

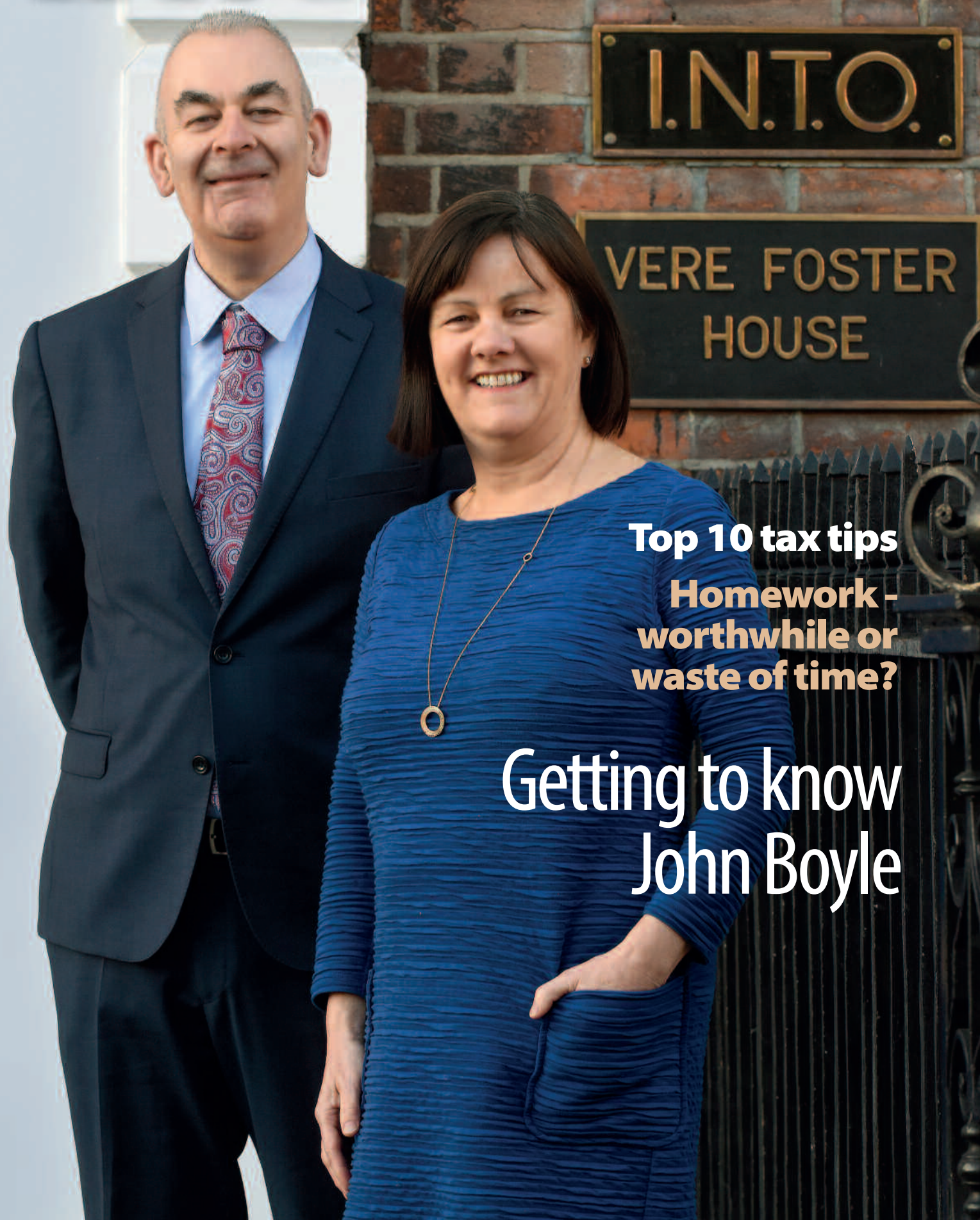
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Top 10 tax tips

**Homework -
worthwhile or
waste of time?**

**Getting to know
John Boyle**

Keeping InTouch

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



Looking ahead

Last year we celebrated our 150 years of advocacy, delivered a nationwide budget campaign and elected a new General Secretary to highlight just a few key moments. The year ahead promises to be a busy one.

John Boyle was elected as our new General Secretary Designate in December. Transition is already well underway, and I look forward to working with John as he takes the reins over the coming months. You will learn more about John in a special feature in this month's magazine.

Delivering equal pay for equal work remains our key priority. With a rejection of the government's offer by our membership late last year, the teaching unions are working together to achieve equal pay for our members.

Looking ahead, we will be hosting a Special Education Conference on 9 March. This year's conference will focus on inclusion – the continuum of support.

Members across the country are experiencing challenges with teacher supply and we continue to call on government to establish supply panels to guarantee qualified substitute cover for schools.

School leaders, both admin and teaching principals, demand more support from government. It's essential we secure the restoration of middle management roles in schools and provide, at a minimum, one leadership and management day per week. We are working with other key stakeholders in the management space to deliver for our school leaders.

Key to our success in 2019 is you, our membership. If you haven't attended a local branch meeting before, do make it a new year's resolution. We are always stronger when we work together.

Sheila Nunan

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INTO Apps



InTouch

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INTO Conference

InTouch App

InTouch magazine has been available for a number of years in digital format on the INTO website. You can now also read the digital edition on your mobile device through the *InTouch* app.

Download the *InTouch* app from Google Play or the App Store. Search for 'INTO *InTouch*'.

Enter the username and password within the app to unlock current and back issues of the magazine. Find the username and password in the Members' Area of the INTO website.



INTO Conference App

An app has been developed for use by delegates at INTO conferences including Congress. This app will allow you to: view the conference agenda; navigate your way to the venue using the location and maps section; and receive reminders of key events and news alerts during the event.

Download from the App Store and Google Play. Search for 'INTO Conference'. Ensure software on your device is up to date before downloading.



INTO Leave App

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

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



10 things you should know

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Crèche and Senior Camp at Congress 2019

The INTO has a policy of supporting the involvement of parents of young children in INTO activities, including our Annual Congress. The Central Executive Committee (CEC) is committed to continuing such support. However, stringent TUSLA regulations make it very difficult to implement that support through provision of crèche facilities at the Congress venue this year.

Crèche

In reviewing crèche provisions for the 2019 Congress in the Galmont Hotel Galway, as in previous years, the Congress organising team sought advice from TUSLA. It was clear and unequivocal that, under TUSLA regulations, the rooms available would not be approved for children and therefore a crèche licence would not be granted to the INTO.

With the help of the local Congress organising committee, we investigated the possibility of taking up places in local crèches for the duration of Congress. However, these crèches are already fully booked for that period. The INTO greatly regrets our inability to provide crèche facilities for the younger age group. It is

our judgement – based on our experiences at recent Congresses – that the more stringent regulations will make provision of crèche facilities all but impossible for future Congresses.

The CEC decided at its January meeting to put in place a subvention process to assist parents who are delegates to INTO Congress who have children under the age of five years. Details of the scheme may be found on the officernet or can be emailed to you upon request by contacting Georgina at gglackin@into.ie or (01) 804 7745.

Senior Camp

The senior camp for Congress 2019 will take place in Scoil Iognáid (at Raleigh Row in the centre of Galway) and is suitable for children aged five to twelve years of age only. To book your child/children into the senior camp, please complete an online booking form and pay a refundable deposit of €30 per child. Details will be available on the INTO website shortly. Any queries in relation to the senior camp can be made by contacting Georgina Glackin at (01) 804 7745 or gglackin@into.ie

John Boyle elected General Secretary Designate

INTO's general secretary, Sheila Nunan, announced her intention to step down from the position in September 2018, triggering an election for a successor. Three candidates were nominated by INTO branches to contest the election which took place between 26 November and 17 December 2018. 18,147 members of the union cast a ballot in the election with John winning (9,542) 52.6% of the vote on the first count. Deirdre O'Connor secured (3,493) 19.3% of the vote and Alison Gilliland received (5,112) 28.2% of the vote. See interview with John Boyle on pages 18 and 19.

Officers' Conference

A branch and district officers' conference took place in the Gresham Hotel, Dublin on 1 December 2018. The conference formed part of the INTO leadership's constructive consultation with members following the recent ballot.

Cornmarket reduce AVC charges

Trustee Annual Report on Additional Voluntary Contributions is now available. Which is the better option – AVCs or purchase of service?

Charges

Cornmarket Brokers administer an AVC (Additional Voluntary Contribution) scheme for INTO members which is endorsed by the INTO. The charges in this scheme are being reduced and restructured from the start of 2019.

The most significant change removes the contribution charge – currently 2% of all regular contributions. The once-off set-up fee for regular premium AVCs increases from €525 to €595; this is deducted over the first 12 months' contributions and attracts tax relief at the member's marginal rate.

An example provided by Cornmarket looks at a person paying in €250 per month, increasing at 2% per annum, and with 4% growth each year. Under the

revised structure, the savings in charges would be €337 at year 5, €760 at year 10, and €1,981 at year 20.

Trustee Annual Report on AVC scheme

The most recent annual report is now available to AVC scheme members. The report outlines the operation of the scheme and sets out its financial position. To access a copy, please email gglackin@into.ie at INTO Head Office.

AVCs or purchase of notional service?

The INTO is not a financial advisor but is conscious that many members seek to enhance pension and/or lump sum through the use of AVCs, and/or through the DES Purchase of Notional Service

(PNS) scheme. Each of these has distinct features and the choice of scheme may be influenced by individual circumstances.

The Pensions Authority has produced a short booklet which sets out the terms of both the PNS and AVC options. The publication – *Purchase of Notional Service (PNS) and Additional Voluntary Contributions (AVCs); options for Public Servants* – lists advantages and disadvantages of both schemes.

Members are advised to read this booklet before deciding on which route to follow, if considering enhancement to pension and/or retirement savings. The booklet may be accessed via the Authority's website (www.pensionsauthority.ie), by typing its name into the search facility on the home page.

Esteemed INTO officials to retire

Best wishes to Lori and Zita on their retirement

Lori Kealy joined the INTO in 1986. She worked in a variety of roles across a broad range of sections but the majority of her career has been spent in the Communications section. As Assistant Editor of *InTouch*, Lori's attention to detail, meeting deadlines, technical skills and motivating the team to highest performance has contributed majorly to the success of *InTouch*.

Lori has also managed the INTO members' diary, Congress documentation and a wide range of INTO publications, where she has guided her team to ensure high standards are maintained. Lori worked in the press office for a number of years as Assistant Press Officer. Lori was involved in the initial development of the INTO website, and more recently, mobile apps and electronic communications. She worked for a time in the area of equality and was also responsible for school accommodation issues. In 1999, Lori completed her public relations studies, graduating with a higher diploma from the Public Relations Institute of Ireland.

Lori has always been creative, innovative and at the cutting edge of technology. She was the mind behind



Zita Bolton and Lori Kealy

redesigning the booklet *Your Child in the Primary School – Tips for Parents* as a z-card. This was nominated for the Pocket Media Awards 2009 (Ireland and UK) in the 'most successful campaign' category.

Zita Bolton has worked in the INTO since 1982. Zita was an Official during the terms of four General Secretaries, Gerry Quigley, Joe O'Toole, John Carr and Sheila Nunan. She also worked closely with the CEC over three decades, initially as

admin/secretary and latterly in her capacity as Official in the General Secretary's office.

Zita graduated with a BSc (Hons) during her time working in an administrative role and was appointed an INTO Official in 1999. She managed many projects including benefits and services for members; the first Youth Conference; Census of Membership; the establishment of an INTO archive; Task Forces on Small Schools, Teacher Employment and Participation. Zita was involved in many organisation campaigns and lobbying initiatives. She was the official responsible for numerous arbitration boards, was responsible for overseeing Branch and District Bye-Laws and was charged with the upkeep and review of the *INTO Rules and Constitution*.

Both Lori and Zita's knowledge of the INTO is immense. Every area of their work was undertaken with exceptional talent, ability and professionalism. Their dedication and enormous contribution to the organisation is immeasurable. Lori and Zita are two highly regarded friends and colleagues, who will be greatly missed by all in INTO Head Office.

Sixth Irish Teachers' Journal launched

The sixth edition of the *Irish Teachers' Journal* was recently launched. This edition of the *Journal* has a particular emphasis on early years' education, with a guest article by chief inspector, Harold Hislop, on supporting effective transitions in early years. There are also articles on play and the primary school curriculum, representations of diversity in textbooks, STEM learning, and mental health strategies. A copy was sent to all schools in December.

The INTO is now delighted to issue a call for articles for the 2019 edition of the *Journal*. The purpose of the *Journal* is to encourage teacher thought and creativity through discussions and reflections on current issues in education. It also aims to provide a platform for teachers who have engaged in research to bring their findings to a wider audience by having their articles published. Traditionally, many teachers engage in further study and the INTO hopes that these teachers, and others, will submit articles to be read and appreciated by their colleagues.

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

Full author guidelines are available on the INTO website www.into.ie.



Pictured at launch were: Noel Ward, Karen Francis, Lori Kealy, Deirbhile Nic Craith, Sheila Nunan and Claire Garvey.

An Post & INTO 2019 writing competition

An Post and INTO shout out to teachers: Watch out for our new creative writing competition in schools from 25 February, 2019. This year is all about the power of reading and writing, with plenty of new activities and fun things to do during class. For more information please log on to www.anpostschoolbag.ie and keep an eye out for entry packs arriving by post to your school straight after mid-term.

Compulsory retirement age raised to 70

President Higgins, on 26 December 2018, signed into law the Public Service Superannuation (Age of Retirement) Act 2018 (No. 39 of 2018) which increases the compulsory retirement age for teachers (and public servants generally) to 70.

The Public Service Superannuation Act of 2004 had removed a compulsory retirement age for those who entered the public service on or after 1 April of that year. Earlier entrant teachers (leaving

aside the temporary measure in Circular 0027/2018) had a compulsory retirement age effective from 31 August following their 65th birthday. (Teachers in service on 31 August 1979 whose 65th birthday falls in the months of July or August could previously continue teaching up to the end of the school year following their 66th birthday). Earlier arrangements for compulsory retirement are changed by the 2018 legislation.

As had been the case with previous retirement schemes, the new Act contains an enabling provision to allow for teachers' retirements to occur at the end of a school year rather than on the date of their 70th birthday (which is the more general date of required retirement in the public service).

The 2018 Act also allows the Minister for the Public Service to prescribe an age, higher than 70 years, upon which public servants shall, at the latest, retire. This power is subject to a range of considerations set out in the Act, including its likely effect on recruitment, promotion and retention of staff, the State Pension age at the time, and any evidence of an increase in normal life expectancy in the State provided by the Central Statistics Office.

Does this mean I must work until I'm 70?

No, it is important to be aware that this concerns compulsory retirement age only; it does not alter existing provisions regarding earlier retirement. This change gives an option to teachers who, for whatever reason, wish to continue to work beyond 65 but does not oblige any teacher to do so.



Election 2019 notices

A full list of members who have indicated their intention to be candidates in accordance with Rule 40 was published on the INTO website in December and in the Members' Area of the INTO website for the offices of President, Vice-President, District Representatives on the Central Executive Committee, Benefit Funds Committee Divisions 1 and 2, National Appeals Panel Divisions 1 and 2 and Northern Committee

No elections are scheduled to take place in 2019 for the

Education Committee, Equality Committee or Principals' and Deputy Principals' Committee. The term of office for these committees are set out below:

- Education Committee – 2018-2021
- Equality Committee – 2017-2020
- Principals' and Deputy Principals Committee – 2017-2020
- Benefit Funds Committee Divisions 3, 4, 5 – 2018-2020
- National Appeals Panel Divisions 3, 4, 5 – 2018-2020

Special Education Conference 2019

The INTO Consultative Conference on Special Education will take place in the Clayton Silver Springs Hotel, Cork on Saturday, 9 March. The conference will commence at approximately 9.30 a.m. with registration open from 9 a.m. and

finish at approximately 4 p.m. Lunch is included.

The theme of the conference is Inclusion – a continuum of support.

Please note that this is a delegate-only conference and only those members

nominated and registered online by their branch or district as delegates can attend. If you are interested in attending the conference, make sure to attend your next branch meeting to put your name forward.

Vere Foster medal winners



Shauna Lacey was awarded the Vere Foster Medal at a recent Marino Institute of Education graduation ceremony. Shauna achieved the joint highest marks on School Placement on the BEd degree. The award was presented by Joe Killeen, INTO President. Photo: Richard Gavin Photography.



An Associated College of Trinity College Dublin, the University of Dublin



Pictured (above) is Amy Arnold who was awarded the Vere Foster Medal for achieving the highest marks on School Placement on the PME (Primary) programme. Amy is pictured with Dr Julie Uí Choistealbha, Director of Undergraduate Studies and Dr Teresa O'Doherty, President of Marino Institute of Education.

Pictured (left) at the recent Marino Institute of Education graduation ceremony was Megan McKelvey who was awarded the Vere Foster Medal for the joint highest marks on School Placement on the BEd degree. The award was presented by Joe Killeen, INTO President. Photo: Richard Gavin Photography.



HIBERNIA COLLEGE DUBLIN

The INTO Vere Foster medal winner for Outstanding Performance in School Experience (Primary) was Arlene McVeigh (April 2016 cohort). The award was presented by Fergal Brougham, INTO Vice President.



Grace Chawke was the INTO Vere Foster medal winner for Outstanding Performance in School Experience (September 2016 cohort). Pictured with Dr Sean Rowland.

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.



Sterling Silver, Gold Plated, Hall Marked

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.



Stepping through the blue door

The INTO's interns share insights from their year in Head Office

Aoife Mullen, Ardee Branch

Midway through another busy school year and, as I reflect on the past 17 months in 35 Parnell Square, I am thankful that I took the step of applying for the position of intern with the INTO. My experience in Head Office has opened my eyes to the trojan work done behind the scenes.

As secretary of the Ardee Branch, I was involved in union activities. However, taking on the role of intern, I had no idea what lay ahead. As an INTO intern, I have been involved in everything from dealing with members' queries and cases, conducting research, delivering presentations, working on social media forums, liaising with other unions in preparing submissions to the Department of Education, to mention just a few. Every day is indeed a school day – I have learned so much and I look forward to gaining more valuable experience in the months ahead, working with the most encouraging, welcoming and supportive staff.

TJ Clare, District 14 Secretary

Since joining the INTO Head Office team in September, I have primarily been working



in the Conditions of Employment section. I have thoroughly enjoyed supporting members in a variety of areas ranging from salary, pensions, and panels to posts of responsibility, maternity and sick leave.

I also had the pleasure of attending meetings in the Department of Education on teacher supply and recruitment. My role also entailed being assigned to the INTO Principals' and Deputy Principals' Committee, a brilliant insight into the role of our school leaders.

It continues to be a fantastic experience, seeing the inner workings of the INTO, having previously been deeply involved at a branch and district level. I will soon move to the Legal and Industrial

Relations section and look forward to the challenges and learning opportunities it will bring while supporting members across the country.

Sheila Murphy, Tallaght Branch

Having been involved with the INTO at local level I decided that I'd love to see what goes on in Head Office and applied for the internship and I'm so glad I did! From day one, the staff in Head Office have been welcoming and encouraging.

I have worked primarily in the Legal and Industrial Relations section, assisting members with queries or challenges they face. From advising on the criteria for CIDs to attending board of management hearings with members or engaging with legal representatives, the work has been both interesting and rewarding. I have also travelled the country meeting members, attending seminars and been involved with both the Taskforce on Participation and the Education Committee. Each day brings something new and you will definitely not be short of opportunities to learn. It's the best CPD any teacher could avail of and I'd highly recommend it!



Exciting opportunity to work in INTO Head Office

Two fixed-term positions as paid interns for 2019/2020

The INTO invites applications for two positions as paid interns for the school year 2019/2020. Persons appointed will be located for work purposes in INTO Head Office (35 Parnell Square, Dublin 1).

These positions will be filled by secondment from teaching, subject to securing board approval. Persons appointed will work normal office hours, Monday to Friday, for the school year 2019/2020. They will be subject to INTO Head Office conditions and relevant staff policies. The appointees will continue to be paid their normal DES salary and to accrue pensionable service as teachers, and will receive an additional allowance subject to a maximum combined amount.

A full statement of conditions of employment is available on request: email gglackin@into.ie

The INTO is seeking members who:

- ✎ are enthusiastic about the INTO and its services;
- ✎ have an interest, and ideally involvement at school/branch level, in the INTO;
- ✎ seek more experience of, and to learn more about, the INTO and its operation while working full time at Head Office;
- ✎ have excellent oral, written, communication and interpersonal skills;
- ✎ are trustworthy and appreciate the confidentiality associated with handling issues for INTO members;
- ✎ have good IT skills;
- ✎ have high standards and vision for the INTO and for education.

The responsibilities will include working directly with sections within the INTO, as assigned, assisting with members' queries and cases, attending meetings and preparing papers as required, researching specific issues and such other duties as may be assigned by the General Secretary.

To apply, please forward:

- ✎ a copy of your CV;
- ✎ a cover letter (two pages max) outlining your interest in the INTO and how you believe you could contribute to/benefit from working with our Head Office team;
- ✎ names and contact details of two referees (with note of how each person knows you).

Your application, including the above material, should be sent to Internships, Office of the Deputy General Secretary, INTO, 35 Parnell Square, Dublin 1, or by email entitled 'Internships' to gglackin@into.ie

All applications must be received not later than **5 p.m. on Wednesday, 13 February 2019**. It is anticipated that a short-listing and interview process will take place with interviews scheduled for **4 and 5 March 2019**. All applicants will be advised of the outcome.



Vacancies in INTO Head Office, Dublin

The INTO is the largest teachers' union in Ireland representing 45,000 members in the Republic and Northern Ireland. INTO Head Office has a staff of 18 officials supported by 33 administrative staff.



Assistant General Secretary

This position arises following Anne McElduff's announcement of her intention to retire later in 2019. The successful candidate will form part of the INTO Senior Management team. They will have a high-level strategic role in managing the affairs of the Organisation, subject to the directions and overall management of the General Secretary. The successful candidate will be expected to progress INTO policy and objectives on trade union and professional matters. They will be accountable to the General Secretary in accordance with INTO policy and the Organisation's *Rules and Constitution*.

The post involves a wide range of senior management responsibilities to ensure the successful delivery of INTO policy and objectives at individual, team and Organisation level.

Initial duties will involve:

- ✳ Management of the Legal, Industrial Relations and Leadership Section.

- ✳ Developing, progressing and communicating INTO policy and objectives on trade union and professional matters within the INTO and externally with relevant stakeholders and other parties.
- ✳ Negotiating and liaising with DES and management bodies and other relevant agencies on procedures and policies on behalf of the INTO.
- ✳ Promoting and progressing school leadership issues.
- ✳ Advising the Organisation on legislation, relevant procedures and DES circulars.
- ✳ Supporting the CEC in their representative role.

The successful candidate will have:

- ✳ A strong academic background and appropriate professional experience at a senior level.
- ✳ A thorough understanding of INTO's role and objectives and the external environment in which the Organisation operates in.

- ✳ Significant experience and a proven track record in negotiating and handling complex industrial relations issues and casework.
- ✳ Demonstrative leadership experience and the ability to manage and develop a team of people to deliver a quality service for INTO members.
- ✳ A thorough understanding of current issues in education and industrial relations.
- ✳ Strong analytical, reporting and project management skills, presentation and interpersonal skills.

A detailed job description is available at: www.into.ie/ROI/NewsEvents/LatestNews/Downloads/AGS.pdf

Letter of application and curriculum vitae, together with the names and contact details of two referees, should be submitted by email by 5 p.m. Wednesday, 6 February to: gen.sec@into.ie

General terms and conditions available on request from rwarren@into.ie



Two INTO Official vacancies

Two vacancies for officials have arisen due to retirements, one in the Conditions of Employment section and one in the Office of the General Secretary. The successful applicants will be required to work as part of a dynamic team in Head Office committed to achieving the INTO's objectives. While initial duties will be in the Conditions of Employment section and in the Office of General Secretary, flexibility is a key requirement and the capacity to work across all sections of the office is essential. The successful candidates will carry out such duties as may be assigned by the relevant Assistant General Secretary and/or General Secretary.

The successful candidate will be expected to have:

- ✳ A minimum of five years' relevant professional experience.
- ✳ An appropriate third level qualification.
- ✳ Up-to-date knowledge of the INTO and an understanding of conditions of employment for teachers and an understanding of current issues in education.
- ✳ Excellent communication and interpersonal skills, including a proficiency in ICT.

- ✳ A commitment to working collaboratively and effectively in a team environment.
- ✳ High standards of research, writing and presentation skills.
- ✳ An ability to adapt quickly to different demands in order to provide a quality service to individuals and groups of members.
- ✳ A results-driven approach.
- ✳ A commitment to ongoing development of knowledge and skills.

A detailed job description is available at: www.into.ie/ROI/NewsEvents/LatestNews/Downloads/Officials.pdf

Letter of application and curriculum vitae, together with the names and contact details of two referees, should be submitted by email by 5 p.m. on Wednesday, 6 February to: gen.sec@into.ie

General terms and conditions available on request from rwarren@into.ie

Getting to know John

John Boyle, a proud Donegal man, was elected General Secretary Designate in December 2018. He will become INTO General Secretary in 2019. We sat down with him to find out more about him and his vision for INTO.

How did you initially get involved in the INTO?

I began my teaching career at Scoil Mhuire, Ballyboden in 1986.

The school was a hotbed of INTO activism. At one stage ten of our staff went to annual Congress! I was asked to join the INTO on the very first day of my career and attended my first branch meeting six weeks later in the Yellow House, Rathfarnham. I quickly understood that being involved in INTO could only bring benefits to me as a teacher and that those who were active in the INTO did this voluntary work because they simply wanted to help fellow members. I haven't missed a South County Dublin branch meeting since then.

Throughout your involvement, can you identify one high point and one low point for the INTO?

If I had to choose just one very positive and one very negative development, I suppose they would have to be the two events that have impacted most on teachers beginning their careers:

The introduction of the supplementary panel, as a high point, and the imposition of pay inequality as the lowest.

What are the greatest challenges you think you'll face during your leadership?

Finding new ways to communicate effectively with members and to maximise member recruitment, participation and engagement will be a key focus. Building stronger connections with school leaders will also be very important. In the short term, the spectre of Brexit presents challenges for us as Ireland's only all-island education union, potentially posing a huge threat to economies North and South and, as a consequence, to education budgets.

How do you think the INTO can encourage more teachers to get involved?

I'm keenly awaiting the report of our taskforce on participation at Congress. I believe that we will have to organise events in every district designed to persuade many more members to get involved locally. Initially these events could target school leaders, new entrants and staff representatives. In urban areas we should meet teachers in clusters of large schools. By organising single

“

The school was a hotbed of INTO activism. At one stage ten of our staff went to annual Congress!

interest meetings and training sessions, for different groups of members, revamping our professional development programmes and using different communications systems – social media, podcasts, videos, etc. we can attract a new cohort of activists. On the positive side many of our branch and district officers and staff representatives are heavily involved already and are acutely aware of the need to plan for succession and for engaging differently with members locally.

You're a proud Donegal man, what are your favourite things about your home county?

The calmness, friendliness, generosity, resilience, spirit, good humour and positivity of the people; the natural beauty of our mountains, rivers, villages,

beaches and islands; our artistic, dramatic, musical and sporting prowess, our Gaeilge and the simple fact that, up there, it's different!

How do you like to relax/spend your spare time?

I'm actually quite relaxed by nature, so even though I tend to work very long hours I don't pine for 'spare time'. I believe that it's very important to live in the moment. I'm sports mad, seldom missing a Donegal match, an Irish soccer match or an Irish Rugby match and I'm Vice-Chairperson of Wanderers GAA Club, Ballyboden. When attending sports events, I totally switch off from the outside world! Other than that, I love travelling and going to creative events – plays, concerts, films and exhibitions. And spending a couple of days chilling in my Donegal home over-looking Carrickfinn beach is pure heaven.

Who, living or historical, inspires you and why?

My parents Owenie and Breid Boyle motivated me to always do my best, to give quality service to others, to treat everyone

respectfully and equally and to encourage people around me. While mum and dad weren't eloquent orators, in many ways their qualities are mirrored in the peace-loving men and women throughout the world who have inspired me.

Nelson Mandela, Martin Luther King, Mahatma Gandhi, John F. Kennedy, Mother Teresa, Florence Nightingale, Eleanor Roosevelt, Helen Keller, Maria Montessori and, the only one still alive, Malala Yousafzai. Each of these people, helped to change the world, and also had a deep commitment to equality and education.

At home here I have huge respect for everyone who played a part in the peace process, for those who work for Irish charities at home and abroad, and for role models like our inter-county GAA players.

Boyle



If you hadn't become a teacher, what would you be?

At 18 years of age I turned down a law degree course, a position as a trainee actuary and a number of other college courses. I decided to repeat the Leaving Cert because I hadn't a clue what I wanted to do. After I received my improved results my late mother brought me to the school in Falcarragh to discuss options with the career guidance teacher, principal and deputy principal. Each of them told us that they assumed the only place I would be going was to teacher training, so I took their word for it, prepared properly for the interview, scrúdú béil agus scrúdú cheoil and started in St Patrick's College. I haven't regretted a day since.

Any final thoughts?

As General Secretary I intend to strive for progress every day – not for perfection. I am really looking forward to the challenge and especially to working closely with our officials in Head Office and Northern Office and with our officers,

without whose magnificent work no general secretary could advance the priorities of our members.

In particular, we need equal pay for equal work for teachers who entered the profession since 2011, primary school leaders deserve the same pay as post-primary leaders, children in small schools should not be in larger classes than those in large schools, there should be no barriers to Irish teachers working anywhere on the island of Ireland and those who work in specialist settings and who achieve post-graduate qualifications should receive the same credit. I am determined to see INTO resisting the downward pressure on teachers to teach what can be measured rather than what they value as professionals.

It will be my aspiration that we will build on our union's great past and together help shape its future and the future of the education systems on this island by campaigning fervently for higher investment, by changing

governments' focus from target-setting to teacher-helping, giving our teachers, who are the best in the world, time to teach, time to think and time to themselves.

“ — ”

I am determined to see INTO resisting the downward pressure on teachers to teach what can be measured rather than what they value as professionals.

Education in the West Bank

In response to our recent article regarding an INTO member's experience teaching in an UNRWA (United Nations Relief and Works Agency) school in Palestine

(InTouch November 2018), a Palestinian teacher working in a similar educational setting in the West Bank has contacted us to offer us an insight into his experiences.



Firstly, the Palestinian teacher wished to convey his appreciation of the willingness of the Irish educational community to consider the stark impact which occupation has had on the children of this area. In addition, he wished to provide a deeper understanding of the suffering his students experience on a daily basis and the impact this has on their emotional, social and academic development. This response provides us, as educators, with a valuable understanding of the challenges faced by our contemporaries in this region.

Hebron lies approximately 30 kilometres south of Jerusalem. The city has been separated into two distinct areas, or zones, as a result of the occupation of Palestine. H1, which lies to the western area of the city, is nominally under the control of the Palestinian Authority. H2 is under Israeli control entirely. All Palestinians in Hebron live under military law, while Israelis – including illegal settlers – enjoy the personal benefits and rights associated with living under Israeli civil law. The hardships the city's Palestinian children face on

their daily struggle to receive an education embody the injustices experienced by many Palestinians living in the occupied territories.

Children in Hebron, and their families, place a high value on education. However, even reaching school can be a real challenge. Many students have to travel through a myriad of electronic gates and checkpoints to even reach their school buildings. Currently, statistics show that there are more than one hundred such barriers to movement within the city of Hebron. In the immediate central area surrounding the famous Al Ibrahimi Mosque alone, upwards on one thousand children are obliged to undertake this arduous and stressful process on their way to and from school. Many children



must suffer the use of questioning, intimidation and/or use of machines such as X-rays at these barriers. This daily experience can, of course, detrimentally impact on the physical and emotional well-being of students as well as, of course, reduce their academic learning when they eventually reach their classrooms.

Name and address of teacher with the editor

Cambodia Ireland Partnership

INTO Global Solidarity Fund in action

While on holidays in Cambodia in summer 2018, Deirdre O'Connor, INTO Assistant General Secretary got the chance to visit two projects which receive INTO support.

The complex of temples around Angkor Wat, the world's largest religious monument, was the main reason I decided to visit Siem Reap in Cambodia. I had spent two weeks travelling in Vietnam and thought it would be a shame to be so close to this famous sight and miss out. Siem Reap is a lively, touristy place, with exceptionally friendly people. The temples are amazing, especially early in the morning with the sun rising in the warm misty air, but my visit to Siem Reap was made much more enjoyable and worthwhile by the warm welcome I received from two organisations carrying out great work in the education sector. Both organisations receive funding from the INTO Global Solidarity Fund, and benefit from the experience of INTO members as either staff or volunteers.

The Cambodian education system was fundamentally undermined by the Khmer Rouge regime from 1975 to 1979. Schools and colleges were closed and teachers were killed or sent to forced labour on communal farms. Cambodia today is a young country, with two-thirds of the population under 25. While 92% of children attend primary school, participation rates in high school and college remain low.

PEPY (Promoting Education emPowering Youth) is an educational NGO set up in 2005 that aspires to improve the quality of education in Siem Reap Province, which, despite having the benefits of the booming tourist industry around Angkor Wat, is one of the poorest provinces in Cambodia. I met with a group of college-age young people who are being supported by PEPY through a scholarship programme that enables them to attend college, provides them with support through English and ICT classes, and works on building self-confidence and soft skills. They described the difference the scholarship has made



Deirdre O'Connor with staff and volunteers from PEPY in their office in Siem Reap. Front row left to right: Savoeng Skut, Kaia Smith, Konnitha Sien, Soury Phonn, Sokpeaktra Thy and Srakk Rith. Back row: Meaghan Molloy and Mary Collins DPETNS, volunteering with PEPY.

to them and their families. In many cases, they are the first person in their family, or in their village to attend college. Some of them were graduates of the PEPY Dream classes in their high school, a programme which nurtures young people's ambition through providing resources, mentoring and workshops. Many of the scholarship students expressed their interest in becoming teachers, like their English teacher Soury Phonn, who is a former PEPY scholarship student.

INTO members from Donabate Portrane Educate Together NS and Francis St BNS were in PEPY over the summer, working with these young people. I met with PEPY director, Sarakk Rith, Savoeng, Soury and other members of the team, many of whom are former scholarship students and I was inspired by their enthusiasm and commitment to their work. You can read more about PEPY at www.pepyempoweringyouth.org/

I also visited the SeeBeyondBorders organisation, which featured in the September *InTouch*. I visited their office and met Colm Byrne, an INTO member from Dublin, who works as Director of



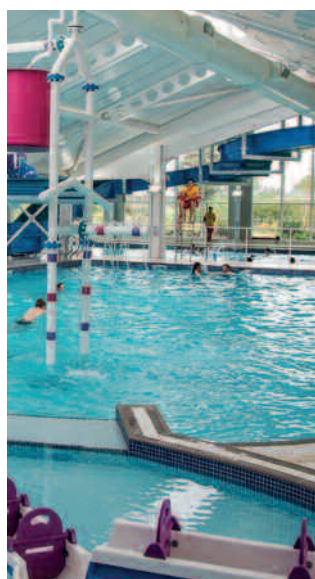
Irish dancing lessons in Cambodia.

Development and Pov Pheung, the Country Manager. I was privileged to visit a primary school in Svey Chek and to see a teacher working with her mentor as part of the SeeBeyondBorders programme.

Finally, I attended a Cambodia-Ireland partnership social event in Siem Reap, which celebrated the links between SeeBeyondBorders, PEPY and Irish organisations, including the INTO and Changemaker schools Donabate Portrane Educate Together NS and Francis St BNS. All I can say about the evening is that Khmer people are even more enthusiastic singers than the Irish, but hearing Khmer voices singing *Codail a Stóirín* was particularly moving.

The INTO Global Solidarity Fund assists these two worthwhile projects. You can read more about the Fund, at www.into.ie/ROI/INTOSolidarityFund.

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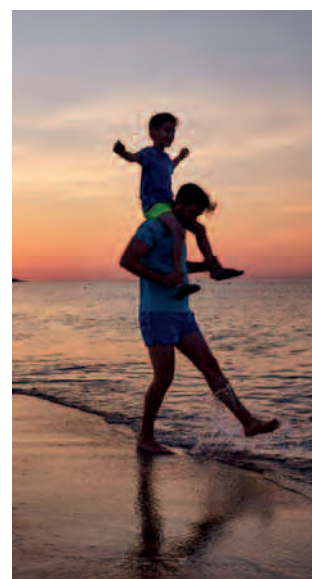
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Northern News

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



Gerry Murphy, Northern Secretary, met with Simon Coveney, the Tanaiste and Minister of Foreign Affairs, along with Owen Reidy, Assistant General Secretary, ICTU, and Alison Millar, General Secretary of NIPSA. Gerry raised with the Minister issues of cross border working and the rights of Irish citizens who will continue to live in the North in the event of a hard Brexit.



Gerry Murphy, Northern Secretary, with Jacqui White, UTU, and Mark Langhammer, NEU, at Westminster to meet with the Northern Ireland Affairs Committee regarding the inquiry into education funding in the North.

Joint leadership conference

On 16 January 2019, the INTO held a joint leadership conference with the Ulster Teachers' Union and the National Education Union, in the Glenavon House

Hotel, Cookstown. The union leaders provided updates on the ongoing pay dispute and industrial action and took questions from the floor. The conference

also included guest speakers on topics such as education law, the new special education needs framework and coping with stress and bullying.



Mark McTaggart, INTO Assistant Northern Secretary

Jacqui White, UTU Deputy General Secretary; Mark McTaggart, INTO Assistant Northern Secretary; Mark Langhammer, Regional Secretary, NEU NI.



INTO Youth Conference,

On Friday, 11 January 2019 an INTO Youth Conference for the primary and post-primary teachers in the North was held at Armagh City Hotel and was attended by almost 50 young teachers as well as the Northern Committee, CEC representatives from districts 1, 2, 3 and 5 and General Secretary Designate John Boyle.

The organisation of the conference was seen as an important step in promoting participation from young teachers within the union. Teachers who had never been to a branch meeting or any formal INTO event were encouraged to come along to share their experiences with other teachers in the same position.

The conference began with an address from our Northern Committee chairperson, Paddy McAllister, who informed delegates about the importance of the union and organisational structures within the union. This was followed by an address from John Boyle, General Secretary Designate, who reaffirmed his commitment to give particular focus to the issues pertaining to teachers in the North and younger teachers in general. He also outlined the importance of the voices and opinions of our members.

The addresses were followed by a short presentation from John Kelly and Rachel O'Hare, Northern Committee, who gave feedback from the discussions they had with younger teachers whilst preparing for the conference. The presentation highlighted some of the key issues that were raised in discussions prior to the conference and the programme for the conference on Friday and Saturday.

The conference broke for a workshop and teachers were split into groups of 8-10 in order to discuss some of the key issues they experienced. The facilitators for the groups were Rachel, Lisa, Alexa, Darren and Fiona, members of the Youth Committee. The first questions were – 'what are the biggest workload issues for teachers in school?' and 'what are the key issues that are particularly relevant for younger teachers?' The discussions lasted 30 minutes and the responses were collated.

This workshop feedback was followed by dinner and dancing on Friday evening. The music was provided by the wonderful Preacher Casey's whose members



... an important step in promoting participation from young teachers within the union

included Northern Committee member Kevin Daly.

On Saturday morning, the session began with an address from Gerry Murphy, Northern Secretary. He updated delegates on industrial action and where discussions are at with other unions and the Department of Education. This was followed by a recap of the questions from the first workshop and feedback based upon the responses collected.

Following the discussions, delegates again broke into groups for the second workshop. The topics were 'experiences of dealing with parents' and 'prospects of career progression or promotions for young teachers.' This information was collated and feedback to conference was given when they reassembled. After tea and coffee, we entered our final session and our final workshop. Again the delegates broke into groups and

Armagh City Hotel



discussed 'future direction for the union.' This gave delegates the opportunity to have their say on how the union should go forward. This was followed by a Q & A session where the delegates could pose their questions to Gerry Murphy, Northern Secretary.

The delegates at the conference engaged very positively in discussion and feedback from the conference was positive. Young teachers claimed to have felt more informed and empowered to ensure their rights and facilities are protected in their own schools. Future participation in the union was encouraged and we hope to see an increase in attendance at branch and district meetings from our younger members.





Northern Office

Northern Office (Vere Foster house) is located in South Belfast, a 10-minute walk from the former home of INTO's first president, Vere Foster.

The Northern Office represents 7,144 members in primary and post-primary schools in the North.

In Northern Office all officials deal with every type of query and casework.

Through recruitment drives, sustained visibility in the media and the excellent work of our school reps, membership in the North has risen steadily over recent years and now sits at over 7,000. Each week Northern Office receives applications from right across the North; from teachers at various stages of their career, working in a wide range of schools and with differing degrees of familiarity with union membership. We maintain regular contact with members through e-newsletters and the more traditional bulletins for the INTO noticeboard.

Northern Committee

The Northern Committee is a subcommittee of the CEC. They meet once a month in Northern Office. The committee consists of primary and post-primary members, representing branches across the North (in District 1 and 2).

Gerry Murphy, Northern Secretary

Gerry Murphy, Northern Secretary, sits on both the Northern Committee and CEC and is currently Secretary and acting Chairperson of the Northern Ireland Teachers' Council (NITC) and Chairperson of Northern Ireland Committee of the Irish Congress of Trade Unions (NIC ICTU).

Mark McTaggart, Assistant Northern Secretary

Mark McTaggart manages casework in Northern Office and represents the INTO as an official at the Education and Trade Union Group (ETUG), NITC and is also on the Principals' and Deputy Principals' National Committee.

Senior officials

Nuala O'Donnell is the official delegated to the National Education Committee. Nuala is responsible for pensions, recruitment, membership, and training as well as education policy issues. She is a member representative on the Northern Ireland Teachers' Pension Scheme Pension Board.



Front row: Christine McDonnell, Mark McTaggart, Gerry Murphy, and Nuala O'Donnell. Back row: Helen Mawhinney, Tommy McGlone, Paul Donnelly, Marian McCauley, Trevor Leonard and Paul Groogan.

Tommy McGlone is an ex-officio member of the National Equality Committee. Tommy represents the INTO on the Joint Working Party (JWP) and Northern Ireland Teachers' Council (NITC). He is responsible for looking after teachers' terms and conditions of employment among other queries.

Trade union official

Paul Groogan was appointed trade union official in Northern Office in September 2017. As well as dealing with members queries, Paul is responsible for social media and GDPR.

All officials agree that no two days are the same. On any given day officials might address telephone queries, meet, advise and accompany members to school meetings, prepare cases and liaise with teachers, principals, boards of governors, solicitors and employing authorities and the Department of Education. Always mindful of members' pay and conditions they share the collected views garnered from Northern Conference, Congress, national committees, branch meetings, school meetings, and ICTU NITC, to the management side and report back at Northern Committee.

Administrative team

Christine McDonnell is the office manager and is responsible for the day-to-day running of the office. She is also responsible for the preparation and production of INTO publications such as; *Printout*, Northern News (in *InTouch*) and the Northern Committee Report.

Christine is the Northern Secretary's PA and also supports the Northern Committee chair and representatives. Christine arranges branch training and liaises with IT support regarding IT issues within Northern Office.

Helen Mawhinney is an executive officer. She oversees the organisation of INTO events throughout the year such as our training courses, seminars, Youth Conference, Leadership Conference and, the main event in the INTO Northern Office calendar, Northern Conference. Helen administers our recruitment programme. Helen also maintains the INTO website.

Trevor Leonard is an executive officer who is responsible for the maintenance of the database, liaising with the Department of Education regarding subscriptions and membership. Trevor is also responsible for the various leaflets and bulletins distributed each year.

Marian McCauley is an executive assistant. She supports the administration of NITC and JWP along with providing secretarial support to the officials. Marian also helps maintain the database.

Paul Donnelly, our Receptionist is the first point of contact with our members. Paul meets and greets all visitors to Northern Office and deals with a large volume of calls and emails on a daily basis. Paul liaises with attendees at our Northern Office events and co-ordinates the hospitality for these.

Northern Office is the bridge between teachers, officials and administrative support for INTO members in the North. It is full of busy workers and, all in all, a happy and productive beehive.

INTO 150 celebrations

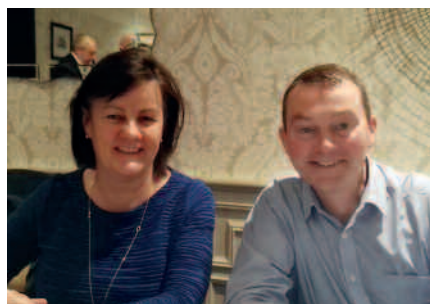
To commemorate INTO 150, a range of events was organised throughout the country during 2018

District 13 celebrates

This year, to mark the 150th anniversary of the INTO, a special District 13 (Kerry and Limerick) meeting was held in Tralee. INTO General Secretary, Sheila Nunan, attended. District committees were set up in 1967. All surviving teachers who had been delegates to the District Committee since it was founded in 1967 were invited. Over 100 retired teachers who had served on the committee in the past attended as did many serving teachers. Three members who had attended the first meeting of the District Committee in 1967



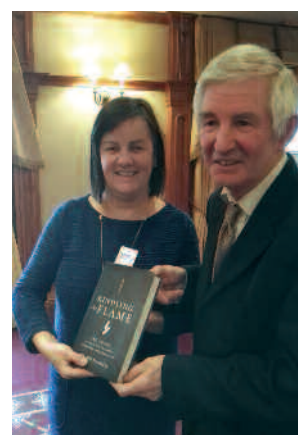
Micheál Ó Ceallaigh, Batt Burns and Gearóid Ó Tiarnaigh, who all attended the inaugural meeting of District 13 in 1967, pictured with INTO General Secretary, Sheila Nunan, in Tralee



INTO General Secretary, Sheila Nunan, with District 13 Cathaoirleach, Seanachán Mac Gearailt, at the December meeting in Tralee

were in attendance and were delighted to meet up with old friends. "We felt that it would be appropriate to invite teachers who had worked on behalf of the union down through the years to celebrate this milestone in the union's history," said Seanachán MacGearailt, Cathaoirleach of District 13.

Sheila Nunan also made a presentation to Muiris O Súilleabháin, a former member of the District Committee, who retired from his post in Listellick after 43 years service and never missed a day at school! Sheila presented him with a copy of *Kindling the Flame*.



Sheila Nunan presents Muiris O Súilleabháin with a copy of *Kindling the Flame* at the INTO 150 celebrations in Tralee

INTO 150 Debate

On Monday, 10 December, the Irish National Teachers' Organisation hosted a final INTO 150 event, a debate on 'The Teaching Profession and Professional Regulation' in the Teachers' Club on Parnell Square.

The expert panel, chaired by Dr Anne Looney, Dean of Education at Dublin City University, included John Carr, former General Secretary of the INTO, Tomás Ó Ruairc, Director of the Teaching Council and Dr Anne O'Gara, former President of Marino Institute of Education. The panel answered questions posed by the audience on the night, as well as questions submitted via Twitter.

Topics discussed included the regulation of the teaching profession, continuing professional development for teachers and the challenges facing the teaching profession.

This was the second webcast debate

organised by the INTO this year, and it is hoped to develop this initiative in the future.

The webcast of the debate is available

to view at the following links:

<https://vimeo.com/305814870>

<https://vimeo.com/305813630>

<https://vimeo.com/305812021>



Dr Anne Looney, DCU, Tomás Ó Ruairc, Teaching Council, John Carr, former INTO General Secretary and Dr Anne O'Gara, former MIE President

Retirements

Pictures from branch and district functions to honour retiring members

Stranorlar

Back row left to right: Sharon Murray, Branch Chairperson; Áine McGinley, District 3 CEC Rep; John Boyle, INTO President 2017/18; Pauline Dowd, Branch Secretary.
Front row left to right: Breda McConnell, St Safan's NS; Bernie Cahill and Imelda Muldoon, St Mary's NS, Castlefinn.



Rosguill and Doe

From left to right: John Boyle, INTO President 2017/18; Terri Martin, Branch Organiser; Áine McGinley, District 3 CEC Rep; Tina McLaughlin, Branch Secretary.

Athenry

Back row left to right: Annette Regan, Chairperson, District 6; Anne Keary, Chairperson, Athenry Branch; Julia O'Mahony, Joe Killeen, INTO President; Tommy Greally, District 6 CEC Rep.
Front row left to right: Carmel Coen, Mary O'Sullivan, Margaret Scully and Anne Lane.

Limerick East

Front row left to right: Marguerite Hough, Terry Keyes, Maria Sheehy and Tony Harnett.
Back row left to right: Anne Horan, District 13 CEC Rep; Mary Richardson Chairperson; Joe Killeen, INTO President, Majella Sutton, Branch Secretary.





INTO Advice

(INTO advice for members on issues of importance)

Samaritans – Step by Step

The Samaritans Step by Step support service is now available for schools across Ireland which need to respond effectively following a suspected or attempted suicide of a young person.

Nobody likes to think about a death in school or a community, yet suicide is a leading cause of death for young people in Ireland and the UK. Sadly, it is a possibility that a student, parent or member of staff might take their own life.

Step by Step is a free service which enables Samaritans volunteers with specialist training to visit a school following a tragedy to support teachers who, in turn, support pupils, parents and each other. Samaritans do not give emotional support directly to young people in the school environment.

Booklets are available with advice for schools, parents and pupils faced with a tragic death and practical guidance on specific issues that may arise such as memorials and breaking the news to the school community.

For information on Step by Step please email stepbystep@samaritans.org or call 1800 805 731.

Support for school staff

Samaritans is also available to support teachers in their everyday lives who may be going through a tough time.

People often need emotional support and that's nothing to be ashamed of.

Many people find talking to someone else is the best way to get help as you will feel more able to cope with your feelings and are more likely to find a way forward.

It just needs to be someone you trust.

That's why Samaritans are here. For 60 years people have been talking to volunteers, in their own way, about whatever's getting to them.

You can't really generalise how struggling to cope can make you feel or act, but there are signs that you – or a relative, friend or colleague – may be suffering in silence:

- Lacking energy or feeling tired, restless and agitated.
- Feeling tearful.
- Not wanting to talk to or be with people or do things you usually enjoy.
- Using alcohol or drugs to cope with feelings.
- Finding it hard to cope with everyday things.
- Becoming withdrawn or losing touch with friends and family.

If you're worried about someone and want to ask how they are, give them the space to talk, ask open questions, listen to what they say, and let them know you're there for them. But make sure that if you're supporting a friend that you have support too.

There are little things that can help you or others cope better with difficulties like:

- Making time for yourself to do things you enjoy like reading, listening to music, going outdoors or seeing family or friends.
- A healthy, balanced diet.
- Getting plenty of sleep and exercise regularly.
- Working out a plan to get through trickier times.

While Samaritans' vision is that fewer people die by suicide, you don't have to feel suicidal to get in touch. Only one person in five who calls Samaritans actually says that they feel suicidal.

People call for many reasons including:

- relationship and family problems;
- loss, including loss of a friend or a family member through bereavement;
- financial worries;
- job-related stress;
- college or study-related stress;
- loneliness and isolation;
- depression;
- painful and/or disabling physical illness;
- heavy use of or dependency on alcohol or other drugs;
- thoughts of suicide.

We believe that – no matter the issue – if you're given the time and space to talk things through, you can find a way through your problems. Samaritans help you to explore your options, so you can make decisions that are right for you.

If you need to talk, we'll listen on freephone 116 123, text 087 260 9090 (standard rates apply), email jo@samaritans.ie or visit one of our branches for face-to-face support (www.samaritans.ie).



National Educational Psychological Service (NEPS)

The National Educational Psychological Service (NEPS) provides assistance to schools that experience a critical incident. The Department of Education and Skills publication *Responding to Critical Incidents; NEPS Guidelines and Resource Materials for Schools* gives guidance on preparing for, and

responding to, critical incidents. The publication includes guidance on suicide prevention, details warning signs that might indicate a child is distressed, and steps to follow if you have a concern about a pupil. This publication can be downloaded for free from <https://bit.ly/2FkrQVo>

How much do you spend on health insurance?

Dermot Wells is the General Manager for Cornmarket's Health Insurance division, so he knows a thing or two about health insurance! He has put together tips for INTO members to make sure you're getting the best plan at the best price.

There is good news this year, insurers have frozen prices across many of their schemes, with some plans actually reducing premiums. However, it always makes sense to check your plan and cover to see if you can save money.

Here are a few things to consider:

Split your cover

It often doesn't make financial sense for all family members to be insured on the same health insurance plan.

Avail of kids' offers

It's important to remember that young children will not be treated in a hi-tech hospital. Therefore, a plan which offers cover for these hospitals may not be suitable for a child.

Take on an excess

Health insurance plans that offer a higher excess allow you the option of saving money on your premium.

Calculate day-to-day medical expenses

It can be beneficial to claim money back on your health insurance for day-to-day

expenses such as GP, physio, dentist and specialist consultant fees.

Ask about corporate plans

Corporate plans are developed specifically for large company schemes, however, any person can avail of these plans – all you have to do is ask!

Avail of Young Adult Rates

Young Adult Rates have replaced student discounts and now apply to anyone aged between 18 to 25 years of age.

If you are considering switching your provider or plan, the process is very easy. You do not have to reserve initial waiting periods and there will be no break in cover. It does not take long either.

INTO has negotiated preferential rates for its members

- Irish Life Health is offering an exclusive 10% discount only through Cornmarket on the Health Plan 16.1, Befit 1, Befit 3 and Best Smart schemes.
- Laya Healthcare are offering a 10% discount on their Precision, Control and Empower schemes. These discounts are

not available online so members would have to call Cornmarket and quote the group ID 27272.

- VHI Healthcare will continue to offer a 10% discount on the Teacher & Teacher Select plans.
- Decare Dental are making their corporate plans available to all INTO members.

Discount information is correct as of 3 January 2019 and is subject to change.

Cornmarket can help

Cornmarket's Health Insurance Comparison Service will explain the different plans and discounts available to INTO members. Our experts will shop around for you to find the most suitable plan based on your needs and budget. Call Cornmarket on (01) 408 6214. You can also visit www.intohealthinsurance.ie for more information.

DERMOT WELLS, General Manager, Health Insurance Division Cornmarket.



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Updates from Teaching Council

Re-vetting of registered teachers who hold the Central Garda Vetting Unit (GCVU) vetting letter

In January, the Teaching Council contacted over 1,000 teachers whose registration renewal is in May 2019 and advised them to re-apply for a new National Vetting Bureau (NVB) disclosure via the online system. In early February, the Council will contact 1,300 teachers whose registration date is June to also invite them to complete the process.

Teachers who receive a re-vetting notice are advised to complete both stages of the vetting application process within the timeframe given. If a teacher does not complete the vetting process, they will not be able to renew registration and will lapse from the register which means they cannot receive a state-funded salary.

Teachers are advised to wait until they are contacted by the Teaching Council and requested to apply for re-vetting. However, any teacher who holds a GCVU vetting letter and requires a vetting disclosure for the purpose of changing school/employer in the foreseeable future should apply for a vetting disclosure in the normal manner as per Circular 31/2016. These typically are teachers who intend to sub on career break, job-share in another school etc.

Registered teachers can check their vetting status by logging on to the My Registration section of the Teaching Council website-www.teachingcouncil.ie.

Teachers registered with conditions must take action

Teachers registered with conditions (due to expire on 1 February, 2019) and who have been contacted by the Council should immediately either:

1. submit the relevant form showing that they have met the condition(s) in order for their registration to be updated or
2. apply for an extension to the period of conditional registration and supply the Council with supporting documentation, etc.

Any requests for an extension will be considered by the Teaching Council.

The Teaching Council intends to notify teachers in February of their removal from

the register in March should the relevant form showing that condition(s) have been addressed not be submitted or that an extension to the period of their conditional registration has been applied for and/or granted.

Any period of non-registration will have consequences for the payment of salary.

It is important to note that, where a teacher lapses from the register and subsequently wishes to be re-registered, a full application form for registration in addition to a vetting application, qualification transcripts, overseas police clearance, etc. is required.

New Drumcondra primary tests

New Drumcondra primary tests are available from February 2019, and are available online for the first time! The tests are available on paper for all class levels (first to sixth class) and online for third to sixth class. The norms are up-to-date (standardised in 2018), reflecting recent changes in performance on English reading and mathematics nationally and providing a more accurate measure of pupil achievement.

All content in the new test has been replaced with more up-to-date material that reflects the diverse experiences of children in Ireland today, and curriculum developments. The length of the mathematics test has also been shortened and an Irish-language version of the mathematics test is available. Additional features of the online versions include:

- no special software needed;
- work on any device;
- accessible through a regular web browser;
- immediate reporting, including individual pupil reports.

The importance of using tests with up-to-date norms

Tests generally get easier over time as familiarity with content and format increases: some Irish-normed tests are more than ten years old.

Furthermore, recent national and international studies provide evidence that there have been improvements in achievement among Irish pupils, in both English reading and mathematics.

For paper booklets contact the Test Department (tests@erc.ie). Call: 01 8377614 / 01 8377380. For online tests see trythetests.erc.ie email (dots@erc.ie). Call: 01 8065223 / 01 8065204



New Dean of Mary I

Dr Emer Ring, has recently been announced as the incoming Dean of Education at Mary Immaculate College (MIC), Limerick.

From Caherciveen, Co Kerry, Dr Ring is currently Head of the Department of Reflective Pedagogy and Early Childhood Studies and Programme Leader for the Bachelor of Arts in Early Childhood Care and Education (BAECE) at MIC where she lectures across early childhood and teacher education programmes and supervises research from undergraduate to doctorate levels. Emer began her teaching career as a mainstream class teacher. Prior to joining MIC, Emer worked as a senior inspector with the Department of Education and Skills.

The HerbPatch project

The HerbPatch is a not-for-profit educational project, developed in conjunction with the Irish Register of Herbalists, to provide primary schools with a sensory herb garden. The HerbPatch is a 1m x 1m square garden, containing nine specially selected child-friendly herbs – rosemary, parsley, peppermint, lavender, chamomile, marigold, lemonbalm, heartsease and thyme. Lesson plans and activities were developed around the HerbPatch (with the help of Dr Sandra Austin and third year students at DCU St Patrick's Campus, Drumcondra), focusing on core skills like literacy and numeracy, as well as subjects like art, drama and English.

What will schools get?

Each school will receive an easy-to-use kit containing: the nine sensory plants; a laminated A3 teacher's aid that provides information on the features, origins, history and folklore, uses and applications of the herbs; clear instructions on how to plant the 'plugs' (already germinated at 1-2

inches tall) and how to best lay them out (so taller plants don't block smaller plants, etc.) together with login details allowing online access to cross-curricular lesson plans, activity sheets and instructional videos.

What is the cost per school?

The contribution for cost of materials and delivery is €30 per school.

To participate in the HerbPatch programme, interested schools can apply online at www.herbpatchproject.com between 15 January and 15 February 2019. Kits will be sent out at the beginning of May.



New science toolkit launched

A new science toolkit designed to teach children about environmental science is to be distributed to 300 classrooms throughout Ireland. The free educational toolkit *Spikey's Journey: an Exploration Box* was launched during the 2018 Science Week at Scoil Iosef Naofa, Oranmore, Co Galway and is the culmination of a European project developed in Ireland by NUI Galway Cell Explorers, ProActivate Ireland and Toodlelough Creativity Lab.

Using the hedgehog as the principal character, the toolkit takes first and second class pupils on an explorative journey using storytelling, hands-on activities and games to learn about four key topics in environmental science. The primary aim of the toolkit is to promote active learning based on observation and experimentation.

The exploration box contains a Kamishibai, a storytelling theatre that teachers can use to take their class through the story of Spikey. Each chapter of the story introduces students



to a new learning topic, such as understanding the key characteristics of living things, the food web and how it functions, habitats and hibernation and the vital role we all play in protecting the living environment. Through hands-on projects, activities and games, these topics are explored,

discussed and examined to reinforce new learning.

The toolkit will be distributed nationally on request to teachers through the Galway Education Centre as well as education centres located in Donegal, Dublin West, Wexford, Monaghan, Navan, Tralee and Clare.

Global Partnership for Education



Alice Albright, CEO, Global Partnership for Education meeting with pupils at Presentation Schools, Warrenmount, Dublin 8

In December, the Global Partnership for Education held their board of director meeting in Dublin and the INTO were part of the series of events.

The Global Partnership for Education (GPE) is a multi-stakeholder funding platform that aims to strengthen education systems in developing countries to dramatically increase the number of children at school and learning.

During the visit to Dublin, the Partnership's CEO, Alice Albright, met with local primary and secondary pupils on the campus of Presentation Primary and Secondary Schools in Warrenmount, Dublin 8. Pupils were given the opportunity to discuss the value of education in Ireland and the Partnership's projects in developing countries.

Ms Albright outlined how GPE works on projects to create adequate school buildings, a safe environment to learn and teacher training courses based on high standards and best practice. She stressed that qualified and quality teachers are key to education in developing countries, as is the case in developed countries.

The pupils provided an insight into the fantastic projects they have undertaken,

ranging from challenging gender imbalance, in particular within gender-dominated employment areas and their ambitions for the future.

In an interview with the INTO following the discussion, commenting on female pupils aiming to break into previously male-dominated fields of employment, Ms Albright advised:

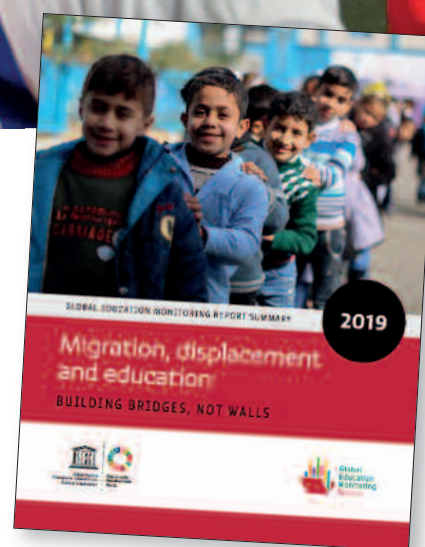
"Do not be deterred and do not be afraid of things you do not know everything about ... hold your own and ask a lot of questions."

She also praised Ireland's support of GPE's efforts to develop the education systems in some of the poorest countries in the world and described Ireland as a country that "regularly and successfully punches above its weight".

UNESCO report launched

To coincide with the board meeting, a UNESCO report was launched in Trinity College, Dublin, entitled, *Migration, displacement and education: building bridges and not walls*.

At the launch of this report, Ireland's move to have an inclusive and multi-cultural education system was praised.



The report noted that Ireland rapidly adopted strategies to narrow the gap between immigrant and native learning opportunities in key areas such as mathematics and English. It also highlighted, however, that this rapid change caused frustration for the majority of teachers surveyed due to the lack of resources provided in order to implement inclusive policy.

You can watch the INTO's interview with Alice Albright at: vimeo.com/304587956.

You can read the UNESCO report and summaries at: <https://bit.ly/2PLdfri>.



Busy times in Cumann na mBunscol

Traditionally, December and January were quiet months for followers of Gaelic Games. However, in Allianz Cumann na mBunscol circles, there appears to be no sign of a close season!

A browse through the Cumann na mBunscol Twitter account shows that winter football was going strong in Meath. The inaugural Peadar Ó Liatháin Memorial Tournament took place recently at Boardsmill GAA. Fourth and fifth class pupils from Dangan NS, Ballivor NS, Boardsmill NS and Kildalkey NS took part in the competition and Kildalkey NS were the winners.

Indoor hurling was popular in Antrim and Wexford, while Doon CBS in Co Limerick held the final of its Yard Hurling League on 21 December. Kerry hosted a Tráth na gCeist, as did Cork and other counties.

Off the field, there was no shortage of activity. Leinster Cumann na mBunscol held its winter meeting in Newbridge on 29 November 2018 with the AGM scheduled for March 2019. Cumann na mBunscol na Mumhan held its AGM in Adare on 11 January 2019.

Wicklow Cumann na mBunscol issued its calendar of activities for the next six months during the first week of January with indoor football and boys' and girls' football starting as soon as schools reopened.

Untold story of Limerick's All-Ireland success ... until now

Limerick's success in bringing the Liam McCarthy Cup back to Shannonside after a 45-year wait is undoubtedly one of the sporting stories of 2018. *At last... Limerick's long wait is over* tells the heart-warming story of how total commitment to the



Members of the Limerick hurling panel joined Limerick teachers to celebrate the launch of *At last* in the Limerick Education Centre

vision of John Kiely led Declan Hannon and his men to climb the steps of the Hogan Stand on 19 August 2018.

At last ... Limerick's long wait is over looks at the many elements that combined to make a dream come true. Every player of the 36-man panel recounts his experiences and picks out his hero.

Written by Ciarán Crowe and Joe Lyons, both involved in Cumann na mBunscol for many years, with photos by Séamus McElligott of Sport Action Photography, *At last ... Limerick's long wait is over* was launched by Limerick manager John Kiely at the Granary Library, Limerick, on Wednesday, 5 December. The initial print run of 4,000 copies sold out in less than a fortnight and a reprint was needed to meet demand. O Mahony's Books in Limerick reported that it was their biggest-selling book over the Christmas period.

Limerick Education Centre hosted a book signing on 7 December where

books were sold at reduced rates to schools and teachers involved in Cumann na mBunscol. In total eight of the Limerick panel attended to sign books and meet up with the teachers who had guided them in their formative years.

At last... Limerick's long wait is over - published by Limerick City and County Council, in association with Limerick GAA is available online from www.omahonys.ie and from www.elvery.ie.

Cornmarket Cumann na mBunscol Annual Awards

The Cornmarket Cumann na mBunscol Annual awards will be held in The Sligo Park Hotel on Friday, 8 March 2019. The AGM of Cumann na mBunscol will take place on the following morning, commencing at 11 a.m. Rooms are available for booking now, (071) 9190400.

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

Bliain na Gaeilge 2018 Allianz Cumann na mBunscol

Deirtear gur fearr déanach ná go brách agus is dócha gur amhlaidh atá agus sinn ag eagrú comórtas Tráth na gCeist i nGaeilge i mí na Nollag mar chuid de imeachtaí Bliain na Gaeilge 2018 agus is tráthúil gur i nGaelscoil Mhic Easmainn a eagraíodh an chomórtas toisc go bhfuil an Ghaelscoil a bhunaíodh i 1978 ag céiliúradh daichead bliain ar an bhfód i mbliana agus tinrimh an lae inniu go maith ós cionn an 300. Fás, forbairt agus barr feabhais tagtha de réir a chéile tríd na blianta agus sár éachtaí bainte amach

ag foirne na scoile in imeachtaí Allianz Cumann na mBunscol.

Trí fhoireann déag a ghlac páirt i gcomórtas Tráth na gCeist i dTrá Lí.

Bhí ard chaighdeán againn tráthnóna agus tar éis sé bhabhta de dheich cheist s'iad Scoil Ard Fhearta agus Gaelscoil Mhic Easmainn a chríochnaigh sa chéad áit. Bronnadh boinn ar na buateoirí agus ar na tánaistí.

Buaiteoirí catagóir a haon Gaelscoil Mhic Easmainn le Tomás Ó hAiniféin, Gearóidín Ní Beacháin agus Colm Ó hAiniféin, Cumann na mBunscol Chiarraí



YF Yellow Flag Awards

Dublin schools awarded by Minister for Children and Youth Affairs, Katherine Zappone for reaching anti-racism and inclusion targets at Yellow Flag Awards

Ten primary schools in Dublin and Meath were honoured for addressing racism and fostering diversity through the Yellow Flag Programme. The Yellow Flag Programme, developed by the Irish Traveller Movement, provides eight steps to address identity-based bullying and promote greater understanding and valuing of cultural diversity within school communities. You can learn more at www.yellowflag.ie.

Primary School Awards 2018

1. St Patrick's SNS, Skerries.
2. St Oliver Plunkett's NS, Navan.
3. Holywell Educate Together NS, Swords.
4. St Damian's NS, Perrystown, Dublin 12.
5. Our Lady's NS, Clonskeagh.
6. St Catherine's NS, Cabra.
7. Our Lady of Lourdes NS, Inchicore.
8. Our Lady of Good Counsel BNS, Drimnagh.
9. St Aidan's SNS, Brookfield, Tallaght.
10. Griffith Barracks Multi-Denominational School, Dublin 8.



≡ *Tips on health, wellness, travel and finance* ≡

Escape to Tanzania



Masks (Stone Town)

The East African nation of Tanzania has it all: wildlife, beautiful beaches and friendly people. From safaris on the Serengeti, climbing Mount Kilimanjaro, to the turquoise seas and powder-soft beaches of Zanzibar, Tanzania is a travel lover's dream. I had always dreamed of going to Tanzania and so, to celebrate a special birthday, I decided to take myself and my daughter there. With time and budget as deciding factors, our trip was divided between Dar es Salaam and Zanzibar Island.

Dar es Salaam

My daughter and I started our time in Tanzania in Dar es Salaam, a thriving city with a population of over 4 million people. Dar es Salaam (which means 'Abode of Peace' in Arabic) was Tanzania's first capital city until 1974 when Dodoma was selected as the new capital. Many people bypass Dar es Salaam to head straight to safari or the islands but it is definitely worth a stay. We spent our first day in the city visiting Kivukoni Fish Market, a bustling market where you can see the fish being brought from boat to stall and the Dar es Salaam National Museum. On our second day we went to Kariakoo Market where we spent most of the day. The market is one of Dar es Salaam's biggest and busiest markets.

The market occupies several blocks within the city and is a sea of people from dawn to dusk. You can buy virtually anything there from homewares, fruit, musical instruments, jewellery and clothing to gorgeous printed materials. Leaving Dar es Salaam behind we set our sights on the tropical islands along the coastline.

Zanzibar

Zanzibar is an archipelago off the coast of Tanzania that consists of Zanzibar Island (Unguja in Swahili), Pemba Island and many smaller islands. We took the 20 minute flight from Dar es Salaam to Zanzibar Island. The spice island is surrounded by brilliant turquoise waters and powdery-soft white sand beaches. The island's culture and history is a fascinating and unique mix of African, Middle Eastern and European.

We spent the first few days in Zanzibar town, the main town on the island. The historic quarter of Zanzibar town is Stone Town. This old trade centre is a maze of narrow streets where you can explore for hours. From the carved doors, mansions and mosques it really is a unique place.

Leaving Stone Town we travelled for an hour by car to Pongwe beach on the east coast where we spent the rest of our time

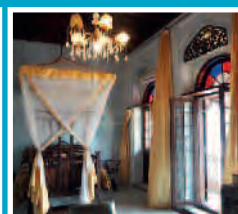
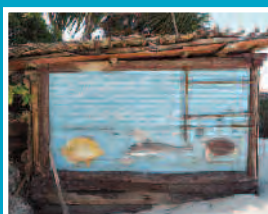
on the island. We stayed in a small resort, set on a peaceful beach with charming bungalows and a restaurant. Zanzibar has an abundance of delicious seafood and coconuts and some popular local dishes include coconut bean soup and octopus curry. The beaches here are truly stunning, heavenly even, certainly the most beautiful I have ever seen. Think pearly white sand, coconut palms and a crystal-clear turquoise sea. Our time on Pongwe was spent swimming and shell collecting beneath the swaying palms. It was just perfect.

If you're searching for paradise then look no further than Zanzibar. It certainly felt like paradise to me and I cannot wait to return.

Planning your trip

Flights from Dublin to Dar es Salaam (via Addis Ababa) with Ethiopian Airlines from €350 return (total flying time approx. 11 hours). We flew with Precision Air from Dar es Salaam to Zanzibar, flights from €100 return. Proof of yellow fever vaccination is a country entry requirement. You can obtain a visa on arrival for \$50 USD.

TRISH MC CLUSKEY, travel blogger & teacher based in Galway. www.travelwithtrish.com.



Emmerson Spice Hotel



Winter time recipes

Happy new year from Foodoppi HQ, wishing all our readers a very happy 2019.

We wanted to kick off the year by adding more fruit and vegetables into our diet.

Our chorizo and chickpea vegetable soup and breakfast

smoothie are both very simple and delicious recipes to make. They will fill you up and fuel you for the day.

We love hearing from you, if there are any recipe ideas you would like us to include contact us on our website www.foodoppi.com.

Chorizo and chickpea vegetable soup

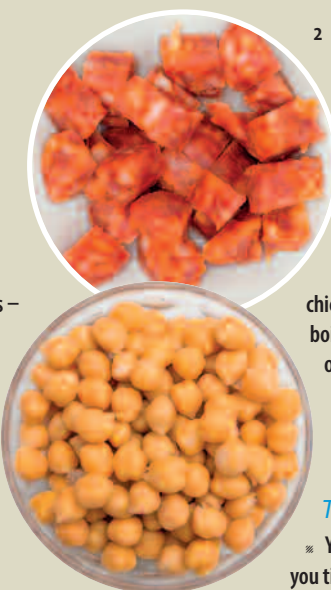
Serves 6

Ingredients

- ✧ 2 tablespoons rapeseed oil
- ✧ 50g onion
- ✧ 50g celery
- ✧ 200g potatoes
- ✧ 150g chorizo
- ✧ 400g tin chickpeas – drained and rinsed
- ✧ 400g tin of chopped tomatoes
- ✧ 1 litre chicken stock

Method

- 1 Peel onion and potatoes. Wash the celery. Then chop the onion, potatoes and celery into small cubes. Slice the chorizo into thin pieces.



- 2 Heat the oil in a saucepan, add the chopped onion and celery. Cook on a medium to low heat for 5 minutes until they are soft.
- 3 Increase the heat and add the sliced chorizo. Cook for a few minutes until the chorizo has become crisp. Add in the potatoes, chickpeas and chopped tomatoes. Stir well and then add in the chicken stock. Season to taste. Bring to the boil and then simmer for 25 minutes, stirring occasionally.
- 4 Serve with some crusty bread and fresh chopped parsley.

Tips

- ✧ You can use frozen chopped onions to save you time and your eyes from crying! We always have a bag in our freezer.
- ✧ You can use any type of tinned beans you like for this recipe. Just make sure they are rinsed under cold water first.

Breakfast smoothie

Ingredients

- ✧ 75g vanilla yoghurt
- ✧ ½ small ripe banana – peeled
- ✧ ¼ avocado – ripe
- ✧ 3 strawberries – frozen
- ✧ 1 tablespoon pineapple – frozen
- ✧ 1 tablespoon blueberries – frozen
- ✧ 2 tablespoon porridge oats
- ✧ 125mls skimmed milk

Method

- 1 Put all the ingredients into a blender and whizz up until completely smooth.



Tips

- ✧ Try toasting a batch of porridge oats in the oven and keep in an airtight container. Toasting the oats gives a nutty flavour.
- ✧ To save time, measure out the fruit and porridge oats into a freezer bag and leave in the freezer. Then all you have to do is add the milk and yoghurt in the morning. Making these up in batches for the week is a great way to ensure you will never skip breakfast again.

Foodoppi is a creative educational platform which takes an extraordinary approach to food and STEM education that has proven to be an effective way to foster positive relationships with food while exciting children about learning and gaining STEM skills. AISLING LARKIN has a degree in Education from Trinity, spent 10 years working in a DEIS school in inner city Dublin, has a first class MSc in Food Product Design and



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

foodoppi



Top 10 tax refunds

Most teachers regularly review their health insurance cover, shop around for motor and home insurance and love a bargain!

So why is it that many are not reviewing what is most likely their largest outgoing in their house, their tax bill?

"Sure, I'm a PAYE worker, my tax is deducted at source by the Department of Education."

This is a common response when we advise teachers of the importance of filing an annual tax return and submitting your claims with Revenue.

Remember, we all have an obligation to pay tax, but none of us have an obligation to overpay. Yet statistics show that over 80% of tax payers overpay their taxes every year by about €900.

Only those who file an annual tax return and claim their entitlements with Revenue Commissioners will receive their portion of the overpaid taxes. Once four years has passed this refund is no longer available. Therefore, 2015 is currently the oldest year you can submit a claim for, and you have until the 31 December 2019 to do so.

There is still a 'fear factor' with Revenue where a lot of individuals are afraid to file a tax return in case they end up with a liability. This is very rarely the case. However, if it does happen, it is important that such an issue is addressed ASAP, as it could continue to occur going forward and the four year time limit, mentioned above, does not apply to Revenue recouping a liability.

Below is a list of the top ten reasons for PAYE refunds for teachers.



1 Health expenses You can claim 20% relief on qualifying health expenses not already reimbursed by your health insurer. These are worldwide expenses and include, but are not limited to, expenses such as GP, consultant, hospital, non-routine dental, prescribed medicines or appliances and nursing home fees.



2 Change in personal circumstances If you have gone through a 'life changing' event such as marriage, bereavement, having children, redundancy or change in salary, you should review that your allowances are allocated correctly between yourself and your spouse, and

that you are claiming everything you are entitled to.



Flat rate expenses

These expenses are agreed amounts set by Revenue to cover employee costs to undertake your role as a teacher. These also incorporate the cost of Teaching Council of Ireland fee (TCI) as follows:

	Expenses	TCI	Total
full-time teacher	€518	€65	€583
full-time principal	€608	€65	€673
part-time teacher	€279	€65	€344

Receipts are not required and there are many professions entitled to claim these expenses, which range from €40 to €2,476 per year, at your higher rate of tax. The list covers many professions in the education, health, construction, service and retail sectors also.



Pension/income protection

If you make contributions through your wages, you are receiving tax relief at source. However, if you pay through your bank or by way of a lump sum, you must claim the tax relief yourself, which is available at your higher rate of tax subject to certain limits.

This is extremely important for teachers who may make a last minute AVC contribution or have deductions from their gratuity on retirement.



Third level college fees

Qualifying courses attract tax relief at 20%. However, it is capped at a maximum of €7,000 and you must deduct the first €3,000 for a full-time course, and €1,500 for a part-time course. This deduction is only per household, so if you are putting more than one person through college you get tax relief on the entire cost for the second and subsequent person.



Single person child carer credit (SPCCC)

If you care for a qualifying child or children, who is under 16 or still in full-time education, on your own, you may be entitled to claim the SPCCC. This credit can only be claimed by one of the child's parents and can only be claimed once, i.e., not per child.



7 Caring for relatives If you are married and one spouse stays at home to look after your children or a relative over 65 years old, you may be entitled to claim up to €1,200 per year. Likewise, if you employ a qualified carer you may be entitled to tax relief on the salary paid to them.



8 Medical insurance If you pay your premiums directly to your insurer, you are receiving tax relief at source as your insurer only charges

you 80% of the true cost, with Revenue paying the balance. However, some employers may pay it on your behalf and you are charged BIK, if so you must make a claim for the relief.



9 Payroll errors For the most part, your salary is calculated correctly on payroll software. However, that software relies entirely

on the information inputted by the payroll officer, who in turn relies on information from the employee, the Revenue Commissioners and the employer. With that much human input involved, you can see how human error could result in an over (or under) payment of tax, USC or PRSI. It happens!



Medical card holders

Holders of full medical cards are exempt from paying the third rate of the USC, currently 4.75%. In most cases, your employer will adjust same. However, a large number of employees are not receiving this exemption.

In recent times Revenue have made great strides in making the majority of claims available to you through 'myAccount' their online system for employees. By registering for 'myAccount' you can submit your claims going back four years.

The above are simply the ten most popular means of tax refunds, many more are available.

DAMIAN WILSON, ITAS Accounting. Tel: (01) 5397999. If you feel you may be due a PAYE refund and would like some assistance you can visit their PAYE refund website www.ClaimMyTaxBack.ie
The above article has been written based on current rules and rates and does not constitute advice.



EDUCATION POSTGRADUATE PROGRAMMES

- Structured PhD in Education
- M Ed/PhD in Literacy Education
- Doctorate in Educational and Child Psychology
- Professional Master of Education (Primary Teaching)
- Master of Education (M.Ed)
- M Ed in Religious Education
- M Oid san Oideachas Lán-Ghaeilge agus Gaeltachta
- MA in Education and the Arts (META)
- MA in Education and Well-being of the Older Person
- MA in STEM Education
- MA in Music Education
- Graduate Diploma / M Ed in Adult and Further Education
- Graduate Diploma / M Ed in Information and Communication Technologies in Primary Education
- Graduate Diploma / M Ed in Special Education Needs
- Graduate Certificate / Diploma / M Ed in Professional Studies in Education
- Graduate Certificate in Autism Studies

PhD & MA BY RESEARCH AND THESIS IN THE FOLLOWING EDUCATION DEPARTMENTS

Learning, Society & Religious Education; Language, Literacy and Mathematics Education; Reflective Pedagogy and Early Childhood Studies; Arts Education and Physical Education; Educational Psychology, Inclusive Education and Special Education.

LIBERAL ARTS POSTGRADUATE PROGRAMMES

- Structured PhD/MA in International Development Education and Practice
- Structured PhD in Applied Linguistics
- MA in Applied Linguistics (online/on-campus/blended)
- MA sa Ghaeilge
- MA in History
- MA in Local History (with UL)
- MA in Media Studies
- MA in Language and Literature
- Graduate Certificate/MA in Christian Leadership in Education

PhD & MA BY RESEARCH AND THESIS IN THE FOLLOWING LIBERAL ARTS DEPARTMENTS

Drama and Theatre Studies; English Language & Literature; French Studies; Gaeilge; German Studies; Geography; History; Mathematics and Computer Studies; Media Studies; Music; Philosophy; Psychology; Theology and Religious Studies.

FURTHER INFORMATION

Admissions Office T: 061 204 348 E: admissions@mic.ul.ie
www.mic.ul.ie/postgradstudies/Pages/default.aspx

Mary Immaculate College,
South Circular Road, Limerick,

Download MIC App



www.mic.ie

#HelloMIC

Don't miss out on your school's opportunity to gain recognition for your STEM work

Apply for the SFI Discover Science and Maths Awards!

Register now at www.primaryscience.ie, where you'll find full details and lots of resources and support. There are two levels of Award, so whether you are starting out or have already achieved an Award, there will be one to suit you.

Closing date for registration: **March 15th 2019.**

So what are the benefits?



89% teachers reported an increase in school science activities

81% teachers reported that parents are more aware of science activities in the school



85% felt students were more engaged with science

75% teachers reported a stronger sense of team-spirit amongst teachers in their school



Register now at:
www.primaryscience.ie

Science Foundation Ireland **sfi**
For what's next

Discover Primary Science and Maths
www.primaryscience.ie

"It's great to get recognition by way of the award at the end of the year for work that supports the curriculum."

"It was like compiling a treasury of all the STEM work done throughout the year. We don't realize how much we actually do."



Feedback from participating teachers

Teaching matters

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

Fr Michael Morrison and Glasnevin's link to the Holocaust

On 27 January 1945, the Auschwitz-Birkenau labour, concentration and extermination camp was liberated by Soviet troops and, annually, this date is recognised as International Holocaust Remembrance Day. Towards the latter half of 1944, it was clear that the Allied and Soviet forces would soon reach Germany's borders. In an attempt to cover up the true extent of the horrors which had taken place and to retain people who could still work, the Nazis began to dismantle and evacuate the camps which would be reached first, those in the east. The majority of those held captive in Auschwitz-Birkenau were forced onto death marches (so called due to the long distances, brutal treatment and conditions) towards the west. Despite this mass evacuation, troops still discovered thousands of emaciated people within the camp, and warehouses filled with towering piles of personal belongings; evidence of the shocking atrocities committed. It took several more months before the camps on the Western Front were liberated, and on 15 April 1945 Bergen-Belsen became the first.

This camp was located in northern Germany between the towns of Bergen and Belsen. It was originally opened as a prisoner of war centre in 1940 and was designed to hold 10,000 prisoners. As the war progressed it was used to detain Jewish civilians who were exchanged for Germans held by the Allies. Later, many of those who survived the death marches from the east were placed in Bergen-Belsen. The Nazis believed that those fit enough to work would still be needed for labour for the war and so many, like Anne Frank and her sister Margot, were transported from Auschwitz. Chronic overcrowding, coupled with deteriorating conditions, resulted in widespread starvation and disease. By April 1945, there were 60,000 individuals within the camp that was described as 'hell on earth', a place where fortnightly rations consisted of 500ml of a thin vegetable soup and 120g of bread.



(The average slice from a pan weighs 40-50g.) On 15 April, the camp was liberated by British and Canadian forces, and amongst the troops to arrive, was an Irish priest named Fr Michael Morrison.

Fr Morrison was born in Listowel, Co Kerry, in 1908. He attended a Jesuit secondary school and decided to enter the Jesuit order. He later taught maths and religious studies at Belvedere College. When the Second World War began, the British army needed army chaplains and Fr Michael Morrison enlisted. He was initially stationed in the Middle East and later transferred to the Derry Regiment of the Lancashire Fusiliers. Bergen-Belsen was the first camp to be liberated on the Western Front. The main concern of the liberators was to bury the thousands of bodies that were found and to feed those nearing starvation. When Fr Morrison arrived he spent ten days administering the last rights to hundreds of people, stopping only for short breaks to eat. In a letter home, dated 11 May 1945, he wrote 'What we met with in the first few days is utterly beyond description.' In the weeks immediately following liberation, 13,000 people died from sickness and starvation;



Left: Jesuit memorial cross, Glasnevin Cemetery.

Above: Michael Morrison, and Jewish British Army Chaplain Leslie Hardman, conduct a joint service over a mass grave at Belsen in 1945 (Pic: Imperial War Museum)

typhus was rampant within the camp. Anne Frank and her sister Margot had died from the disease, only a few short weeks prior to its liberation.

Fr Morrison decided to hold mass within the camp. However, given the poor weather conditions, he considered cancelling it until he saw that hundreds of people, of different religions, were waiting at the site of the temporary altar. Fr Morrison continued to hold daily mass within the camp. It is estimated that approximately 50,000 people died in Bergen-Belsen before it was evacuated and subsequently burned to the ground by British forces. After the war ended, Fr Morrison served as a parish priest in Australia before returning to his old post as teacher in Belvedere College. It is reported that he spoke very little about the scenes he had witnessed during the war. He died in April 1973 and is buried in the Jesuit plot at Glasnevin Cemetery.

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.



HTML Heroes introduce internet safety into the classroom



Webwise launch new online safety programme for primary schools

Safer Internet Day takes place on 5 February. To mark the day, Webwise will be launching a free new educational resource for all primary schools; *HTML Heroes – an Introduction to the Internet*. The *HTML Heroes* programme comprises of eight lessons for third and fourth class pupils and aims to assist and support educators when teaching students about safe and responsible uses of the internet. The resource is supported by three animations that centre around two USB characters, Archie and Ruby, who perform catchy internet safety raps.

The online internet safety programme is linked to the SPHE curriculum and other areas within the Primary Curriculum. *HTML Heroes* introduces pupils to the internet, teaches them about how it works and also addresses key internet safety topics such as privacy, cyber-bullying and evaluating information online. The resource will also address new areas of technology use and concerns including passive vs productive screen time, online gaming, online advertising and social media. The programme comprises of two assessment elements and, upon completion of the course, pupils will receive a Webwise certificate. This education resource will be free for all schools to access.



Safer Internet Day 2019

Safer Internet Day is a great way for schools to set aside some time in their calendars each year and do something to promote internet safety among students, teachers and parents. Last year over 100,000 young people participated in Safer Internet Day. There are lots of ways to get involved, here a few ideas:

1. Introduce pupils to the HTML Heroes

Use the new Webwise resource to introduce internet safety to third and fourth class pupils. *HTML Heroes* will be available online from 5 February at: webwise.ie/html-heroes.

2. Invite the gardaí in for a school talk

Delivered by community gardaí, as part of



Safer Internet Day 2018 winners – pupils from SN Iorball Sionnaigh, Monaghan.



#BeInCtrl for Safer Internet Day 2019

Share your Safer Internet Day photos with us using #SID2019 or #BeInCtrl or email us directly at internetsafety@pdst.ie

the Garda Schools Programme, the Respectful Online Communication talks are pitched at fifth class students. They cover a range of topics including cyberbullying and general online safety and security. To access one of these talks, contact your local garda station or the Garda Schools Programme at 01 6663891.

3. Host an internet safety talk for parents

Webwise recently published free talks for schools who wish to host a parents' evening. The talks in PowerPoint format can be accessed for free and are supported by both script and best-practice guidelines. Talks are designed to give parents an introduction to the topic of internet safety and address some of the concerns parents may have around their

child's online safety. The Webwise parent talks can be accessed here: <https://bit.ly/2FvxFxW>.

4. Promote safe and responsible image-sharing

Use the MySelfie resource to help students reflect on their photo-sharing practices. Lesson four – You've Been Framed is supported by a short animation highlighting how picture sharing can easily get out of hand. The 'MySelfie and the Wider Word' resource can be accessed at: <https://bit.ly/2SYefG4>.

5. Tackle cyber-bullying

Looking for a unique way to tackle cyber-bullying? Why not make a movie or short film? This is a great way to get the entire

class involved and create a powerful message that can be shared in the school and local community. The preproduction stage can be carried out over a few classes – writing the script, holding auditions and then get ready to act.

6. Enter the Safer Internet Day awards

Be in with a chance to win a drone for your school by entering the Webwise Safer Internet Day competition; from fun colouring-in templates to creating an anti-bullying rap, there are loads of ways to enter. Visit webwise.ie/saferinternetday for full details.

By JANE MCGARRIGLE and AIDEEN O'SULLIVAN, Webwise

HTML Heroes introduces pupils to the internet, teaches them about how it works and also addresses key internet safety topics such as privacy, cyber-bullying and evaluating information online.



Homework – is it worthwhile?



Homework – we spend time giving it, collecting it, and correcting it. Children spend time getting it, doing it, and... learning from it? Do they?

I wanted to find out about the effectiveness of homework and so, as part of a Postgrad Diploma in Inclusive Education at DCU in 2017, I chose to do a literature review entitled *How Can We Make Homework Effective For All Children?* Here's a summary of what I found out.

Firstly, some stats from Ireland (National Parents' Council [NPC], 2016): 27% of parents and 38% of children do not find homework beneficial. Worse: 62% of parents find homework stressful – they find it hard to cope. What's more, only a paltry 8% of fifth and sixth class children say 'yes' to enjoying their homework. Sadly, few children in Ireland find homework intrinsically motivating. It's clear homework can be more effective.

What does the Department of Education recommend teachers do about homework? There is no departmental policy on homework in Ireland. There are snippets of advice found randomly amidst larger documents, usually stating grand aims of homework as opposed to anything practical. The NCSE in their research and the NCCA in their guidelines for assessment don't help either. The *Introduction to the Primary School*

Curriculum mentions homework just once, simply listing it as an informal tool for assessment. And what does the 2018 *Action Plan For Education* say about homework? Nothing. The official line in Ireland seems to be that homework is a good thing, so good that we don't need to question it, research it, or have departmental policies or guidelines.

However, this is being questioned more and more. In 2010, the IPPN even advised the Houses of the Oireachtas that there was little evidence of any real benefits to homework and listed many negatives of the practice.

What is the actual practice in Ireland? From the ESRI's *Growing Up in Ireland* series we learn that 97% of children receive homework four nights a week. Teachers are out of touch, or in denial, of how much family time it consumes: only 1% of teachers expect homework to take more than an hour yet, in fact, 26% of nine year-olds are taking that time, including 7% who are taking more than an hour-and-a-half.

Little research has been carried out on homework's effectiveness internationally, most of it with post-primary students. But, the findings from the little research are stark.

Does more homework equal greater achievement? No, no clear-cut relationship was found in a major 40-

country multi-level analysis. In fact, the OECD, in 2011, found a 'strong and negative' relationship between time spent in individual study and achievement in reading, maths, and science. Less equals more.

Even researchers arguing for homework for young children acknowledge there's a dearth of evidence for it for them. In reviews of the literature, researchers find that in elementary (primary) schools homework had zero effect on achievement. Why? Probably, in part, because young children are less able to concentrate, less able to avoid distractions and have less effective study habits.

However, in-class supervised study does have some effect on achievement. And older children, beginning at age 11, benefit achievement-wise from homework, increasingly so as they get older. By then they have sufficient independent learning skills to benefit from homework. In fact, the benefits are highest for the lowest achievers.

Researchers arguing for homework express doubts as to consistent good use by teachers. And they understand the danger of students "habituating errors or misconceptions" – practice making permanent, not perfect.

It's clear there's a need for a voice for parents in creating a school's homework policy – children are shown to follow

parents' attitude to homework, positive or negative.

As for the often claimed non-academic benefits of homework, no study has ever substantiated the beliefs that homework builds character or teaches good study habits or that it teaches children self-discipline and responsibility.

What are the negative effects of homework? Many. They include increased gaps between high and low achievers, a denial of access to leisure time, and fatigue, physical and emotional. The NPC research found many more, including homework being set at too high a level and low-achieving children getting the dispiriting message that they are incapable.

Do teachers fully understand the impact on the family? It disrupts family life, reduces time for family activities, and transforms school troubles into family troubles.

How can assigning homework be improved? In many ways: focusing on homework type rather than homework quantity; incorporating a meta-cognitive (higher order thinking) aspect to it; assigning homework judiciously, taking into account many factors including the impact on families; understanding that homework will affect students differently, with low-achieving students and older students having the most to gain; and to maximise effect, aim to increase intrinsic motivation. Many researchers emphasise the need for differentiation.

Before giving homework each day, teachers need to ask "Is it necessary?" As Kohn (2007) says, "Let families decide how they will spend most of their evenings." Carr, in her 2013 review, succinctly and beautifully summarises all this: "Ultimately, effective homework should be purposeful, efficient, personalised, doable, and inviting."

I'd add that before giving homework teachers need to first of all work on the child's study habits, self-regulation, ability to focus, and ability to avoid distractions.

Since my study our school has reviewed its policy. We gave everyone a voice, truly listening to parents, to teachers and SNAs, and to children. We had many discussions and surveys. The student council came up with some of the survey questions. In May



No study has ever substantiated the beliefs that homework builds character or teaches good study habits or that it teaches children self-discipline and responsibility.

2018, children gave scores for enjoyment and stress ('worry or upset') and we want to improve those scores by May 2019. In October we agreed on a new policy. It has a few significant changes. The biggest is that we've introduced time limits. We've introduced more choice for children. We've clarified the aims of homework for everyone, including that each child overall enjoys their homework. We've given parents and children a voice in setting some of their homework. We're aiming to ensure that no child gets upset or worried about their homework.

Class teachers have reported nothing but positive comments regarding our new way of doing homework. They are sharing their many ideas with each other. The quality of the homework is often close to incredible when children choose their homework. These children are thriving, getting a buzz from the joy of

learning. We know our system is not perfect, but we will continue to have the discussion to try and improve it.

My hope in writing this is that other schools will have such detailed and evidence-based discussions so that homework becomes better – for everyone. The Department of Education needs to give this more attention: homework is so full of potential, takes up so much of students' time, and causes so much stress. The vacuum of policy in Ireland needs to be filled – with evidence-based policy.

For access to my full literature review, with a more nuanced discussion, plus many good studies to look at, survey templates and more, go to effectiveforall.blogspot.com.

MARTIN STUART works as a learning support teacher at Talbot SNS in Clondalkin, Dublin.

**What are your views on homework?
We'd love to hear them.
Share your opinion on social media
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DIGITAL SCHOOLS of europe

2015-1-IE01-KA201-008650



A Strategic Partnership for School Education

In September 2015, the INTO, as one of two Irish partner organisations, embarked on an ambitious Erasmus+ programme entitled *Digital Schools of Europe*. This EU-funded three year programme, which also involved organisations from Sweden, Finland, Denmark, Spain, France, Italy and Portugal, and was coordinated by Dublin West Education Centre (DWEC), formally concluded in the autumn of 2018. The *Digital Schools of Europe* (DSoE) project was set up with a two-fold approach:

1. To seek out best practice in the use of digital technologies in schools throughout the partnership regions, to assess and share this best practice with each other and to disseminate this best practice to other countries.
2. To analyse accreditation systems in the partnership countries, to assess the feasibility of introducing a nationally accredited award system in each country, similar to the *Irish Digital Schools of Distinction* Award, leading to the feasibility or possibility of an international EU accredited system.

In recent weeks, the final report, as submitted by DWEC, was officially approved and the feedback received was overwhelmingly positive: "The final report demonstrated that this project successfully achieved its aim to research and share best practice in the use of ICT in schools in participating countries. In terms of the aim to see the feasibility of a nationally accredited award system, this was particularly ambitious and there were various barriers in different counties, though the project made a contribution to this aim overall. In particular, the project was successful in raising the visibility of the feasibility of an accreditation system at a European level. The strength of the partnership has been a particular strength of the project. Each partner had a very high level of project expertise in terms of promoting the development of ICT in education as a teaching and learning tool. The

The project website www.digitalschoolseurope.eu/ also contains a large selection of best practice exemplars that are searchable by country or subject area.

combination of principals and teachers from schools and organisers from university colleges was also very valuable for the project. In particular, the training course for teachers supported them to understand the process of becoming a digital school and become familiar with the five criteria for digital school status. The project impact was particularly strong in terms of its impact at European level – through a number of meetings with senior personnel in DG EAC where the coordinator partners briefed officials on the progress of DSoE and the possibilities for extending the awards system throughout the EU."

All project partners can be justifiably proud of the description conferred by the Erasmus+ coordinating body as being particularly well managed and a source of inspiration for others.

Digital Schools of Distinction

As you may be aware, the INTO is officially represented on the steering committee of the Digital Schools of Distinction (DSoD) programme, also coordinated by Dublin West Education Centre. The rationale for, and implementation of, the DSoD scheme was the other specific focus of the project and the results of the work in this area were similarly noteworthy:

A locally adapted version of the programme is now fully operational throughout the Municipality of Malmö, Sweden. Although the project has officially finished, a great deal of cooperation and collaboration continues between Dublin

and Malmö including eTwinning, job-shadowing and sharing of practice.

Locally adapted versions of DSoD are operational in the Municipalities of Oulu, Finland, and Odense, Denmark, with work soon to begin on adapting the programme in other Finnish municipalities and also in Greenland.

A national pilot project involving 100 schools is currently under way in Portugal.

The first Digital Schools of Pisa award ceremony took place in Italy in December 2018.

The online teachers' training course entitled *Digital Technologies in the Classroom*, highlighted above, was developed specifically by the INTO and can be accessed at <https://bit.ly/2VGegVc>

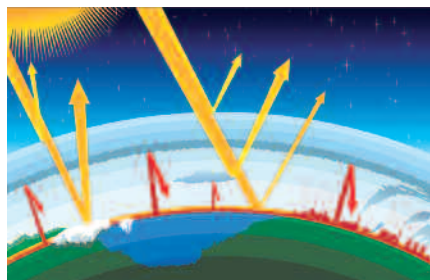
Additionally, halfway through the project the DSoD scheme was shortlisted for an EU Digital Skills award.

All EU-funded projects involve massive planning and organisation and a significant workload. Many projects produce excellent results but very few continue to exert a strong influence long after the project has concluded. The Digital Schools of Europe project has been – and still is – a project of great significance and lasting influence, and will benefit schools, teachers and pupils across the continent of Europe for many years to come.

ROBBIE O'LEARY recently retired from his role as principal of Sacred Heart SNS, Tallaght, Dublin 24. He continues to work with Dublin West Education Centre and with Digital Schools of Distinction.

Understanding climate

Climate change is a big topic and your students probably have lots of questions and ideas about it. It can be daunting to start a discussion or conversation. You may not have all the answers. At Cool Planet our aim is to empower students, teachers and families to understand climate change – the reality, the science and solutions to move towards a sustainable future.



Enhanced greenhouse effect on earth.

What exactly is climate change?

Climate change is characterised by an abrupt increase in the earth's average surface temperature. In the last century it is estimated the planet has become, on average, 10C warmer due mostly to human activity. Most scientists agree the cause of climate change is the increased consumption of fossil fuels since the industrial revolution.

Industrial innovations, clearing forests for cities and farming, inventions, travel and widespread use of electricity certainly transformed the way we live. However, they also demand a lot of energy and create a lot of waste! Burning of fossil fuels like coal, oil and natural gas

provided the required energy but, in the process, produced excessive amount of greenhouse gas such as CO₂. These greenhouse gases act like an invisible blanket trapping heat and warming the Earth. This causes the planet's temperature to rise.

We refer to this as global warming and the result is climate change.

So what does a little bit of extra heat do?

Well, unfortunately, it doesn't mean a nice warm summer or winter. It is actually causing a lot of damage globally and nationally. Just some impacts of climate change include:

- **Rising sea-level:**
sea level has risen about eight inches due to the melting of glaciers and ice sheets.
- **Ocean acidification:**
extra carbon dioxide in the atmosphere is absorbed by the oceans, making them more acidic.
- **Heat waves:**
heat waves are long periods of time with above-normal temperatures. As the earth warms, more areas will be at risk for hotter and more frequent extreme heat waves.
- **Wildfires:**
these are large fires that burn vast amounts of forests and brush. When they are not controlled, wildfires can destroy homes and be deadly.
- **Drought:**
global warming will increase the risk of

drought in some regions.

The scientific community believes the global temperatures will continue to rise for decades to come, largely due to greenhouse gas emissions from human activity. CO₂ can remain in the atmosphere for a long time. Even with lowered emissions we will continue to experience the impact of climate change throughout the 21st century. The reality is we can change this, we just need to work together towards a brighter future.

As the effects of climate change continue, our cities and towns have to adapt. We need to accelerate towards a cleaner, healthier, and more economically viable future through improvements in energy, transport, food, waste and greener industry.

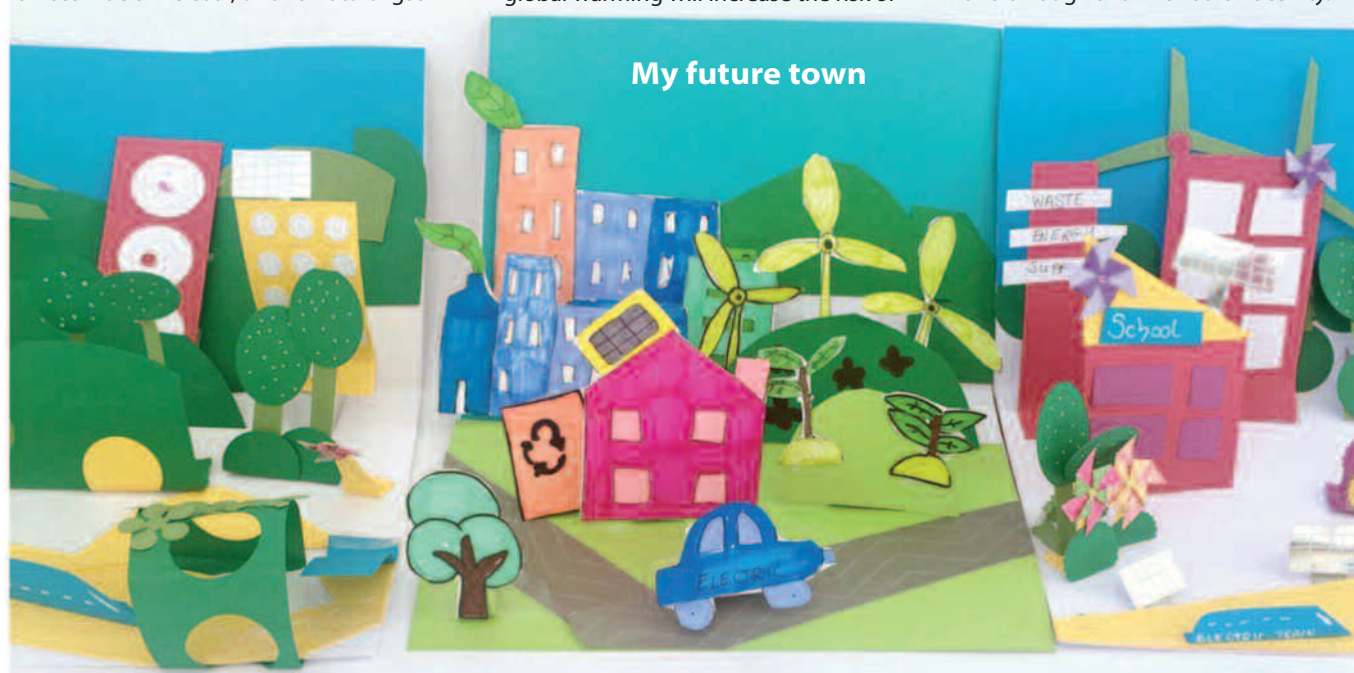
Everyone can play a part to create a sustainable and regenerative future. There are lot of things you can do to help, having a conversation about climate change is really good starting point.

It's time for us to engineer towards a brighter future.

Suggested lesson – designing a brighter future

Overview

This lesson is designed to allow students to create their ideal city or town of the future. It allows scientific information to be put into context while using innovative ideas and technological advancements. It is really good way to introduce climate change and our future world through a fun hands-on activity.



change

COOL
PLANET
EXPERIENCE

The lesson is designed to encourage a cross-curricular learning approach, it emphasises problem solving, critical thinking and STEAM learning. The end outcome prompts a discussion around climate change and what the future holds by asking students to deliver a show and tell based on their pop up creations.

Design brief: to design a city/town of the future

In the next 50-100 years the earth will continue to warm, we need to act now and find a more sustainable way of using the earth's resources.

In your town plan you must include the following:

- Energy – clean and renewable
- Transport – efficient and green
- Food – sustainable, low carbon
- Waste – reduce, reuse, recycle
- Biodiversity – protect the environment, nature and animals.

Background teacher notes

You will find a planning sheet with the main town requirements online in the resources section of the INTO website. An inspiration page with images of renewable energy, buildings etc. This can help to get students thinking about what their city will look like and also acts as a guide to drawing. Some students may find drawing a challenge and this acts as a useful aid to overcome this. Younger students could cut buildings directly from the sheet and use in pop up if they chose.

Trigger questions

How will your city look in the future, what will you do differently to how we live now?

Energy

Many cities and towns are trying to reduce energy they get from fossil fuels and move to renewable energy sources. How will you power your future city, wind, solar, hydropower or a combination of many different types?

- What methods will you use to provide electricity for the homes and buildings in your city?
- Will you commit to being 100% renewable?
- Will you allow non-renewable energy sources?
- Where will you put the renewable energy stations?

- Are they on every building, what do they look like?

Food

- Will you allow crops (fruits and vegetables) to be grown?
- Will you allow farmers to raise livestock (cows, pigs, chicken) on your island?
- Will you allow food to be imported that doesn't grow natively?
- Will you offer an incentive to grow your own food?

Transportation

- Will you allow people to own their own car in the town centre?
- Would you provide a cycle infrastructure?
- What type of cars are in use?
- Will you rely mostly on public transportation?
- What type of public transportation will your city rely on?
- Will you reward people who bike and walk to work/school?

Buildings

Green your buildings! As part of the design can your shops, schools, factories, libraries be built to be more energy efficient.

- How will you heat your school?
- How will you cool your buildings, open the window, include vents to self cool?
- Will you include rain water harvesting

that can be used to flower plants and garden?

Biodiversity

Green cities, lots of plants and trees help improve air quality by producing O₂ and absorbing CO₂. In addition, growing local veg and fruit reduces packaging, air miles and generally costs very little once established.

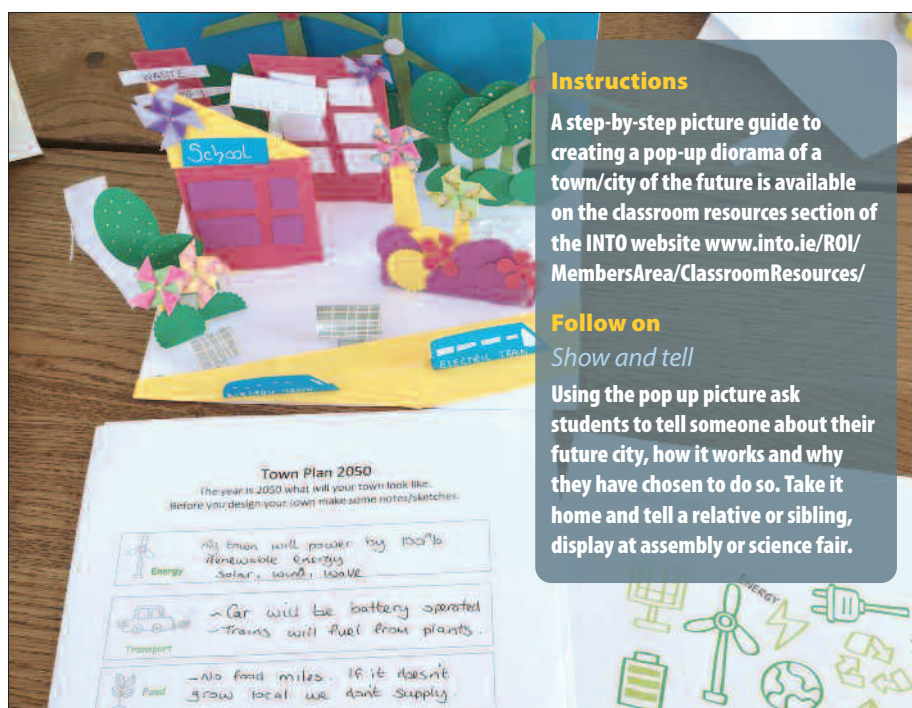
- Have you added plants and trees to your city?
- What about flowers, don't forget about the bees and pollinators?
- Does your city have a vegetable patch?
- Short on space? Grow vertically and on top of buildings, plants will grow on the sides of building and on roof tops.

Waste

Reducing, reusing, and recycling can help slow climate change. Every product has a life cycle, and every step – from manufacturing to disposal – leads to greenhouse gas emissions.

- Will you ban single use plastic?
- Encourage people to fix things?
- Sustainable fashion, do you really need to buy a new jumper?
- Food packaging, do we always need it?

Michelle Maher, Cool Planet, Powerscourt Estate, Enniskerry, Co Wicklow. coolplanetexperience.org or email info@coolplanet.ie



Instructions

A step-by-step picture guide to creating a pop-up diorama of a town/city of the future is available on the classroom resources section of the INTO website www.into.ie/ROI/MembersArea/ClassroomResources/

Follow on

Show and tell

Using the pop up picture ask students to tell someone about their future city, how it works and why they have chosen to do so. Take it home and tell a relative or sibling, display at assembly or science fair.



Amhráin agus dánta le beatha nua

Sa DVD *Cúl an Tí* tá beatha nua á tabhairt do dhá cheann déag d'amhráin agus de dhánta aitheanta Gaeilge le ceol agus beochan. Comhthionscadal idir Kíla, Cartoon Saloon, Fócas Films atá ann agus craoladh é mar shraith ar TG4 ar dtús.

Tá na hamhráin á gcasadh ag amhránaithe móra le rá: Mundy, Imelda May, Liam Ó Maonlaí, Mary Coughlan, Lisa Hannigan, Danny O'Reilly ó Na Coronas, John Spillane, Rónán Ó Snodaigh agus tá tionlacan ceoil ann ó Kíla. I measc na n-amhrán tá *Cill Aodáin*, *An Spailpín Fánach*, *Aonach Bhearna na Gaoithe*, *Cuirfimid Daeindí* agus *An Raibh tú ar an gCarraig?* agus ceol curtha le dánta, *An tEarrach Thiar* agus *Cúl an Tí*, mar shampla. Tá dhá amhrán nuachumtha ann ó Kíla freisin *Tá mé Gonna Getcha* agus *Fé Bhláth*.

Cuireann an amhránaíocht ar chumas páistí teanga nua a shealbhú agus bealaí eile a iniúchadh chun

- cumarsáid a dhéanamh le daoine eile,
- a smaointe agus mothúcháin a chur in iúl agus a
- iniúchadh a dhéanamh ar an saol mórtimpeall orthu.

Cuideoidh beochaintí Cartoon Saloon le páistí tuiscint a fháil ar na liricí mar go bhfuil scéalta na n-amhrán agus na ndánta léirithe go snasta iontu, rud a chuideoidh le fonn agus toilteanas na bpáistí a bheith rannpháirteach agus

tabhairt faoin gcanadh. Is féidir leis na páistí na liricí a léamh ar scáileán ríomhaire i stíl karaoke agus iad ag éisteacht leis na hamhráin agus ag féachaint ar na beochaintí. Is féidir bileog liricí nó bileog aistriúcháin na n-amhrán a íoslódáil ón DVD agus iad a phriontáil amach i bhfoirm PDF.

Tá cruthaitheacht agus samhlaíocht

Cuideoidh beochaintí
Cartoon Saloon le
páistí tuiscint a fháil ar
na liricí mar go bhfuil
scéalta na n-amhrán
agus na ndánta
léirithe go snasta
iontu

den scoth léirithe sa bhailiúchán seo a thaitneoidh le páistí agus le daoine fásta araon. Is cinnte gur acmhainn luachmhar d'aon seomra ranga atá ann. Cé go bhfuil cuid de na hamhráin sa bhailiúchán níos deacra ná a chéile, is cinnte go bhfuil go

leor ábhar ann a d'oirfeadh do pháistí i ranganna éagsúla sa scoil toisc an éagsúlacht atá ann. Tá moladh tuillte ag gach aon duine a bhí páirteach sa tionscadal.

Úsáid sa Rang

- Úsáid na beochaintí chun liricí na n-amhrán a mhúineadh chun ionchur teanga a dhéanamh
- Déan na hamhráin a chanadh ó chuimhne leis na páistí, rud a spreagfaidh smachta gutha, muinín agus mothú
- Spreag páistí le freagairt d'amhrán ar leith trí mhaíochtaí fuaime le cnag uirlisí a dhéanamh
- Iarr ar pháistí idirdhealú a dhéanamh idir na príomhuirlisí a chloiseann siad mar thionlacan leis na hamhráin
- Roghnaigh dán atá ar eolas ag páistí agus cuir ceol leis mar atá déanta le *Cúl an Tí* agus *An tEarrach Thiar*.
- Úsáid bogábhar, Photostory nó iMovie, mar shampla, agus iarr ar pháistí a scéal digiteach féin a chruthú bunaithe ar amhrán nó ar dhán atá ar eolas acu.
- Iarr ar pháistí comparáid a dhéanamh idir seanamhrán agus amhrán nuachumtha ón DVD – pléigh na cosúlachtaí agus na difríochtaí atá eatarthu.

MÁIRE NIC AN RÍ, Oifigeach Bunscoile, COGG.

Grow from Seeds

Erasmus+ Project in Kildare Town ETNS

Two years ago, Kildare Town Educate Together NS embarked on a new venture in partnership with the Gaiety School of Acting and a group of international partners, Gilden-Grundschule (a primary school in Germany), La Transplanisphère (theatre company based in France), Plan International (children's rights agency in Ireland) and Les Fougères, Le Raincy (a primary school in France). The collaborative group developed a new project in 2017 called 'Grow from Seeds' which is co-funded by the EU Erasmus+ programme.

The project is based in primary schools and its aim is to promote inclusion, diversity and improve understanding of interculturalism among pupils.

The project is based in primary schools and its aim is to promote inclusion, diversity and improve understanding of interculturalism among pupils. The methodology used to deliver this education programme adopts multiple strands of creative drama (storytelling), visual arts and performing arts. Grow from Seeds aims to engage schools and their staff in developing a collective understanding of how to maximise the richness and depth of our students' intercultural educational experience. The aim is to achieve this by embracing our diverse population, developing social cohesion, promoting inclusion and improving intercultural skills among our pupils.

What is Kildare Town Educate Together's involvement in Grow from Seeds?

The project began with an e-book, which was published online in early October and is available to download from the

Grow from Seeds website. Our school was involved in researching and writing the chapters of the book. The book provides a background and context for inclusion in primary schools and the diversity of populations within the partner countries. It then builds upon recent research reviewing the definitions and principles of intercultural education and compares its policies across all three countries. Our teachers reported that by reviewing existing articles, blogs and reports, their understanding of what is meant by intercultural education was enhanced. This in turn would inevitably have a positive influence on classroom practice.

Putting the Grow from Seeds methodology into practice

We were also involved in testing *The Grow to Show Play Handbook*. The handbook uses an open framework pedagogy approach, encouraging inclusivity in the classroom and providing teachers and pupils with resources and frameworks that explore communication skills and critical thinking. Facilitators from The Gaiety School of Acting, Caroline Coffey and Seamus Quinn, both researchers and teachers in the field of acting, came and worked with pupils of second class along with teachers Maureen Moran and Cathy Costello. Their aim was to create a safe space for creative expression, for all pupils, through drama activities, games and improvisation, while discussing the story of *Tír na nÓg* and other legends.

The next part of the pilot phase involved creating the story – *The Six Part Call to Adventure Story*. The pupils worked with the facilitators to create the story collaboratively as a group. *The Cowgirls Competition* was born – an epic tale of sibling rivalry, where two sisters, Kate and Kylie set themselves a challenge to see who could race around the world by horseback the quickest to be featured in the Guinness Book of Records.

Our teachers genuinely enjoyed the whole process and felt very comfortable about delivering the workshops themselves – "We would be happy to teach the workshop in the future. It was accessible and definitely do-able" reported Maureen.

All pupils thoroughly enjoyed it – the activities were engaging and child-centred. "The content of the workshop catered for all pupils, regardless of academic and social ability" added Cathy. Both teachers felt the methodologies provided opportunities for self-expression and increased confidence in pupils was noted by our teachers. In the following transnational meeting for partners, in Dortmund and Paris, we had the opportunity to see the plays written collaboratively by the pupils in Gilden-Grundschule and Les Fougères, Le Raincy. It was a great opportunity to see how the Grow from Seeds methodology works and how it was easily adapted in different countries.

The *Grow to Show Play Handbook* was published online in October, showing examples of the scripts. The purpose of the methodology is to facilitate

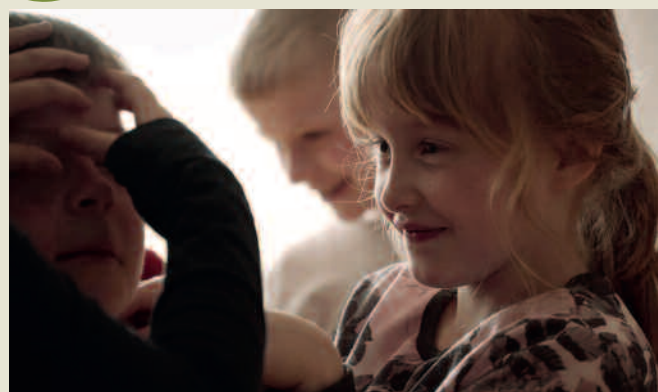
When is the project expected to be completed by?

The project is expected to run for another 15 months and the teachers, researchers and creative partners are expected to produce a toolkit, *Sharing Knowledge Platform*, that will feed into schools' policies, approaches and future collaborations. The Gaiety School of Acting will provide free training for teachers next summer, details of which can be found below. The project will end with the international conference in March 2020 in Dublin.

We have loved being part of Grow from Seeds and we think that all strands developed under the funding could be adopted by any primary school in Ireland and Europe. The project will offer a range of methodologies and simple frameworks of exploration, evaluation, and implementation for primary schools. We feel there are new insights to be gained for all teachers under the project and have found it to be very worthwhile and meaningful.

Free summer courses for teachers 2019

All creative partners are now testing the seven drama-based experiential workshops designed to investigate and explore the themes of social inclusion, social cohesion, active citizenship and



empowerment. These workshops, currently in development, will be accessible on the Grow from Seeds website in due course.

The workshops will be part of the summer course training for teachers, which will be available for free in 2019. They will be approved by the Department of Education and Skills for EPV days. It is envisaged that each teacher, after the training, will be equipped with the skills to deliver the same or similar content with their own students. The programme implemented by the trained teachers will encourage dialogue between students of different cultures, beliefs and religions. The training will provide the handbook on the methodology of the play and year-round programme. It will outline the process developed, and provide step-by-step guidance on how to implement the programme in primary schools. A detailed description of the activities involved in running the programme will be outlined. The content will be designed for a 5-day summer course training.

For further info on Grow from Seeds summer courses 2019, please contact Dr Anna Kadzik-Bartoszewska at educate@gaietyschool.com



You can follow the Grow from Seeds projects on our school website www.kildaretownet.ie/grow-from-seeds/ and the following social media platforms:

Website: growfromseeds.eu
Facebook: [www.facebook.com/Grow-](https://www.facebook.com/Grow-from-seeds-160068394697358/)

[from-seeds-160068394697358/](https://www.facebook.com/Grow-from-seeds-160068394697358/)
Twitter: twitter.com/GrowFromSeeds
LinkedIn: www.linkedin.com/company/grow-from-seeds/

GERRY BRESLIN, Principal, and RACHEL BURKE, Deputy Principal, Kildare Town Educate Together NS.

Reviews

Dánta do Pháistí – éadrom agus spraíúil

Cnuasach de dhánta do pháistí idir cúig bliana d'aois agus deich mbliana d'aois is ea *An Bogha Báistí: Dánta do Pháistí* le Frankie agus Niamh Leonard. Sé dhán is fiche atá ann san iomlán. Baineann cuid de na dánta leis an nádúr; baineann cuid eile leis na séasúir agus le timthriall na bliana; pléann roinnt de na dánta le téamaí sainiúla ó Churaclam na Bunscoile agus baineann na dánta go léir eile le gnéithe éagsúla de shaol an pháiste.

Ó thaobh stíle de, tá na dánta éadrom agus spraíúil. Faightear greann ag sní trí na véarsaí. Uaireanta, is greann áiféiseach gan trua é, ach is greann é a bhainfidh gáire as leanaí óga agus a chabhroídh leo Gaeilge a fhoghlaim ar bhealach taitneamhach:

*Fear ar an dréimire,
ag péinteáil an tí.
Sciarr an dréimire,
Féach an fear buí! (lch 19)*



*Solas na gréine
Is braonta báistí,
Dearg, órga,
Glas agus buí... (lch 1).*

Molaim, freisin, na macallaí ó thraidisiún liteartha na Gaeilge sna dánta. Tugann 'An Fháinleog' an gearrscéal 'Eoghainín na nÉan' le Pádraig Mac Piarais chun cuimhne agus ní haon chomhtharlú é gurb é 'Eoghainín' an t-ainm atá ar an mbuachaill ann. Mar an gcéanna leis an dán 'Éadaí': tá macallaí ann ó 'Ar Chúl an Tí' le Seán Ó Riordáin:

*Ní chaitheann bó éadaí,
Ní chaitheann muc bróg
(lch 10).*

Thar aon rud eile, áfach, is iad na léaráidí áille atá le moladh. Tá stíl nua-aimseartha ar leith ag an ealaíontóir agus éiríonn léi éirim spraíúil na ndánta a ghabháil go cumasach.

Éabhlóid. ISBN: 9780956501653.

Costas €8.

Leis an Dr MARIE WHELTON, Institiúid Oideachais Marino.

Facing the challenges of motor co-ordination difficulties at school

Dexter and Me narrates the story of how a child with motor co-ordination difficulties negotiates the physical challenges of school life. The author, Ines Lawlor, herself an occupational therapist, has created a sensitive realistic story which can be shared with children to help them understand how the brain plans and carries out complex sequences of movement.

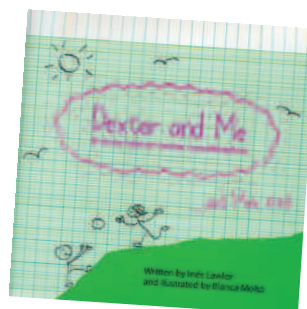
The delightful illustrations by Bianco Molto use images and ideas from a scientific world to bring the story to life. Dexter is a 'discriminator' whose job it is to put together all the movements needed to carry out physical activities. Initially at school sports day the child learns that sometimes Dexter cannot work quickly enough in order to put together more complex movement plans. With the help of Dad and Mrs Teach the child realises that it is he who must help Dexter by practising the movement skills associated

with more difficult tasks. Armed with this can-do attitude we see the child overcoming many challenges such as organising his schoolbag, copying down from the board and even riding a bike without stabilisers!

This is a practical and appealing book which could help children share their experiences and reassure them that, with support and practice, even more difficult activities can be negotiated. The book also includes some activity pages and is suitable for use in a school or home setting for children aged six and above.

LDA Learning. ISBN: 978-1-85503-631-4. Cost: €15.

Reviewed by SHARON O'DRISCOLL, Coachford NS, Coachford, Co Cork.



United friends ... divided loyalties

Willingly tasked with the role of spy for rebel leader Michael Collins, 14 year old orphan, Johnny Dunne, takes us on a heart-pounding journey in his quest for a 'different kind of Ireland'.

His loyalty to the cause is tested by his relationship with Stella Radcliff, the daughter of a British officer. Alice Goodman, a feisty and vocal mutual friend of Stella and Johnny, is the third main character in this exciting story where young teens look out for each other and have a mature ability to separate friendships from political beliefs.

Johnny learns the tricks of the spy trade from his idol Michael Collins. But after finding out about his past and wanting to start a new life, will Johnny maintain the plausibility and coolness of Collins to save his own life and those he loves?

Spies, written by Brian Gallagher, is a historical fiction that immerses the reader into an Ireland full of Black and Tans, soldiers, rebels, and police informers. Ireland's War of Independence is portrayed from both sides and this book could be a fantastic resource to discuss and debate the dilemmas faced in the throes of war. Its rich vocabulary, unravelling plot and teen friendships would make a fine class novel for 11–12 year olds/sixth class.

O'Brien Press. ISBN: 978-1-84717-980-7. Cost: €8.99

Reviewed by MARGO O'DOWD, Flemby NS, Co Kerry.



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 March issue of *InTouch* should arrive in Head Office by Monday 11 February 2019.

The deadline for the April issue is 11 March.

Please email copy to editor@into.ie



INTO AVC Plan – Annual Trustee Report

The Trustees of the INTO AVC Scheme, Irish Life Trustee Services Ltd., signed off on the most recent annual report on 20 December 2018. This report on the AVC Plan is now available to members of the scheme.

The report provides an outline of the operation of the scheme and details of its financial position for the year ending 31 March 2018. A copy of the report is available to members on request from Georgina Glackin (gglackin@into.ie) at Head Office.

Cornmarket Brokers will provide a synopsis of the report with their annual benefit statement documentation to be issued to the members of the scheme.



New toolkit for teachers

The European Commission has developed a new toolkit for teachers focusing on Europe's cultural heritage. It targets students aged from 10 to 15 and is available in all of the 24 official EU languages. Download from europa.eu/cultural-heritage/toolkits/toolkit-teachers_en

The toolkit offers two lesson plans: the first introduces the topics of exploring cultural heritage in a fun way, and the second invites students to explore European cultural heritage with practical projects. It also includes 16 ideas for activities, both inside and outside the classroom, and an online game students can play in pairs or groups.

A set of posters is also available to download.



Reunion

ST PAT'S CLASS OF 1969

50th anniversary reunion of classmates of St Patrick's Training College who graduated in 1969.

Organising Committee: Jimmy Kavanagh, Maurice Daly, Michael Creedon, Pat Cahill, Richard Byrne and Pádraig Ó Donnabháin.

Venue: DCU St Patrick's Campus

Date: Friday, 23 August 2019

If you wish to attend, or be notified of further event details, get in touch with the alumni office to update your contact information.

You can do this online via dcu.ie/keepintouch or email alumni@dcu.ie

Telephone: 01 7008689

Email: alumni@dcu.ie

Webform: dcu.ie/keepintouch



Save the date!

Dr Mark Rowe, GP and author of *A Prescription for Happiness*, presents a guest lecture on Saturday, 9 March 2019, in the School of Education, Maynooth University. All welcome! Event kindly supported by the Teaching Council.



Science Day for teachers

The 2019 annual conference of the Irish Science Teachers' Association (ISTA) will have a full day of talks and hands on sessions for primary teachers on Saturday, 13 April 2018, at St Patrick's College/DCU, Drumcondra.

For those who wish to develop the teaching of science in their school or choose science as a topic for School Self Evaluation. Sessions on 'Working like Scientists', 'LEGO in Science Education', and 'Creativity and Integrating Art with Science' and more. For more information visit www.istaconference.com/primary-science



Competition winners

The winners of our December *InTouch* competition were:

Fiona Phelan, Noreen Ryan and Patricia Sadlier. Each won a copy of *The Summer of Lily and Esme* audiobook, courtesy of the author John Quinn.

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

Winners Of November Draw 2018

CAR – TOYOTA YARIS HYBRID

Rosemary McPhilips, Kilkenny School Project,
Waterford Rd., Kilkenny

CASH €2,000.00

Two winners' details withheld by consent

CASH €1,000.00

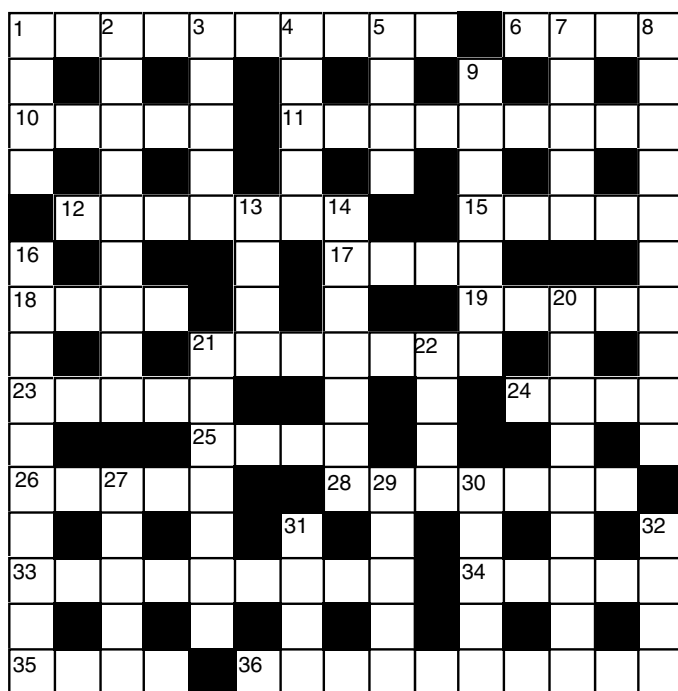
Enda Wyley, South Circular Rd., Dublin 8.

CASH €1,000.00

Two winners' details withheld by consent

Comhar Linn Crossword no195

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 1st March 2019. Photocopied crosswords are not accepted.



NAME:

ADDRESS:

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

Gordius – In Touch Crossword No. 194 December 2018 Solution

Across: 1. Delicatessen 7. Ova 9. Cyan 10. Dim sum 11. Inca 14. Grade 15. Naomi 16. Amid 18. Ducat 21. Eiger 22. Often 23. Satan 24. Oxen 25. Civil 26. Agate 29. Fowl 33. Loathe 34. Reap 36. Rue 37. Playing by ear

Down: 1. Dry 2. Lint 3. Code 4. Tamar 5. Sound 6. Noun 8. Aladdin's lamp 9. Counter Offer 12. Tongue 13. Tiers 14. Godot 17. Motive 19. Canoe 20. Torch 27. Glory 28. Titan 30. Weep 31. Herb 32. True 35. Air

Gordius – InTouch No. 194 Solutions winners are Liam O'Sullivan, Clonmel, Co. Tipperary and Risteárd Cotter, Belgooly, Co. Cork

ACROSS

1. Corner boy who may not have had a finger in every pie - but certainly a thumb in one! (4,6)
6. After one victory, many will follow – it's a breeze! (4)
10. Din caused by some Hanoi senators. (5)
11. A Renaissance sculptor will give novices the love! (9)
12. Lionel finds part of the hospital more chaotic. (7)
15. Rock with a hot Rabbinic scroll. (5)
17. See 1 down.
18. Father, an alternative is to return to the highway. (4)
19. Behold, travel north to make use of the internet. (3,2)
21. Babyhood in ornate form. (7)
23. Is Ken scattering some geese? (5)
24. Ring Kilmer from a cricket venue. (4)
25. See 9 down.
26. Drink, bachelor - then dance. (5)
28. Unhealthy habit of the monarch of South Mayo. (7)
33. Being in a more fortunate position, the gambler has been shown the red card, it seems. (6,3)
34. Is it a spacious part of Macroom? Yes. (5)
35. Notice a blemish. (4)
36. Astronomical object identified by an actor using just two digits? (6,4)

DOWN

- 1 & 17a. Novel in which Tarzan's mate meets some square from Galway. (4,4)
2. Do felons surf on this during a lawless period? (5,4)
3. Pays attention to male editors. (5)
4. High ground in central Bridgend. (5)
5. Waterway found in Never Never Land. (4)
7. Upset? Riled by a lazy type. (5)
8. Have horn loaded up thus - it facilitates entry. (4,6)
- 9 & 25a. Steamy hotel transformed into a big house. (7,4)
13. Terrible chap with just one vehicle. (4)
14. Worries less about fifty hatchets. (7)
16. Bans all but amateur writers? (10)
20. Complaining that generous behaviour is prohibited. (6,3)
21. Does it help an asthmatic be popular as well as more healthy? (7)
22. Ms Chanel was doubly firm. (4)
27. Parisians find such public transport to be beneath them! (5)
29. Criminal organization responsible for part of a Parma fiasco. (5)
30. The Kingdom of Ms Katona? (5)
31. It's the first dance for a Native American. (4)
32. One who adds colour to some shoddy ermine. (4)

Gordius / In Touch Bumper Christmas crossword 2018 Solution

Across: 1. Knock-on effect 7. Plumes 12. Nibble 14. Bel canto 16. Rinse 17. Erie 18. Sea 20. Oars 21. Assumed 23. Chain-saw 26. Out 27. Implicit 28. See Amid the Winter's Snow 30. Gain 31. Stir 34. Fear 36. Thespian 37. Loop Heap 40. Moths 41. Duty free 46. Prey 48. Aida 49. Cop 52. Conjuror 53. Ayr 59. Essay 32. Red 33. Thou 35. Roll call 38. Hippo 39. Aunt 41. Dip 43. Emoji 47. Foil 49. Come to 50. Path 51. Promised 54. Hamper 56. Pigeon 58. Amend 63. Fret 66. Elm 68. Moo

Down: 1. Kingston 2. Cob 3. Oder 4. Embers 5. Following yonder star 6. Ten lords a-leaping 9. Montmartre 10. Speedy 11. Coda 13. Legate 15. A drop of the hard stuff 19. Acts 22. Skit 24. No-go area 25. Vital 29. Essay 32. Red 33. Thou 35. Roll call 38. Hippo 39. Aunt 41. Dip 43. Emoji 47. Foil 49. Come to 50. Path 51. Promised 54. Hamper 56. Pigeon 58. Amend 63. Fret 66. Elm 68. Moo

Gordius – InTouch No. 193 Bumper Solutions winners are Caoimhín Ó Drisceoil, Eochail, Co. Chorcaí. Kevin Henry, Ballyhaunis, Co. Mayo. Julie Christie, Drogheda, Co. Louth. Aoife McDermott, Malahide Road, Dublin 13. Seamas Kelly, Boher, Co. Limerick.

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



CBI recommended read – Jan/Feb

Dr Hibernica Finch's compelling compendium of Irish animals

Written by Rob Maguire and illustrated by Aga Grandowicz
Little Island Books 2018 (PBK) 58pp, €25, ISBN 9781910411940

Using the fictional voice of zoologist Dr Hibernica Finch, we are offered this fascinating study of native Irish animals. Essential facts are given on each creature, including their Latin name, diet, size and lifespan. The factual information is interspersed with witty sidenotes and musings, creating a refreshing light-heartedness.



Large, lifelike images of each animal appear alongside smaller sketches which are designed to show particular features in more detail. The layout of the content is designed to create the feeling of browsing through a collection of field notes, with paragraphs that appear to be ripped from notebooks and pasted among the coloured pictures.

The factual information is presented in a sophisticated manner and includes high-quality illustrations. The mix of information, pictures and humour would particularly appeal to children who prefer to read non-fiction, while the glossary at the back explaining the more technical terms makes this a good resource for school projects. Non-fiction. (Ages 8–10, 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




Star site



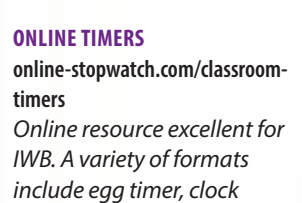
Top 10



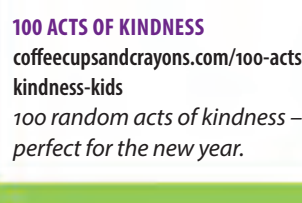
CAHERCONLISH NS, CO LIMERICK
caherconlishns.ie
A good, simple and easy-to-navigate design. The homepage contains a visual newsfeed with the most up to date events in the school appearing at the top.



WAKELET
wakelet.com
A free note-taking and bookmarking service which is a nice alternative to Padlet. Collections can be made public and shared with other teachers or pupils in your school.



ONLINE TIMERS
online-stopwatch.com/classroom-timers
Online resource excellent for IWB. A variety of formats include egg timer, clock countdown, rocket timer, candle timer, bar timer and running timer, among others.



100 ACTS OF KINDNESS
coffeecupsandcrayons.com/100-acts-kindness-kids
100 random acts of kindness – perfect for the new year.

The most clicked resources at the start of term

- 1 CREATIVE DRAMA LESSONS**
childdrama.com/lessons.html
Long list of class activities sorted by age level covering infants all way up to sixth class or even secondary.
- 2 RAINN AGUS AMHRAIN**
resources.teachnet.ie/clane/2008/index.html
Songs and rhymes based on curriculum topics.
- 3 ATHLETICS STATION TEACHING**
scoilnet.ie/uploads/resources/15267/14908.docx
Layout of hall for an athletics class for Infants.
- 4 CÉ MÉ FÉIN?**
scoilnet.ie/uploads/resources/22978/22701.pdf
Seo bileog oibre don chéad cúpla lá ar scoil leis na páistí a chur ag caint agus aithne a chuir ar a chéile.
- 5 CHARACTER ANALYSIS WORKSHEET**
scoilnet.ie/uploads/resources/23155/22878.pdf
Downloadable Scoilnet worksheet for analysing characters in a play, novel, drama or film.
- 6 INTERACTIVE SITES FOR LEARNING MUSIC**
interactivesites.weebly.com/music-fun.html
A collection of engaging music animations which students can interact with.
- 7 SA BHAILE - AONAD FHOGHLAMA**
scoilnet.ie/uploads/resources/11797/11428.pdf
Cludaíonn sé luascháirtai, Cáirtai taispeántais, Ceisteanna agus gníomhachtaí eile.
- 8 MICHAEL COLLINS**
generalmichaelcollins.com
Covering his childhood, 1916, War of Independence, rebellion, truce and treaty negotiations to his death in Béal na mBláth.
- 9 SLEAMHNÁIN GHRAMADAÍ**
scoilnet.ie/uploads/resources/20790/20513.pptx
Sleamhnáin PPT atá anseo a bheidh úsáideach do mhúineadh agus d'fhoghlaim na gramadaí.
- 10 THE WATER CYCLE**
epa.gov/safewater/kids/flash/flash_watercycle.html
An interactive animation where the pupil is shown the story of the water cycle.