnta i gcónaí chun an liosta foirne i nGaeilge a líonadh isteach i gceart, chun fáilte i nGaeilge a chur roimh na baill chuig cruinniú cinn bhliana an Chumainn, chun an t-altú roimh bhia a rá as Gaeilge ag an dinnéar bliantúil agus chun gach rath a ghuí ar na baill don bhliain úr. Tá múinteoirí náisiúnta Chumann na mBunscol Átha Cliath bródúil go bhfuil sé mar thraidisiún acu a gcuid cruinnithe a reáchtáil trí mheán na Gaeilge. Go minic, is múinteoir náisiúnta a bhíonn mar bhean a’ tí nó mar fhear a’ tí ag comórtais damhsa agus amhránaíochta, mar shampla, na cinn de chuid Oireachtas na Gaeilge, agus is minic a bhíonn múinteoir náisiúnta amháin ag bronnadh duaise ar mhúinteoir náisiúnta eile. Múinteoirí náisiúnta ab ea léitheoirí nuachta Gaeilge i laethanta

tosaigh Raidió Telefís Éireann – daoine cosúil le Liam Mac an Iomaire agus Máire Uí Dhufaigh. Tráchtairí spóirt Ghaeilge ab ea na múinteoirí náisiúnta Mícheal Ó Muirecheartaigh agus Liam Campbell agus sa lá atá inniu ann is múinteoirí náisiúnta iad na tráchtairí

Dá mbeifeá i
Coppers, an
ndéarfá gur
múinteoir náisiúnta
thú, nó gur N. T.
(National Teacher)
thú?

spóirt, Mac Dara Mac Donncha agus Cuán Ó Flatharta. Agus má bhíonn duine éigin á lorg ag TG4 nó ag Raidió na Gaeltachta chun anailís a dhéanamh ar chluiche, is fiú a fháil amach i gcónaí an bhfuil aon mhúinteoir náisiúnta ar fáil, mar shampla, iar-mhicléinn de chuid na hInstitiúide seo, John Allen agus Síle Nic Coitir. Tugaim faoi deara i Réamheolaire Institiúid Oideachais Marino don bhliain 2019 / 2020 agus tagairt á déanamh do na roghanna a bheidh ag an múinteoir mar chéimí, go ndeirtear, “D’fhéadfadh céimithe obair sna meáin chomh maith.” Sílim go léiríonn, ár bhfear a’ tí anocht, Páidí Ó Lionáird, fírinne an ráitis sin.

Mar is eol dúinn, téann an-chuid múinteoirí náisiúnta leis an bpolaíocht, Róisín Shortall T.D. a d’fhreastail ar an Institiúid seo, Mary Mitchell O’Connor, Sean Kelly arís – an Feisire Eorpach, Finian McGrath T.D., John Wilson T.D. – iarAire Oideachais, Enda Kenny – iarThaoiseach, Michael Noonan – iarAire Airgeadais agus araile. Múinteoirí náisiúnta ab ea iad ar fad. D’fhéadfainn dul ar aghaidh agus ar aghaidh. Nuair a thit an tóin as an Tiogar Ceilteach bhí sé le rá ag tráchtairí eacnamaíochta: “Cén chaoi a bhféadfadh an tír a bheith ina ceart agus í á rith ag múinteoirí náisiúnta?” Ó thaobh na Gaeilge de, ar an ardán náisiúnta, bíodh

sé sa Dáil nó ag an ArdFheis, is buntáiste é roinnt múinteoirí náisiúnta le Gaeilge a bheith sa phaca cártaí, chun a thaispeáint go bhfuil luach fós ag baint leis an nGaeilge – bíodh sé sin fimíneach uaireanta nó ná bíodh – agus má tá Aire Gaeltachta le ceapadh, an gá dul níos faide na an múinteoir náisiúnta? Nár Rúnaí Parlaiminte i Roinn na Gaeltachta é Michael F. Kitt O.S., T.D. ó 1970 go 1973 agus nach raibh Donncha Ó Gallchóir O.S., T.D. ina Aire Gaeltachta ó 1977 go 1979?

Dá bhrí sin, a lucht éisteachta, ná bímis anocht inár gcuid cainteanna agus inár bplé, agus sinn ag díriú ar an múinteoir náisiúnta agus ar an nGaeilge, ná bímis teoranta do thionchar an mhúinteora náisiúnta sa seomra ranga. Bhí an seomra ranga róbheag i gcónaí don mhúinteoir náisiúnta. Féachaimis ar an múinteoir náisiúnta mar dhuine le ról tábhachtach sa phobal áitiúil, i gcúrsaí spóirt agus cultúir, i ndomhan na polaitíochta agus ar an ardán mór i gcoitinne, an t-ardán náisiúnta.

AODÁN MAC SUIBHNE

Tráchtairí spóirt
Ghaeilge ab ea na
múinteoirí
náisiúnta Mícheal
Ó Muirecheartaigh
agus Liam
Campbell agus sa
lá atá inniu ann is
múinteoirí
náisiúnta iad na
tráchtairí spóirt,
Mac Dara Mac
Donncha agus
Cuan Ó Flatharta.

Construct a Christmas

This project is ideally suited to pupils in fourth to sixth class in any primary school. Allow four or five weeks to complete the project and display the Christmas village in a prominent place in the school for all to see before the Christmas holidays.

Materials

- Paper, pencils, scissors, masking tape (one or two rolls per group of four)
- Small cardboard boxes for each pupil (e.g. tea boxes, cereal boxes, cosmetic boxes).
- Card, newspaper, wallpaper paste/ glue, yellow, red and orange tissue paper.
- Papier mâché – In a basin mix wallpaper paste (which is suitable for classroom use) with water to achieve a texture like honey.
- Strips of newsprint/newspaper.
- LED Christmas tree lights (to light up the buildings in the village).

Lesson one

In the first art lesson, the teacher introduces the project to the pupils and explains that it will take a few weeks to complete. First the pupils sketch an idea for the fairy tale building they would like to construct.



Pupil's sketch



Pupil's sketch

The teacher could show some samples of fairy tale buildings and ask questions to guide the process, for example:



Sample fairytale buildings



What size are the houses? What shape are the rooftops? Do you notice any details around the windows? Look at the fancy eaves in this house. Can you see how the chimneys are made? What kind of doors can you see? Are there any other details that catch your eye? Are there any extensions? Porches? How are the windows made? Can you make a door that opens and closes?

Using scissors and masking tape the pupils construct their buildings with small boxes, pieces of card and other materials. They cut out windows and doors which can open and add a roof and other details, for example, a porch, a chimney, an extension. Most importantly, they leave a hole in the base large enough to fit a small LED Christmas light through.

Lessons two and three

In the next lesson, the pupils add a layer of papier mâché strips to their building to strengthen it.



Building ready for papier mâché

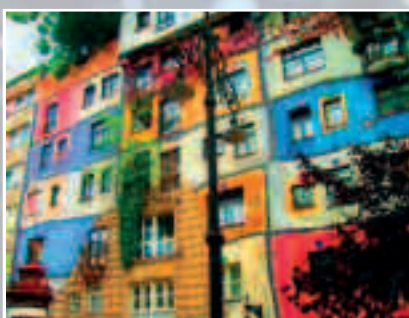


Building covered in papier mâché

village

Dip newspaper strips (about 3 cm wide) into paste. Lift and smooth onto the surface of the building.

After a week, in the third art lesson the papier mâché will be dry enough to paint. The pupils may be inspired by how traditional fairy tale buildings are illustrated in books or they may wish to create a highly patterned paint effect. Look at the work of Hundertwasser to see beautiful patterns and colours.



Lesson four

During the last art lesson, the pupils glue red, yellow or orange tissue paper to line the insides of their windows.



Coloured tissue in windows

Pupils then arrange the buildings on a white cloth spread over small hills made of scrunched-up newspaper. A set of LED Christmas lights, with one bulb placed under the cavity in each building

will light up the coloured windows in the whole village.

Cotton wool can be used to cover the light wires. Pupils could add figures, trees and vehicles made with plasticine and bits of foliage to their village scene.



Plasticine figures

Dr MÁIRE NI BHROIN is Assistant Professor, Research Convenor and Coordinator of Visual Arts in the Institute of Education, DCU.



Pupils' Christmas village

Allow four or five weeks to complete the project and display the Christmas village in a prominent place in the school for all to see



Cluichí Boird don Nollaig

Is breá le páistí cluichí a imirt aimsir na Nollag agus iad ar saoire. Tá iliomad buntáistí ag baint le cluichí boird a imirt ar scoil chomh maith. Tugann cluichí boird deis do pháistí an Ghaeilge a úsáid i slí thaitneamhach lasmuigh den rang Gaeilge a fhad agus atá tascanna á gcomhlíonadh acu. Déantar forbairt ar scileanna sóisialta agus féinmheas na bpáistí agus iad ag comhoibriú agus i mbun plé le daoine eile.



Dúshlán Staire

Tá 250 ceist sa chluiche *Dúshlán Staire* ag cuimsiú imeachtaí tábhachtacha ó áiteanna éagsúla ar fud na cruinne le níos mó ná 4,000 bliain. Tá imeachtaí staire faoi dhaoine, faoi thurais, litríocht, eolaíocht agus eachtraíocht scríofa ar na cártaí. Is é an sprioc ná cinneadh a dhéanamh chun na himeachtaí a chur in ord ceart ama gan féachaint ar na dátaí atá luaite leo. Ar tharla imeacht amháin roimh imeacht eile nó ina dhiaidh? Sin í an cheist, roimh an am nó ina dhiaidh.



Spraul le Brí

Tá sé phaca cártaí sa chluiche *Spraul le Brí* chun searáidí a imirt as Gaeilge. Is é an sprioc atá ann ná an bhrí a bhaineann leis

na focail agus na habairtí atá ar na cártaí (ainmfhocal, briathra, aidiachtaí, seanfhocail) a chur in iúl agus a mhíniú gan úsáid a bhaint as na focail nó abairtí féin. Is gá seo a dhéanamh laistigh de nóiméad amháin chun pointí a bhuachan le haghaidh freagraí cearta. Níl cead ag páistí aisteoireacht nó frapaí a úsáid. Is gá dóibh focail agus abairtí eile a úsáid chun an bhrí a chur in iúl.

Imeartas Focal

Leagan Gaeilge den chluiche Dingbats atá sa chluiche *Imeartas Focal*: Tá 200 cárta le focail agus le habairtí, ach iad athraithe, i bhfolach, casta agus le leathbhí. Is é an sprioc atá ann ná go gcaithfidh imreoirí ciall a bhaint as an



méid atá léirithe ar na cártaí agus an bhrí a chur in iúl.

Monopoly as Gaeilge

Is féidir taisteal timpeall na hÉireann le *Monopoly as Gaeilge* agus tithe móra, óstáin agus talamh a dhíol agus a cheannach. Sa leagan ar leith seo de Monopoly téann imreoirí ar thuras trí ghnéithe éagsúla de shaol na hÉireann chun na háiteanna is fearr leo a aimsiú, agus a n-impireachtaí réadmhaoine féin a chruthú



Úsáid sa Rang

- Cuir Club Cluichí Boird ar bun a bheidh ar siúl sa scoil 40-60 nóiméad, uair sa tseachtain.
- Roghnaigh cluichí oiriúnacha do na haoisghrúpaí ar leith agus ullmhaigh sa rang roimh ré aon teanga nua atá riachtanach do na cluichí.
- Roinn na páistí i ngrúpaí 4-6 ag cinntiú go n-oireann an cluiche d'aois, do leibhéal cumais agus do leibhéal suime na bpáistí.
- Pléigh rialacha na gcluichí agus an tábhacht a bhaineann le sealanna a ghlacadh, cloí le rialacha, éisteacht le tuairimí daoine eile, glanadh suas agus caitheamh go béasach le daoine eile.
- Nuair a bheidh cluichí críochnaithe pléigh na straitéisí agus scileanna a d'úsáid páistí chun cluichí a bhuachan agus chun bheith rathúil. Déan machnamh ar conas na scileanna ar leith a bhaineann le cluichí ar leith a fhorbairt agus a fheabhsú.
- Cuir béim ar an tábhacht a bhaineann le sult agus spraoi a bhaint as cluichí a imirt.

Ar fáil: www.udar.ie

MÁIRE NIC AN RÍ, Oifigeach Bunscoile, COGG.

Reviews

Women blazing a trail

WRITTEN BY the renowned author Sarah Webb and beautifully illustrated by Lauren O'Neill, *Blazing a Trail* details the lives of some famous Irish heroines such as Granuaile, Sonia O'Sullivan and Mary Robinson, as well as some perhaps less well-known luminaries, Dame Jocelyn Bell Burnell, the astrophysicist and Dr Kathleen Lynd, the doctor and nationalist.

Full page illustrations accompany the biographies which are written with engaging immediacy and with some lovely quotations from the women themselves.

The women are from the worlds of architecture, ballet, sport, technology, fashion, film, politics and business so all areas are represented.

For all those who have ever longed to 'be the change you want in the world',

this book will inspire, motivate and enthral your eight–12 year olds. A perfect resource for SESE or SPHE.

O'Brien Press. ISBN: 978-1-78849-004-7. Price: €16.99.

PROMPTED BY his seven year old daughter's curiosity about women inventors, Owen O'Doherty, a Dublin architect, has compiled an interesting account of scientific discoveries by women from Eileen Gray's Villa E-1027 to Virginia Apgar's system for checking the health of newborn babies.

Interspersed with inventing tips for pupils and "ways of looking after your own ideas", *Bright Sparks* would be a useful addition for the science shelf of your class library.

Everyday objects such as mouldable



rubber and kitchens, as well as more complex ideas, such as nuclear fission, are detailed making it a suitable book for 10–12 year olds interested in finding out about the women behind the discoveries.

O'Brien Press. ISBN: 978-1-78849-054-2. Cost: €14.99.

Reviewed by Paula Galvin, Clondalkin, Dublin 22.

All things wild and wonderful



The Great Big Book of Irish Wildlife by Juanita Browne is a beautifully illustrated book brimming with simple, interesting and meaningful facts about Irish wildlife. The book is subdivided

into seasons and each section brings you through the key changes that occur in nature in your

back garden as well as in mountains, rivers, forests and in the sea. It contains everything you would want children to know about Irish wildlife.

This book is suitable for children aged five – 12 years old and is the kind of book you would refer to season after season to investigate changes in nature.

Additionally, this book would be an invaluable resource in any school and would enhance the teaching of geography (natural environments) and science (living things) in all classes. It also contains suitable information texts about

Irish animals which could be integrated into an English reading lesson and would facilitate the use of a KWL chart. I especially loved the illustrations, cartoons and photographs, as they added to the authenticity of the book.

This book is an ideal gift for children and would open their eyes to the natural world.

O'Brien Press. ISBN: 978-1-84717-915-9. Cost: €19.99.

REVIEWED BY Eimear Mahony, Loughrea, Co Galway.

Léirmheas – Brighdín Carr

Cad é atá á dhéanamh ag Fia anois? Sraith ghearrscéalta ag údar Brighdín Carr a dhéanann cur síos ar eachtraí fhear beag rua, darb ainm Fia atá i gceist anseo. Leabhair dhá-theangacha atá ann, leagan Ghaeilge sa tosaigh agus leagan Béarla ag cúl an leabhair.

Tá dlúthdhiosca i measc na leabhair agus castar na scéalta mar amhráin álainn as Gaeilge agus as Béarla ar an ndlúthdhiosca. Amharc amach do na leathanaigh i lár na leabhair, tá deis iontach ann chun comhrá a spreagadh sa seomra ranga nó sa bhaile. Scríobhadh na leabhair i nGaeilge Uladh, ach bheadh siad oiriúnach do dhaltai Gaeltachta agus Gaelscoileanna ar fud na tíre. Rang a haon nó rang a dó sna Gaelscoileanna a bhfainfeadh sult agus

taitneamh as na leabhair seo. Ceithre leabhair atá scríofa go fóill ag Brighdín Carr sa sraith seo, agus cinn eile fós le teacht.

Tá na scéalta a chló faoi láthair mar leabhair mhóra freisin agus tá said ar fáil i Siopa Leabhair agus Hanna's Bookshop i mBaile Átha Cliath.

Léirmheas le PAUL MAGUIRE, Mount Merrion, Co Dublin.



A Teacher's Life

In this hilarious collection of over 140 cartoons, Colm Cuffe perfectly captures the ups and downs of life as a teacher.

Based on a popular Facebook page, *A Teacher's Life* is filled with funny observations of classroom antics, this book will have you smiling in sympathy and laughing out loud.

Gill Books. ISBN: 978-071718-086-8. Cost: €9.99.



Finishing Touches

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

Noticeboard



Copy dates

Copy you wish to have considered for publication in the January/February issue of InTouch should arrive in Head Office by Monday 7 January 2019.

The deadline for the March 2019 issue is 11 February.

Please email copy to editor@into.ie



LGBT+ staffroom poster

English and Irish versions of the LGBT+ staffroom poster, created by the INTO LGBT Teachers' Group (see page 12) are available at www.into.ie/lgbt/EducationalResources



Reunion – CICE

The Past Students' Association of The Church of Ireland College of Education will be holding their annual conference in Hotel Kilkenny from 8-10 March 2019 for all current and past students of CIC DCU, CICE and CITC.

The conference is a great opportunity to catch up with old friends and learn some new things to take back to the classroom! It also incorporates the 10, 15, 20, 25, 30, 35 and 40 year reunions.

For further information please contact psacice@gmail.com or connect with us on Facebook: PastStudents Cice



Visual arts resources

An updated version of the art website artprimaryschool.com is now available free to teachers and primary school children.



Head Office Christmas closure

INTO Head Office will close at 5 p.m. on Friday, 21 December, 2018 and re-open at 9 a.m. on Wednesday, 2 January, 2019.



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. The book is also available to purchase from www.amazon.ie, www.dubraybooks.ie and through major booksellers such as Easons.



Volunteers needed in Sri Lanka

Want to volunteer in Sri Lanka this Easter or summer break! Every year teachers from Ireland travel as part of a team to work in Sambodhi Home for the Disabled in Sri Lanka, creating an unforgettable camp experience for the residents (old and young) that live there.

Pre-departure training will take place via Skype and teachers will collaborate on projects together prior to and during their placements in Sri Lanka.

Expressions of interest can be sent to Nadia O'Shea at nadiaoshea@gmail.com

For more information about this and other projects, interested volunteers can visit www.sambodhihome.com

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

Comhar Linn draw winners

Winners of September draw 2018

Car – Toyota Auris
Maura Norris, Navan, Co Meath.

Cash €1,000
Fidelma O'Neill, Kylemore, Galway.

Sandra Murphy, St Clare's NS, Ballyjamesduff, Co Cavan.

Kathy Newell, Kimmage, Dublin 12.

Two €1,000 winners details withheld by consent.

Winners of October draw 2018

Car – Toyota Auris
Sarah Moore, Cloneyhurke NS, Portarlinton, Co Laois.

Cash €1,000
Julie Kelly, St Vincent's Special School, Lisnagry, Co Limerick.

Aine McEvoy, Castletown NS, Portlaoise, Co Laois.

Geraldine Kelly, Greystones, Co Wicklow.

Two €1,000 winners details withheld by consent.

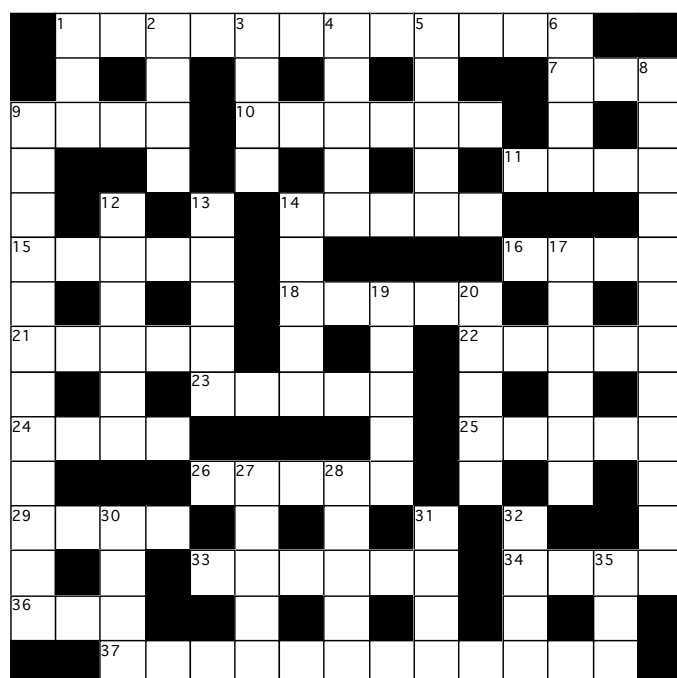
September car winner:
Maura Norris, Navan, Co Meath

October car winner:
Sarah Moore, Cloneyhurke NS, Portarlinton, Co Laois



Comhar Linn Crossword no194

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 18th January 2019. Photocopied crosswords are not accepted.



NAME:

SCHOOL ADDRESS:

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

ACROSS

1. How can diets cleanse the fancy foods available here? (12)
7. Ring Virginia for some eggs. (3)
9. Some of that saucy anecdote is blue. (4)
10. A Chinese dumpling is not very bright when presented with a maths problem! (3,3)
11. Ancient Peruvian seen in California. (4)
14. Edgar disrupted the class. (5)
15. I moan back at her. (5)
16. One's friend in France finds many surrounded by others. (4)
18. Old money can provide for part of one's education. (5)
21. In Brunei, Germans find an Alpine peak. (5)
22. X's? Regularly. (5)
23. Old Nick took a seat next to a cardinal. (5)
24. Beasts of burden love to kiss cardinals! (4)
25. Some of the Medici villains can be polite. (5)
26. Stone found at the entrance to a field. (5)
29. A farmyard bird is a loud bird. (4)
33. Behold – a pair of articles one may abhor. (6)
34. Unusual pear harvest. (4)
36. Regret identifying a French street. (3)
37. Have a game in Great Britain initially – twelve months and still no score needed! (7,2,3)

DOWN

1. It's arid on the edges of Derry. (3)
2. Many a teacher is material here. (4)
3. Many a poem is written in cipher. (4)
4. Being the Flower of the English South West, Mother is in the embrace of a sailor. (5)
5. From what we hear, it's healthy. (5)
6. An English part of speech? No, a French one. (4)
8. How to summon magical help? Aye, there's the rub. (8,4)
9. Will the teller's position bid to make a negotiating response? (7,5)
12. Tasteful language! (6)
13. Layers of folk who would have us in knots. (5)
14. Dramatically, he kept people waiting. (5)
17. A French word I have reason to write. (6)
19. Just the vessel for a choppy ocean. (5)
20. Firebrand found in parliament or church. (5)
27. Acclaim fifty in bloody surroundings. (5)
28. With the bird, an additional giant. (5)
30. Cry a little, softly. (4)
31. Her letter has sage meaning, possibly. (4)
32. Might a character 36 across being faithful? (4)
35. Melody is regularly inspired. (3)

Gordius – InTouch No. 193 Bumper Solutions and winners will be published in the next InTouch issue.

Winners of crossword no 192 are Bróna Smyth, Oranmore, Co. Galway and Mary McNamara, Headford Co. Galway

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



CBI recommended read – December

The Great Irish Weather Book

Written by Joanna Donnelly and illustrated by Fushia MacAree. Gill Books, September 2018 (HBK) 91pp €24.99. ISBN 9780717180936

If you want to start a conversation anywhere in Ireland, bring up the weather. If you want to go deeper than that, this is the book to help. *The Great Irish Weather Book* is a brilliant combination of style and substance, a beautifully illustrated, large format non-fiction book, jam packed with scientific information which will appeal to adults and children. It works on many levels, detailing the world of weather, the science behind meteorology and tying it in to our history, making things that might seem very complicated simple and straightforward. It includes experiments which can be carried out at home, and events such as the night of the big wind, and the ash cloud, an approach that grounds the science in practical, day-to-day experience.



Everything is clearly explained and broken down so that it's easy to follow and understand. All in all this is a gem of a book for the home, for the library and for the classroom. (Ages 7-9, 10-12+)


CBI is the national children's books organisation of Ireland.
For further information and more reviews,
visit 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
leabharlann na n-ádhchlaí na hÉireann




Star site



OUR LADY OF CONSOLATION NS, DONNYCARNEY, DUBLIN
www.olocschool.ie
Easy to navigate layout, excellent use of colour and a photo slider containing images of daily life in the school.

ONES TO WATCH



ExpeRimental
rigb.org/ExpeRimental
A site from The Royal Institute which contains a series of short films, making it fun, easy and cheap to do science experiments at home or in school.

NOVEL EFFECT
noveleffect.com/for-educators
Free app that uses voice recognition to play sound effects when stories are read aloud.

THE TRUE SIZE
thetruesize.com
Web application that lets you drag-and-drop different countries on a world map and see how they shrink or grow on a standard Mercator Projection map.

Top 10

The most viewed resources during a 10-day period in November.

- BIA THEMEPAGE**
scoilnet.ie/go-to-primary/theme-pages/irish/bia
Appeals to multiple levels – lots of food-related topics.
- EXPLORATION OF WORLD WAR ONE**
bbc.co.uk/schools/worldwarone
Letters, diaries and newspaper cuttings.
- BBC – WORLD WAR 1 FOR PRIMARY**
bbc.co.uk/schools/o/www1/25827997
Includes sections on 'my life; my country, my family – 100 years ago.'
- READING COMPREHENSION WORKSHEETS**
kslearning.com/reading-comprehension-worksheets
Printable worksheets to practise comprehension.
- LEONARDO DA VINCI**
mos-org/leonardo
Looking at how visual arts and science work together.
- SA BHAILE AONAD FHOGHLAMA**
scoilnet.ie/uploads/resources/11797/11428.pdf
Flashcards, questions, display cards and other activities.
- BBC – A DAY IN THE LIFE**
vimeo.com/21927963
A 10-year-old time-travelling boy, whizzes off to the Stone Age. Two minute video.
- INTERACTIVE MAP OF EUROPE**
yourchildlearns.com/mappuzzle/europe-puzzle.html
Drag and Drop activity for European capitals and cities.
- SHAPE FRACTIONS**
scootle.edu.au/ec/viewing/L135/index.html
Explores how to express fractions in different ways. (Requires Flash)
- LEITHINSÍ NA HEORPA**
toporopa.eu/ie/peninsulas_of_europe.html
Interactive quiz about peninsulas.