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INTO president calls on Ireland's captain



into 

Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

150 

Keeping InTouch

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



Our cover this month features Ciara Griffin, Donoughmore NS, Limerick, captain of the Irish women's rugby team, with INTO president John Boyle and her principal Emer Clifford. Ciara is pictured on this page with her colleagues in Donoughmore NS. Pic: Press 22

GENERAL SECRETARY'S COMMENT

Inspiring children into sport

Despite massive capital and current under-investment from government, physical education has a strong place in Irish primary school life.

Although many schools lack the indoor sports facilities a climate like ours requires and have to fundraise for resources, primary teachers make sure that children get opportunities to participate in physical activity and experience a range of sports. In doing so they offer boys and girls an alternative to 'screen dominated' lifestyles and lay the foundations for a healthier and happy future. Never was this more important.

Happily, many sporting structures outside the school gates have expanded their participation and now actively promote sport for women. While equality is a long way off, some progress has been made. Although many media outlets have yet to expand their coverage of women's sports, sharp commercial operations have not been slow to spot advertising opportunities through sponsorship which will lead to further progress.

There are still huge challenges to overcome to encourage

more girls into a lifetime of sport, particularly in the teenage years, but there is no doubt that a change is taking place.

It is not that long ago that an All-Ireland winning captain predicted a bleak future for Gaelic football because of the declining number of males in primary teaching. Today both the men's and women's games thrive on the foundations built up from the primary schools of Ireland. Similarly, rugby is starting to be seen as a sport for both men and women.

The cover of *InTouch* this month features Ciara Griffin, captain of the Irish rugby team who is an INTO member in Limerick. While Ciara is in a unique position to inspire children, especially girls, into a sporting life, all teachers can have a profound influence on their futures.

How refreshing and farsighted it would have been to see this potential recognised in last month's national development plan Project Ireland 2040.

Sheila Nunan

InTouch General Editor: Sheila Nunan
Editor: Peter Mullan
Assistant Editor: Lori Kealy
Editorial Assistants: Selina Campbell, Yvonne Kenny, Karen Francis
Advertising: Mary Bird Smyth, Karen Francis
Design: David Cooke
Photography: Moya Nolan, Shutterstock

Correspondence to: The Editor, *InTouch*, INTO Head Office, Vere Foster House, 35 Parnell Square, Dublin 1
Telephone: 01 804 7700
Fax: 01 872 2462
LoCall: 1850 708 708
Email: editor@into.ie
Website: www.into.ie/m.into.ie

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Countdown to 150th Congress

#INTOCongress18

The 150th Annual Congress of the INTO will take place in the INEC, Killarney, from 2 to 4 April 2018.

More than 850 delegates from branches and districts throughout the country will be in attendance for three days to discuss and debate issues of concern to INTO members.

INTO president John Boyle will give the keynote address on Monday afternoon. The following day the Minister for Education and Skills will address Congress and the INTO general secretary, Sheila Nunan, will respond.

On Tuesday 3 April and Wednesday 4 April, matters affecting the conditions of employment of teachers will be

discussed and debated by delegates.

A live webcast of the public sessions of Congress 2018 will be available on the INTO website. Full details, including the programme for Congress will be available on the website.

The twitter hashtag for Congress 2018 will be #INTOCongress18.

INTO Conference App

A conference app is available for delegates attending Congress. Download onto your iPhone or iPad from the iTunes or Google Play stores. Search for 'INTO Conference' or select the link on the INTO website on Annual Congress 2018 page.

Once downloaded you will be able to

view information including Congress agenda, public motions, speeches, press releases etc. You will also be able to navigate your way to Congress by using the location and maps section.

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

Accommodation

If you are looking for accommodation during Congress, there is still limited availability in The Gleneagle Hotel (Congress hotel), please call reservations on: 064 6671550. For all other information on where to stay, eat and things to do in Killarney, please visit www.killarney.ie.

Creche at Congress 2018 and subvention process

As previously notified (*InTouch*, January/February 2018, page 7 and e-newsletters) it is not possible for the INTO to provide crèche facilities for children aged 2½ years and younger at Congress 2018. We are continuing to work with TUSLA, and through the vetting process, to ensure that we will be able to provide for children aged between 2½ and 4½ years of age. We are more optimistic than previously that we should be able to provide for

children between 2½ and 4½ and will provide a further update on this as soon as possible via the INTO website.

In order to assist delegates who are parents of children aged 2½ years and under, the CEC has now decided that such delegates should be supported by way of payment of a subvention towards arrangements which they must make for their children within that age range (0–2½ years) during

the period of Annual Congress 2018.

Details of this subvention, the related application process and the confirmation required, are available from branch and district officers or by emailing gglackin@into.ie. Delegates who wish to avail of the subvention should ensure that the necessary documentation is returned to the INTO not later than Friday, 23 March 2018.

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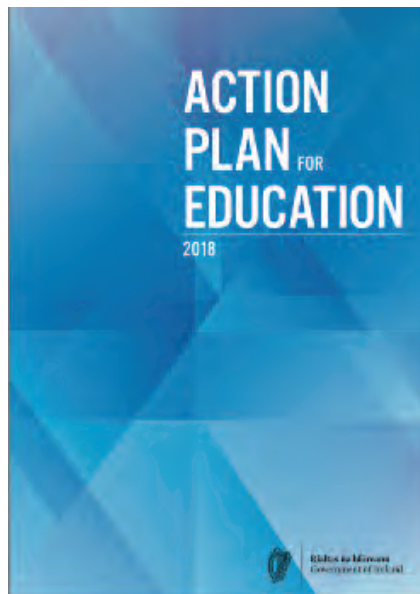
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Serious shortcomings in government plan

The INTO has criticised the government's 2018 Action Plan for Education as a smokescreen designed to mask serious shortcomings in the education system.

The general secretary, Sheila Nunan, described the plan as more soundbite than substance saying it fell down on any commitment to resource key requirements of a modern education system.

She cited, as an example, plans to revise the primary mathematics curriculum to include coding without an upfront investment in teacher professional development, an adequate



schools IT budget and fast reliable broadband in all parts of Ireland.

Ms Nunan said the Chief Inspector's report announced at the same time showed Irish classes to be the second largest in the EU and expenditure per student at primary level almost ten per cent below the EU average.

The DES 2018 Action Plan for Education was launched last month in St Audoen's NS in Dublin.

“...more soundbite than substance”

Among the key actions in the 2018 Action Plan are:

- ✦ **School Excellence Fund:** Support school clusters to undertake innovative projects in areas of Digital, Disadvantage, Creativity, Gaeltacht and School Inspection under the School Excellence Fund.
- ✦ **Leadership:** Support schools in deploying the recent investment of 3,000 extra posts of responsibility. Improve middle management structures in schools and empower school leadership with training, mentoring and resources. A proportion of the CPD budget will be dedicated to delivering on strategic priorities such as innovation and leadership.
- ✦ **Brexit:** Implement Foreign Languages Strategy to significantly increase the number of students studying a foreign language at all levels. Increase Erasmus uptake.
- ✦ **Digital:** Implement School Excellence Fund – Digital to support schools in digital innovation. Progress new mathematics curriculum for primary schools to include elements of coding.
- ✦ **Disadvantage:** Update DEIS Plan to tackle educational disadvantage. Develop a more tailored resource allocation model for DEIS schools.
- ✦ **Parental Choice:** Enact the Parent and Student Charter Bill and the School Admissions Bill. Shortly commence Reconfiguration for Diversity process to deliver step up in number of multi-denominational schools.
- ✦ **Wellbeing:** Recruit 10 more NEPS psychologists. Provide more guidance to schools on the use of external providers. Publish Wellbeing Policy Statement. Expand Student Support Teams.
- ✦ **Special Education:** Develop first ever In-School Speech and Language Therapy Service. Undertake comprehensive assessment of the SNA scheme to ensure we are achieving the best outcomes for children with special educational needs.
- ✦ **Critical Skills:** Deliver new, revised literacy and numeracy targets given the success of Irish students in meeting existing ones.
- ✦ **Curriculum:** Develop new Religion and Ethics programme for primary schools.
- ✦ **Teacher Supply:** establish a Teacher Supply Steering Group; build on initiatives already announced and develop a policy on teacher supply to support the availability of relevant teaching resources across the system in the short, medium and long term.
- ✦ **Gaeltacht:** Implement Gaeltacht Schools Policy – for which the budget this year has doubled. Issue grants and resources for schools who have opted into Gaeltacht schools scheme. Commence Schools Excellence Fund – Gaeltacht. Commence new M.Ed programme for Irish language teachers.

2018/19 staffing circular published

The DES recently published Circular 0010/2018 outlining the staffing arrangements in primary schools for the 2018/19 school year. As a result of INTO pre-budget lobbying of public representatives there will be a one point improvement to the primary staffing schedule for the 2018/19 school year. The primary staffing schedule will operate on the basis of a general average of one classroom teacher for every 26 pupils.

Lower thresholds apply for DEIS Band 1 schools.

Redeployment timelines

Main Redeployment Panels will be published at the end of March 2018 with a timeline up to mid-April for schools to appoint teachers from the panels to vacancies. Thereafter, panel officers will be appointed to facilitate the redeployment of surplus permanent/CID holding teachers. The allocation of teaching posts is contingent on schools complying with redeployment arrangements. Boards of management may not commence a recruitment process to fill a teaching vacancy until the DES is satisfied that vacancies are not required for the redeployment of surplus permanent/CID holding teachers.

Developing school posts

Wednesday, 14 March 2018, is the closing date for schools to submit their application for developing post(s) on the basis of their projected enrolments for September 2018.

The circular details developing school criteria for 2017/18.

Administrative principal and administrative deputy principal

The criteria for the appointment of administrative principal and



Pictured at the INTO pre Budget lobby in June 2017 were John Boyle, INTO President, Martin Heydon TD and Barry Morrissey

administrative deputy principal posts have been reduced in line with the schedule

Deputy principal appointments

Circular 0063/2017 'Leadership and Management in Primary Schools' provides for the appointment of deputy principal posts by open competition for schools with 18 classroom teachers or more in the 2018/19 school year. Such schools with deputy principal vacancies for the 2018/19 school year should advertise the post as soon as the vacancy becomes known to the school. If the deputy principal is appointed from within the existing school staff, the resultant vacancy must be filled through the published redeployment arrangements. If the deputy principal vacancy is filled through external appointment, no vacancy arises for the panel.

Circular 0063/2017 allows that where no internal applicant applies for the deputy principal post in schools with less than 18 classroom teachers, the school may proceed to fill the post through open competition. In this situation, no vacancy arises for the panel. The deputy principal

post will be filled through open competition.

Special education teacher posts (SET posts)

The special education teaching allocation for each school was notified by the NCSE in March 2017. All existing SET clusters will remain in place.

Schools that are in an existing clustering arrangement (agreed for the 2017/18 school year) do not need to notify the Department as these clusters will remain in place for 2018/19. Schools with part-time hours may enter into a cluster arrangement to achieve a full-time permanent post (25 hours) through sharing arrangements with other neighbouring school(s) and were required to notify the Primary Allocations Section by Friday, 23 February 2018.

Language support posts

Schools that were allocated a permanent language support post(s) (EAL) in the 2017/18 school year will retain this post(s) for the 2018/19 school year. Section 4 of the circular outlines the appeal criterion for additional temporary language support post(s).

Contracts of Indefinite Duration – FAQs

The Department of Education and Skills has issued an FAQ for teachers and schools in relation to claiming CIDs.

In assessing CID applications, there are two steps to be followed:

1. is the teacher entitled to a CID? and
2. if the teacher is entitled to a CID,

what hours is that CID for?

Both steps are covered in the FAQ document which is available at www.education.ie/en/Schools-Colleges/Services/Teacher-Allocations/Teacher-Allocation/faqs-on-contracts-of-indefinite-duration-version-1-.pdf

The FAQ should be read in conjunction with DES Circular 0023/2015 – Implementation of the Recommendations of the Expert Group on Fixed-Term and Part-Time Employment in Primary and Second Level Education in Ireland.

Joint union rally on pay equality

7 March 2018 at 4 p.m.

The teacher unions INTO, ASTI and TUI have agreed to hold a joint demonstration at the Dáil in advance of the report on pay equality which is mandated under the Public Service Pay and Pensions Act 2017.

This rally will be mainly representative of Dublin region branches of the teacher unions and is scheduled for 4 p.m. at the Dáil on Wednesday 7 March.



INTO 150 charity cycle for Focus Ireland

As part of the INTO 150 celebrations, it is planned to have INTO members cycle 150km for Focus Ireland.

The cycle will take place on 21 April in west Cork from Skibbereen to Glengarriff via Mizen Head and Sheep's Head. Registration for the event costs €75. This will include a unique INTO 150 cycling jersey, a shower cycling jacket, lunch, roadside water, fruit and energy bars, goody bag, experienced motorbike marshals, bike mechanic, and a massage service both before and after the cycle.

For anybody staying in Skibbereen, there will be a free bus transfer back for bicycles and cyclists.

INTO members and family members are welcome to register. When registered, you will be sent an Everydayhero 'Team' fundraising online link so you can then raise money for Focus Ireland.

It is hoped that 40 INTO members, family and friends will cycle on the day.

For further information please check the January/February 2018 *InTouch*, the INTO website or email mmconigley@into.ie.

Please register at: <https://wildatlanticwaycyclesportif.ie/tour-option/into-stage-2-skibbereen-glengarriff/>

FOCUS Ireland

ICT in schools

In February 2018, the DES published Circular 0011/2018 announcing details of the grant scheme for ICT infrastructure for the school year 2017/18.

In response the INTO described the ICT grants for primary schools as inadequate, saying the overall level of the grant was insufficient to meet the needs of schools in replacing obsolete ICT equipment.

The circular outlined that all primary, post-primary and special schools would receive a lump sum of €2,000. In addition, per capita payments of €21.47 would be made in mainstream primary schools, €25.92 in special classes and special schools and €23.69 in DEIS primary schools.

This level of per capita funding contrasts with €31.22 in post-primary schools and €34.42 in DEIS post-primary schools.

Schools which opened prior to the 2014

calendar year and schools in buildings built prior to the 2014 calendar year are eligible for this funding.

Sheila Nunan, General Secretary, said the funding failed to address key concerns of primary schools such as access to reliable high speed broadband. She said it would not provide for the upgrading of equipment and failed to provide any commitment to technical support for schools.

The INTO also said there was no justification for funding of €21.47 per mainstream pupil in primary schools compared with €31.22 per pupil at second level.

The union said on this level of funding the DES could not pretend to support the potential of digital technologies to transform the learning experiences of students.

Accounts Committee presentation to Paddy Forde

Seán Ó Dubhlaing, Chair of Accounts Committee, makes a presentation to mark Paddy Forde's retirement from teaching and his work on the Accounts Committee.

Paddy also gave long and dedicated service to the INTO in a number of offices in Galway and as an officer on District 6 Committee. The general secretary referred to him as the epitome of a great INTO activist who has worked to improve conditions for teaching colleagues through his service to the union.



Revised Child Protection Procedures

DES confirms schools may combine CPD half-days into one full-day school closure

The DES has published further updates on the revised Child Protection Procedures and related matters. In particular, the DES has responded to the INTO's request for greater flexibility for schools by confirming that schools may decide locally to combine both half-day CPD school closures into one full-day school closure, to be taken during the current school year.

The updates include:

- ✎ In relation to the two separate half-day closures during the 2017/18 school year to allow time, as a school community, to engage with the revised procedures and to access the support available, the Department's Teacher Education Section has advised "that it is a matter for each individual school authority to use

their discretion as to the timing of the closures within this academic year. Schools may also combine both half-days into one full-day school closure, to be taken during the current school-year." This update is also available on www.education.ie/en/Schools-Colleges/Information/Child-Protection/Information.html

- ✎ The DES intends to provide schools with hard copy versions of the procedures in due course once a public procurement process and printing of the procedures is completed.
- ✎ An Irish version of the procedures is currently available electronically and can be downloaded from https://www.education.ie/ga/Scoileanna-Coláist%C3%AD/Eolas/Cosaint-Páist%C3%AD/child_protection_guidelines_ir.pdf

- ✎ The Department's child protection (Irish) webpage can be accessed at www.education.ie/ga/Scoileanna-Coláist%C3%AD/Eolas/Cosaint-Páist%C3%AD/Cosaint-Leana%C3%AD.html



Finding a way through the labyrinth

The Education International Third World Women's Conference Finding a way through 'the Labyrinth': Women, Education, Unions and Leadership was held in Marrakesh, Morocco, from 5-7 February. EI is the voice of teachers and other education employees across the globe. A federation of 396 associations and unions in 171 countries and territories, it represents some 32.5m educators and support professionals in education institutions from early childhood to university.

The focus of the conference was on the complexities of women's paths to leadership, and experiences of professional leaders within education and in education unions. Participants addressed questions including: what has been achieved and what remains to be achieved in terms of women attaining and remaining in leadership positions in education and in education unions? What kinds of skills do women need to develop to become good leaders? What do women need to successfully negotiate 'the leadership labyrinth'? What are female trade unionist teachers' realities



John Boyle, INTO President and Alison Gilliland, INTO Equality Officer with officials of SNE-CDT at the third EI World Women's Conference in Marrakech. SNE-CDT is the Syndicat National de l'Enseignement – Confédération Démocratique du Travail, an education trade union in Morocco.

and what are their aspirations for the future?

In his address to delegates, EI general secretary Fred van Leeuwen stressed the important role of education unions in promoting gender equality in a "volatile, polarised and deeply unequal world". The conference also focused on sexual violence and harassment. Panelists from EI member organisations in Belize, Botswana, Bulgaria, the Philippines and

Sweden spoke about the extent to which the #MeToo campaign had had an impact in their countries, and highlighted related and un-related measures taken by their unions to address gender-based violence in the workplace.

Further information on the conference is available at events.ei-ie.org/events/3rd-ei-world-women-s-conference/event-summary-eao65372ec6642fc9ced80d5c242c560.aspx

Correction

Page 9 of the January/February issue of *InTouch* contained an error.
Beneath the salary scale listed

for 'Teachers who entered teaching before 1 Jan 2011' the note should have read – Qualification allowances **not**

included in scale. The word 'not' was accidentally omitted. Apologies for any inconvenience caused for our readers.

Where your INTO subscription goes

Part 6 in our series on how INTO members' subscription is spent

Grants from INTO funds

While some INTO grants are paid through the General Fund (see October 2017 *InTouch* page 17), a number of funds have been established primarily to provide for grants in particular circumstances. These include the Benevolent, Solidarity and Political funds. These three between them account for 3.41% of members' subscriptions, the allocations per fund respectively being 2.6%, 1.24% and 0.11%.

Grant expenditure for the 2017 audited accounts (to be ratified by Annual Congress 2018) totalled €225,927, €141,358 and €0 from the Benevolent, Solidarity and Political funds, respectively. A total of €74,442 was paid in grants from the General Fund in 2017. Grants totalling £20,408 were paid from the Benevolent Fund and grants totalling £4,305 were paid from the General Fund in Northern Ireland in 2017.

Benevolent grants

The Benevolent Fund is administered by the INTO Benefit Funds Committee (BFC). The INTO, under Rule, provides grants on the death of a member or the death of a spouse/civil partner of a member. In addition, grants may be provided at the discretion of the BFC in exceptional cases of hardship. There is a strict application of procedures and criteria in applying for such grants. Initial applications may be made directly to your BFC member (see the INTO diary) or to the Finance Section at INTO Head Office (edaly@into.ie), for referral to the BFC.

Death grants

Grants totalling €102,000 were made from

the fund arising from the death of 13 members and the death of the spouse/civil partner of 25 members in the Republic of Ireland; £15,678.31 was paid arising from the death of three members and the death of the spouse/civil partner of three members in Northern Ireland.

Benevolent Fund grants

Overall, grants totalling €225,926.75 were paid to members in the Republic of Ireland in 2017. €102,000 related to death grants and the balance of €123,926.75 was paid in benevolent grants. Grants totalling £20,408.16 were also paid to Northern members in 2017. £15,678.31 related to death grants and the balance of £4,729.85 was paid in benevolent grants.

Solidarity Fund grants

The Solidarity Fund supports the development of education facilities in developing countries. It is administered by the CEC and application forms for Solidarity Fund grants are available from the Finance Section (gglackin@into.ie). Generally, the full annual amount allocated to this fund is spent. This money supports members who are travelling to work in developing countries, to help fund school buildings or improvement projects and to support the rebuilding of educational facilities after disasters have occurred in particular areas. Examples of expenditure on Solidarity Fund projects are carried on the INTO website under the heading 'Solidarity'.

Political Fund grants

The Political Fund exists to support members who are candidates in elections and to support political campaigning. This is a small fund and its operation is dictated by law, including limits on political donations and conditions related to these. There was no spending through the Political Fund in 2017. The fund was used to support the key General Election campaign in 2015 entitled 'Stand Up for Primary Education'.

General Fund grants

The General Fund is utilised to provide grants in areas which are outside of the remit of the Benevolent, Solidarity and Political funds. Many of the grants involve relatively small amounts and are based on applications to the general treasurer's office. Each application is decided on by the CEC, normally on the recommendation of its Standing Committee 2, which considers these submissions in detail.

The 2017 accounts show grants to a range of bodies and organisations, a number of them related to fundraising efforts by well-known registered charities. Two substantial grants in 2017 included the payment of €23,000 in support of the INTO/GAA Mini Sevens and €15,000 in support of Mandate Trade Union following an appeal for support in its dispute with Tesco Ireland.

The next article will deal with INTO spending through the Training and the Professional Development Funds.

Dáil motion on teacher substitution crisis passed

In January, the Dáil passed a motion accepting that a crisis exists whereby the demand for substitute teachers vastly exceeds supply and that pay inequality has contributed to this. The motion criticised the Minister for Education and Science for being slow to address this issue. It called on the government to agree a roadmap with teaching unions on how full pay equality would be achieved and to establish substitute supply panels again at primary level. It also called on the minister to further expand, on a temporary basis, the opportunity for teachers on career break to act as substitutes.



Pictured outside the Dáil when the motion was being debated were: Michael McConigley, INTO Intern; Kieran Christie, ASTI General Secretary; Sine Friel, INTO Official; Ger Curtin, ASTI President; Joanne Irwin, TUI President; John MacGabhann, TUI General Secretary; John Boyle, INTO President and Aoife Mullen, INTO Intern.

INTO meets Oireachtas committee

Last month, the INTO outlined to the Joint Oireachtas Committee on Education and Skills how a reliable system of substitute cover and proper regulation of the supply of teachers have been a matter of deep concern to the union over a prolonged period.

This was contrasted with the minister's position which, in May 2017, was "my Department does not have evidence of a recent or current general shortage of primary teachers, including for substitute

The CPSMA survey ... found that 90% of principals experienced difficulty sourcing a substitute teacher, 83% said this year was more difficult than in previous years

positions." However, by November 2017, he admitted that he was "aware that some schools have reported difficulties in recruiting substitute teachers at primary level."

The INTO assured the committee that the problem of accessing qualified, registered substitute teachers is real and one which affects schools on a daily basis.

A survey carried out by the CPSMA in October 2017 was highlighted. This found that 90% of principals experienced difficulty sourcing a substitute teacher, 83% said this year was more difficult than in previous years. The INTO SubSearch service also showed, in November 2017, that the number of searches for substitute teachers exceeded the number of subs available sometimes by a factor of four searches for every teacher available.

Official figures from the DES (though out of date) showed there were 65,872 days in the 2015/16 school year when a class did not have a teacher. This resulted in significant savings to the Exchequer,

estimated by the minister in November 2016 (six months before he told the Dáil there was no evidence of a shortage of subs) to be in the region of €24 million "mainly as a result of lower than anticipated substitution costs".

Impact on schools

The INTO outlined examples of the impact on schools. These included a maternity post in Meath advertised at the end of October which attracted no applicants and was being filled on a day-by-day basis using a retired teacher and a Hibernia student. A school in Westmeath advertised for a maternity leave starting after Christmas 2017. Two applications were received. One was offered a different post before the interview; the other was retired and thus limited in the number of days they could work before pension was affected. Another school in the Meath area reported a maternity leave unoccupied since September, a sick leave unoccupied since October mid-term and two days GAM/ EAL from another school not covered since September as the other school was short staffed.

The INTO also highlighted the impact of splitting classes and the repercussions for the children in the class of the absent teacher and those children in the classes where they are placed. The impact on special education was spelled out as was the additional stress for principals and teachers. The submission highlighted how administrative principals take up teaching duties, leaving leadership and management duties to be carried forward, how teachers feel pressured into coming to work when they are unfit to do so and how teachers cannot be released for in-service or school related business such as case conferences.

Why is there a subs shortage?

The INTO made clear that economic factors are encouraging teachers to make choices about where they teach, and that this is having a significant impact on availability of teachers. Cuts to teachers' pay, particularly for new entrants to teaching since 2011 have reduced teachers' ability to make ends meet, particularly in respect of accommodation costs. Well regarded Irish primary teachers are in demand abroad and can earn the

equivalent of their salary in Ireland tax-free, often with no accommodation costs. Many view this as the only way to gather a deposit and get a foot on the property ladder.

Accommodation costs are also impacting on teacher supply in particular areas. The heaviest demand for teachers is in urban areas and in the east of the country. Areas with high accommodation costs find it more difficult to recruit and retain substitute teachers. Principals in the Dublin area report being told by substitutes that they cannot take up work offered as they cannot find accommodation.

Actions to tackle the shortage

Actions to date to address the issue such as the extension of the number of days that a teacher can substitute while on career break were welcomed by the INTO. The union went on to suggest exploring whether job-sharing teachers could undertake limited substitution work. The INTO also argued that the Teaching

The submission highlighted how administrative principals take up teaching duties, leaving leadership and management duties to be carried forward ...

Council ensure that there is a cost-effective, smooth and timely process for the registration of teachers from Northern Ireland where there are surplus teachers, so that they can undertake work in the Republic. The INTO also welcomed the migrant teacher project being initiated by Marino Institute of Education.

However, the union pointed out that other measures suggested are less likely to address the problem such as the

on sub shortage



Deirdre O'Connor, Assistant General Secretary, presented the INTO's submission to the Joint Oireachtas Committee on Education and Skills in February

minister urging retiring teachers to maintain their Teaching Council registration and work as substitutes. While supportive of retired colleagues who wish to return to work, in a situation where no registered teacher is available, the INTO pointed out that treating retired teachers as new entrants for the purposes of pay is a huge disincentive to undertake substitute work. Similarly the minister's suggestion that student teachers be employed as substitutes was criticised as inappropriate for full-time students completing their studies. The INTO also rejected outright any proposals that shortfalls in substitution be made up through the employment of unqualified personnel.

Supply panels

The INTO outlined its long-standing view that the only sustainable way of providing substitute cover for short-term absences is a proper supply panel. It highlighted the scheme, made permanent in 1997, in 17 areas of the country. A June 2006 review found that the scheme was generally considered by stakeholders to be successful from an educational point of

view. However, while stating it was relatively expensive in terms of the cost per day of substitution, particularly when compared with the daily rates being paid to casual substitutes, the review went on to argue that simple discontinuance was not a satisfactory option in that it did nothing to address issues around the general quality of casual substitute teaching and the difficulties of providing substitution in areas that are most in need.

The review went on to recommend that, in the short term, the scheme be continued and reformed. Despite this, in Budget 2010, it was announced that the scheme would be ceased from the start of the 2010/2011 school year – a decision condemned by the INTO at the time.

The INTO also rejected outright any proposals that shortfalls in substitution be made up through the employment of unqualified personnel

It has been the consistent view of the INTO that a reformed supply panel is the only way to ensure a proper system of substitution. The On-Line Claim System (OLCS) has improved the recording of absences and substitution, and would provide improved monitoring of the system. Improved communications through mobile phones and social media would assist with the placement of teachers. Consideration could be given to the use of part-time contracts, or contracts combined with existing part-time hours or job-sharing to enhance the flexibility of delivery.

All front line services require a proper system of cover for absence. Primary schools are no different. A proper system of supply panels is required in order to ensure that finding a substitute is not subject to the natural variations which occur in teacher supply on a cyclical basis.

Teacher supply

The Teaching Council established a Technical Working Group (TWG) to analyse the arrangements for the planning of the teacher workforce in Ireland. The Report of the TWG *Striking the Balance, Teacher Supply in Ireland* concluded that a valid and effective model for projecting teacher demand and supply at primary level can be developed. The INTO supports this view.

In relation to primary schools, the TWG recommends that the current substitute system be reviewed with a view to improving its efficiency for schools and teachers. In the current situation, this work is urgently required, and the INTO believes that the development of a supply panel system is an appropriate one.

INTO endorses these recommendations, and would like to see an impetus behind action on this matter from the DES and the Teaching Council.

Conclusion

The following actions must be taken:

- ✎ The restoration of pay equality for new entrant teachers, and a resolution of the housing crisis will be necessary to ensure that primary teaching continues to be an attractive profession, and that the excellent graduates produced by the higher education institutions can be retained to teach in Ireland.
- ✎ The establishment of panels of supply teachers to cover all areas of the country is vital. A pilot should be established in the short term.
- ✎ The following options must be explored in the short term:
 - Allowing job-sharing teachers to substitute on their days not scheduled for work.
 - Addressing the issue of remuneration for retired teachers undertaking work.
 - Ensuring efficient and timely registration of teachers from Northern Ireland and other jurisdictions who wish to work in the Republic.
 - Extending the current principals' release day clusters to all schools with teaching principals.

Meet INTO president

As a young boy growing up in Donegal, INTO president, John Boyle loved geography and football. He often went through his atlas to see where different soccer teams came from and marked off all the counties he had visited. "Other than supporting the Donegal Senior Football team in the Ulster Championship, I didn't get out of the county too often!", he recalls. "Actually my first trip to Dublin was to see Finn Harps winning the FAI Cup in 1974. I was in St Pat's before I made it to the last county – Waterford."

How things have changed! In his year as INTO president, John has visited every county numerous times. "It has been an exciting, fulfilling and uplifting year, an unforgettable experience, the opportunity of a lifetime," he says.

John grew up in a Gaeltacht area of the Rosses in West Donegal, the eldest of nine children of Owenie and Breid Boyle. He credits his parents with helping to instil his strong work ethic, generosity of spirit and leadership skills.

He started his primary schooling in the two-teacher Mullaghduff NS at a time when the government was rationalising a lot of small schools. "Late in the 1968/69 school year they had to try and find children to keep the place open. They managed to find three pupils that spring, including me," says John, "That's why I started school in April."

Unfortunately, the best efforts of the community couldn't prevent the closure of the school so, in 1970, it amalgamated with four other primary schools to form Scoil Naomh Dúigh, Annagaire, where John spent seven years with many great teachers operating under the "leading light" of an "inspirational" principal, Charlie Boyle. "Some of the things that I loved about him were that he took a special interest in every single child, he was very active in community development and also, of course, he was involved in the re-introduction of the GAA to youngsters around the area. He helped establish a local schools' league which we won three years in a row, setting us up to win the Donegal Primary Schools' Division One final, when I was in sixth class. I have a great grá for Cumann na mBunscol ever since and really enjoyed meeting and encouraging all of the children who played in the INTO/GAA Respect Go Games at Croke Park last summer".



Some of the proudest moments ... presenting Dr John Coolahan with the INTO Presidential medal ... at the WRC when INTO members Tomás Horgan and Claire Keegan presented their case for equal pay and visits to Leinster House with fellow presidents of ASTI and TUI demanding pay equality

John remembers the excitement he felt when, on the day of his First Holy Communion, the teacher gave every child in the class a big tube of smarties. This year, during Christmas week, John returned to Donegal and visited his nieces' and nephews' schools bringing tubes of smarties for all the pupils.

It was as a schoolboy that John joined the Mullaghduff Fife and Drum band. "There's a great tradition of band playing in the Rosses," he says. When he was nine, he and a few friends who were, truthfully, more interested in sports than music, were asked to boost numbers in the band for St Patrick's Day. But his musical interest grew and John still plays with the band to this day. After winning the INTO Presidential Election, the people of Mullaghduff organised a party for his homecoming in the community centre. John had the honour of leading the band up through

the village to the old school building, where he began his primary education.

It may have been inevitable that John would develop a love of sports. His father, Owenie, played gaelic football for Donegal and still attends inter-county matches with John.

John's secondary school, Pobalscoil Chloich Cheannfhaola in Falcarragh, "had a really good reputation for sport," which was a huge draw for a young John. Like his father, John won a number of county titles, but only at under-age and school levels. "If I was training with a school team, it was nearly 25 miles home and the bus would already have left so I used to have to hitch home." At the young age of 17, John made his first foray into GAA administration, becoming secretary of the newly formed local club, Naomh Muire.

When it came to choosing a career, John considered a number of different paths including a law degree or becoming an actuary with Irish Life before deciding on teaching. "I always had an interest in teaching but I wasn't quite sure." On getting his Leaving Cert results, his mother brought him to the school for a chat with the career guidance teacher and the principal who encouraged him to pursue teaching. So John made up his mind to go to St Pat's where he met his now wife, Carmel.

His interest in sport helped John to secure his first teaching job, in Scoil Mhuire, Ballyboden, on leaving college. The principal at the time was INTO stalwart, Tadhg Mac Pháidín.

"I realised that the main reason I had been recruited was that a new GAA club, Wanderers, had been founded in 1980 and the club was struggling to field underage teams, so they wanted somebody to organise the games in the local schools."

"I loved my 14 years working in Ballyboden, both as a class teacher and as HSCL co-ordinator. It was there that I was bitten by the INTO bug, becoming involved



John's name in Mullaghduff NS Roll Book

John Boyle



John pictured with his colleagues at St Colmcille's JNS, Knocklyon

with South County Dublin branch. I attended Annual Congress every year and later became branch and district chairperson."

In his mid-thirties, John decided he would like to become a principal teacher. He applied for a few positions and was appointed principal of St Colmcille's JNS, Knocklyon, in September 2000. "We have a brilliant staff and a wonderful school community," says John of St Colmcille's. "They have strongly supported my INTO involvement." The school has a new building since 2014 and has now grown to become one of the largest primary schools in the country.

John spent 13 years on the INTO's Central Executive Committee (CEC) and put in much hard work before his year as president even started. He visited branches all around the country to gain support and was very appreciative when he got the votes of nearly 12,500 members in the presidential election. He is very proud of the progress made by the INTO since last Easter.

1 January 2018 is a date that John was focussed on for more than six months. "Our members have benefitted from the first percentage salary restoration in nearly a decade, our senior teachers who took a third pay cut in 2013 have finally seen the 'minuses' removed from their payslips and, crucially, our post-2011 entrants have got the equivalent of the Honours Degree allowance embedded into their salaries. The first tranche of posts of responsibility since the moratorium began has been restored and class sizes will be reduced to the lowest they have been since the foundation of the state."

"There is still work to be done in the south and it all revolves around equality.

The process intended to address new entrant salary scales must end the plague of pay inequality in the coming months. Likewise school leaders must receive their long overdue 'equality' award after next September's review. We have been progressing equality issues since our foundation in 1868, so I'm confident that the INTO will prevail in our battles for our newer entrants and our school leaders." "I'd also like to see primary education resourced to the same level as secondary education with all of our promotional posts restored and class sizes brought down to the EU average," says John. "In Northern Ireland the cycle of austerity cuts must end this year. A new beginning there must properly value workers and recognise that future generations deserve an appropriately resourced education system."

Some of the proudest moments of his presidency were presenting Prof John Coolahan with the INTO Presidential medal for his service to Irish education, being present at the Workplace Relations

Commission when INTO members Tomás Horgan and Claire Keegan presented their case for equal pay and visits to Leinster House with fellow presidents of ASTI and TUI, demanding pay equality.

This has been a year tinged with sadness for John too. His beloved mother passed away in August and he has attended the funerals of many teaching friends and INTO members throughout the year.

He is grateful to Head Office and Northern Office officials, to fellow members of the CEC, Northern Committee and our national committees, to local officers and staff reps for their work throughout the year. He gives special mention to his "very supportive wife, Carmel".

"I'm really looking forward to chairing what promised to be a very memorable Congress," says John. "I'm only 53, so I expect to stay actively involved with the union for a good while more, but it will be hard to surpass the exhilaration and pride I've felt while being president in the INTO's 150th year."



John recently paid a visit to Scoil Naomh Dúigh, Annagaire – the primary school he attended as a child

District 15 celebrate Catherine Mahon and her legacy

150 commemoration event

Catherine Mahon occupies a significant and justifiably honoured place in the INTO's history. A person of conviction and ambition, she fought for the equality of women within the Organisation. In 1912 Catherine, a native of the premier county, was elected as the first female president of the INTO. Numerous women were committed activists during this period, but she is regarded as the most outstanding. That Catherine was re-elected as president for a second term, in 1913, is testament to her competency and effectiveness.

On Thursday, 8 February, her efforts and influence were celebrated and acknowledged in an interesting and engaging lecture in Club na Múinteoirí, organised by District 15. John Boyle, INTO President, welcomed a large crowd of INTO past and present members to this commemorative event, saying how fitting it was that Catherine was being honoured during the week when the world was remembering the Suffragette movement. He said Catherine was a trailblazer in her fight for paid maternity leave and equal pay for women teachers. Having represented the INTO at the EI World Women's Conference earlier that week, John alluded to his great sense of satisfaction in being able to point out to conference delegates that the INTO, the largest and oldest education union in Ireland, had a female general secretary who was also president of the Irish Congress of Trade Unions – marking massive progress on equality issues in the 110 years since Catherine became the first female member of the Central Executive Committee.

It was apt that the guest speaker on the night was Síle Chuinneagáin, author of *Catherine Mahon: The First Woman*



Shane Loftus, CEC Representative, District 15, Síle Chuinneagáin, author of *Catherine Mahon: The First Woman President of the INTO* and John Boyle, INTO President at the District 15 commemorative event in the Teachers' Club.

President of the INTO. Síle's in-depth knowledge of Catherine and her legacy to the union made for an absorbing presentation. Attendees were left with an understanding of the extent of Catherine's unfaltering determination and dedication to right the wrong of inequality for women.

In the current climate where pay equality, challenges of recruitment and retention of teachers and the possibility of establishing supply panels are dominant issues within INTO circles, it is fitting that these matters echo some of Catherine's visions and goals. Described as "a great and true-hearted woman who gave her all for the welfare of others", Catherine Mahon represents a model for all women. She was a spirited public speaker, an enthusiastic, dynamic lobbyist who gained huge admiration and was held in high esteem by many of her contemporaries. She was a keen nationalist and an enduring advocate of the Irish language. Her fervent concern

for a plethora of issues, as well as her sense of humour, are manifested in letters and speeches, some of which were referenced by Síle Chuinneagáin in her speech.

Catherine campaigned strenuously for the good of the INTO and, as we celebrate 150 years of the Organisation, we hope that her endeavours will encourage and inspire current and future generations to commit themselves to the union. As Síle concluded her lecture, Shane Loftus, CEC Representative, District 15, thanked her for sharing her knowledge of this truly inspiring character whose "life's work remains a monument to her memory". In his closing remarks, he referred to the impressive portrait of Catherine Mahon which has its home in the first-floor meeting room in INTO's Head Office (a room named in her honour). It is in the Catherine Mahon Room that the CEC hold their meetings, engage in discussion and make decisions that pave the way for further developments within the union.



Competition reminder

Different families, same love

This INTO LGBT competition celebrates the diversity of people and families in Ireland and hopes to address homophobic and transphobic bullying in primary schools.

Students can choose to create individual, class or school projects based on the theme 'Different Families, Same Love'.

Entries will be judged on creativity, originality and relevance to the inclusive

theme of 'Different Families, Same Love'.

The deadline for submissions is 30 March 2018, with prizes awarded in early May to coincide with International Family Equality Day and International Day against Homophobia and Transphobia.

Visit www.into.ie/lgbt/Competition/ or see January/February *InTouch* for more information.



Retirements

Pictures from branch and district functions to honour retiring members



Midleton

Back row: Donal Kerins, Bunscoil Rinn an Chabhlaigh; Catriona Ní Riada, Branch Chairperson; Margaret Jones, Walterstown NS; Chris Foley, Branch Organiser; Muireann Ní Chonnuibh, Branch Secretary; Peter Gunning, Scartleigh NS. Front row: Eileen Halley, Scoil Iosaef Naofa, Cobh; Mary Magner, CEC; Sheila Nunan, General Secretary; Veronica O'Farrell, St Peter's NS, Dungourney.



District 5

Back row: Kevin Mullen, Marcella Ó Conluain, Catherine Flanagan, CEC Representative, John Boyle, INTO President, Benny McArdle, Eilish Donohoe, Sinéad Shields. Front row: Irene Brennan, Joan Dennedy, Mary Mullen, Éilis Uí Shluain and Patricia Gilmore.



District 10

District 10 presentation to Benefit Funds Committee representative, Anne Kennelly, to mark the occasion of her retirement. Anne is pictured with Joe McKeown, CEC representative.



Limerick City

Rosena Jordan, INTO President 2016/17, with Limerick City INTO members who retired. From left: Jim Supple, Rosalind Stevenson, Jacinta McNamara, Patrick Hanley, Mary Power, Sheila Gallagher and Pauline Browne at the retirement function in the Greenhills Hotel. Picture: Dave Gaynor.



District 8

District 8 retirement function attended by John Boyle, INTO President, to celebrate retirements from Craobh Chualann, Craobh Dhún Laoghaire, Dublin South County Branch and Tallaght Branch.

Supporting education in Africa

The Réalt Teaching and Learning Programme, DCU Institute of Education, began in 1998. Since then, it has facilitated hundreds of students and practicing teachers in gaining valuable, immersive, personal and professional experiences as they teach, learn and live in African educational settings. The programme has also facilitated visits to Ireland by representatives of African partner institutions.

The INTO Solidarity Fund is delighted to be associated with the work of the Réalt programme and recently granted €2,000 towards the 2017/18 academic year activities.

Find out more about the INTO Solidarity Fund at www.into.ie/ROI/INTOSolidarityFund and read article on page 13 of this issue.



INTO president John Boyle and John O'Brien, senior official and global solidarity coordinator, INTO, presenting cheque to Eamonn McCauley, Chair, Réalt Teaching & Learning Programme, Institute of Education, DCU (centre)

Spring into great savings with your Membership Plus Card



As the days start to get longer and nature awakens from its winter sleep, it's time to get out and about and enjoy some fantastic offers this spring with your Membership Plus Card.

Your Membership Plus Card gives you access to over 1,500 offers and discounts of up to 50% across Ireland, Northern Ireland, Great Britain and abroad.

For full details on all the offers, or to suggest somewhere you would like to save, visit the new Membership Plus website. www.membershipplus.ie

Adventurous savings

Crag Cave	Castleisland	2 for 1
Halfords	Nationwide	10% Discount
Irish Greyhound Board	Nationwide	2 for 1
National Sea Life Centre	Bray	2 for 1
Red Mountain Open Farm	Drogheda	2 for 1

Relaxing savings

Eurocamp	Europe Wide	Up to 50% Discount
Clayton Hotel	Galway	10% Discount
Cork International Hotel	Cork	15% Discount
Forest Holidays	UK Wide	10% Discount
Haven Holidays	UK Wide	Up to 10% Discount
HotelsIreland.com	Nationwide	12% Discount
Irish Country Hotels	Nationwide	10% Discount
Jurys Inn	UK Wide	Up to 15% Discount
Killashee Hotel	Naas	10% Discount
Lough Eske Castle Hotel & Spa	Donegal	Up to 20% Discount
Select Hotels of Ireland	Nationwide	10% Discount

Tasty savings

Domino's Pizza	Nationwide	25% Discount
Lemongrass	5 Branches	10% Discount
Pizza Hut	Dublin & Limerick	25% Discount
Saburritos	Dublin Area	10% Discount
Tolteca	Dublin & Galway	Special Member Offer

Tributes

GERALDINE KELLY (NEE WALSH)

The community of St Fiacc's NS, Graiguecullen, Carlow, was hugely saddened at the passing of Geraldine Kelly, on Easter Sunday last. Geraldine, or Bean Uí Cheallaigh as she was affectionately known, had been an integral part of the school for many years. Née Walsh, Geraldine graduated from Carysfort College, Blackrock, and took up her first teaching post in Scoil Mhíchil Naofa, Athy in 1979. Following her marriage, both she and her husband Michael spent five years working in America before returning to Ireland.



Geraldine commenced teaching in St Fiacc's NS in 2002 and brought many talents to her post. Her love of horticulture led her to create an award winning school garden. Her interest in technology motivated her to partake successfully in the FIS initiative.

Geraldine had a natural flair for teaching and she excelled in the senior stream of the school where she prepared pupils for Confirmation with dedication and enthusiasm. Her care of and interest in helping and guiding her fellow colleagues was exceptional and

appreciated by all who worked with her.

Geraldine battled her illness with dignity, courage and acceptance. In her final days, she was moved to receive a card from one of her past pupils stating "Bean Uí Cheallaigh, you made a difference"surely the highest accolade that anyone in the teaching profession could receive. To Geraldine's husband Michael, children Rachel and Stephen, and her family and friends we extend our deepest sympathies.

"Bean Uí Cheallaigh, you made a difference."

Community of St Fiacc's NS, Graiguecullen, Carlow

TOM HALLAHAN

Tom Hallahan was born, raised and educated in Youghal, Co Cork. He attended St Patrick's College of Education from 1974-1977.

Tom's first appointment was in Crab Lane NS, Cork City. He possessed a strong voice, which could be heard across the schoolyard addressing students or fellow teachers, always cheerful and encouraging. In 1986, Tom moved to Blarney Boys NS where he was enthusiastically involved in all aspects of school life. The young hurlers and footballers in the school fed off his zest for participation and winning through honest endeavour. Tom moved to Clontead NS as príomhoide in 1988. There, he encouraged his staff to be innovative



and fully supported new initiatives. The school was old and had been condemned in 1954. Tom spearheaded a campaign to get a new school built and worked tirelessly towards this end. The new school was blessed in 1996 and, though Tom left later that year, his legacy has remained.

In 1996, Tom was appointed principal of St Patrick's NS, Whitechurch. He supported, empowered and inspired his staff and valued every child in his care. He undertook his second building project and, in 2012, St Patrick's NS opened the doors of their new 16 teacher school with immense pride and jubilation.

Sadly, soon afterwards Tom became ill. He lived each day to the full. Regardless of

how he was feeling physically, he embraced every day with joy and boundless energy. His positive impact is still strongly enriching our whole community.

The large turnout at Tom's funeral, including pupils past and present, parents, colleagues, relations and friends, bore testament to his reputation as a teacher and a person. We sorely miss Tom's cheerful presence, his words of wisdom, his insight, leadership and direction. In his own words it will keep us 'Up and Running'.

Tom passed away peacefully in June 2016. Our sincere sympathy goes to his beloved wife and sons.

In lothlann Dé go gcastar sinn

Staff of St Patrick's NS, Whitechurch, Co Cork



Córfhéile na Scoileanna Atha Cliath

Córfhéile na Scoileanna Atha Cliath takes place in the National Basketball Arena in Tallaght from Monday, 5 March 2018 to Friday, 9 March 2018. There are nine separate shows – one each night at 7:30 p.m. and four matinees on Tuesday, Wednesday, Thursday and Friday mornings at 10:30 a.m. More than 4,000 children will take part during the week.

John Boyle, INTO President, with pupils from St Colmille's NS, Knocklyon, who are participating in the Córfhéile



Children's Rights Alliance Annual Report Card for Government

The INTO is one of over 100 member organisations that make up the Children's Rights Alliance, which works to make Ireland one of the best places in the world to be a child. For the last decade, the Children's Rights Alliance has produced an annual *Report Card* which scrutinises the government's performance against commitments made to children in the *Programme for Government*. This *Report Card* is graded by an independent panel of experts, chaired by former Supreme Court judge, Mrs Justice Catherine McGuinness. The recently published 2018 report gives the government an overall C- grade in relation to progress on its commitments to children. This is an increase on last year's D+ grade.

This year, a total of 18 areas were graded, with the lowest grade 'E' awarded to the government for Child and Family Homelessness, no surprise as family homelessness is now a "national emergency", according to the Children's Rights Alliance.

Other key grades

Education received a C grade in this year's report. An increase in special needs assistants was positive but the lack of religious diversity in schools brought the grade down, as the revised school admissions legislation has not been published, despite a commitment from government.

Family Environment and Alternative Care received a B- grade reflecting the announcement that a new executive office for the Guardian ad litem service will be established. However, while a new Victims of Crime Act 2017 is positive, far



The full *Report Card 2018* is available on the Children's Rights Alliance website, www.childrensrights.ie

more support is needed for child victims of crime, including a dedicated strategy to prevent and respond to sexual violence against children. Services are seriously inadequate and children are waiting long periods of time for the supports and services they need to rebuild their lives.

Health got a C-, the report states that there is little evidence of progress towards the phased extension of free GP care to all children; and progress on the dental health package for children under six is slow. The implementation of an automatic entitlement to a medical card for all children with disabilities who are in

receipt of Domiciliary Care Allowance was welcomed. One area of concern is that the Public Health (Alcohol) Bill, which will protect children, has not yet been enacted. Provisions on minimum unit pricing and advertising must be maintained and the legislation prioritised and passed without further delay, according to the Children's Rights Alliance.

Parental Leave and Income Supports received a C grade in *Report Card 2018*. This reflects the efforts made to raise awareness of paternity benefit for fathers and partners, and proposals to introduce a Family Leave Bill to introduce paid parental leave for both parents. The €2 increase in Budget 2018 for the children of social welfare recipients is welcome, according to the report, but no specific provision was made to recognise the additional costs that arise for parents where a child is over the age of 12.

Childminding received a D grade, given that at least 35,000 children spend time in unregulated childminding settings. Only 122 childminders of an estimated 22,000 are registered with Tusla, the Child and Family Agency. Meanwhile Subsidised and School-Age Childcare received a C grade.

Services for Refugee and Asylum-Seeking Children received a D+ grade in *Report Card 2018*, up from a D- last year. This reflects the progress made in the resettlement and relocation of refugees and asylum-seekers from Lebanon and Greece respectively, and the fact that there have been some reforms of the direct provision system. However, the report also highlights that 1,300 children are still living in direct provision in Ireland.

Quality and standards in

Chief Inspector's Report 2013-2016

The *Chief Inspector's Report 2013-2016* reports on quality and standards in schools inspected by the DES between January 2013 and July 2016.

The report describes the context of the educational system, highlights key strengths and key areas for development and provides summary evaluative information about arts education in primary schools.

Key factors influencing the work of schools

Growth continued in student numbers, particularly at Early Childhood Care and Education (ECCE), primary and lower secondary levels (Table 1) Expenditure on education grew but spending per student was below the OECD average at primary level in 2013 and 2014 (Table 2).



Learners	2013/14	2014/15	2015/16
Primary and special schools	536,317	544,696	553,380
Second-level schools	333,175	339,207	345,550

Teachers (whole-time equivalents)	2013/14	2014/15	2015/16
Primary and special schools	32,828	33,613	34,567
Second-level schools	25,626	26,174	26,804

Special Needs Assistants	2013/14	2014/15	2015/16
Primary, special & second-level schools	10,669	11,175	11,924

Table 1: Growing numbers of learners, teachers and other professionals

Expenditure per student	Primary in US\$		Lower secondary in US\$		Upper secondary in US\$	
	2013	2014	2013	2014	2013	2014
Ireland	8,002	8,007	10,773	10,518	10,840	10,837
OECD average	8,477	8,733	9,980	10,235	9,990	10,182
EU average	8,545	8,803	10,210	10,413	10,087	10,494

Table 2: Per student spending

The quality of teaching and learning in primary schools

Inspectors judged that the overall quality of teaching in primary schools was, generally, of a high standard. It was judged as good or better in between 88% and 94% of schools visited, an improvement in the quality of teaching as expressed in the *Chief Inspector's Report 2010-2012* (Table 3).

Chief Inspector's Report	Overall quality of teaching is good or better	Overall quality of learning is good or better
2013-2016	88% to 94% of schools visited depending on inspection model	89% to 96% of lessons depending on inspection model
2010-2012	86% of all inspections	86% to 91% of lessons depending on inspection model

Table 3: Teaching and learning in primary schools

English in primary schools

The report shows an improvement in the quality of teaching and learning of English in primary schools. The quality of teaching and learning was satisfactory or better in 93% of primary schools where a WSE was conducted. The report describes this as a welcome improvement and a very healthy achievement (Table 4).

Mathematics in primary schools

The quality of teaching and learning in mathematics was found to be satisfactory or better in 96% of schools where a WSE was carried out compared to 92% in the 2010-2012 report.

The report states these generally positive findings about English and mathematics reflect increases in children's attainment as substantiated by national and international tests (Table 5).

Irish in primary schools

Achievements in Irish are significantly lower than in English and Mathematics (Table 6).

Other findings

The overall quality of support for pupils with special education needs (SEN) was good or better in 89% of schools visited. Pupil and parent questionnaires were also very positive in their perceptions of SEN support.

The quality of management was good or better in 89%-90% of the schools in which whole-school type evaluations were conducted, slightly better than the *Chief Inspector's Report 2010-2012*.

Boards of management were found to be supportive, conscientious, proactive and committed in the more effective schools. Where serious weaknesses in the work of schools are found during inspection, the capacity at school level to

schools

Chief Inspector's Report	Overall quality of teaching and learning is good or better	Overall quality of learning is good or better
2013-2016	93% of schools in WSE inspections	89% of lessons in incidental inspections
2010-2012	89% of schools in WSE inspections	87% of lessons in incidental inspections

Table 4: Teaching and learning of English in primary schools

Chief Inspector's Report	Overall quality of teaching and learning is good or better	Overall quality of learning is good or better
2013-2016	96% of schools in WSE inspections	87% of lessons in incidental inspections
2010-2012	92% of schools in WSE inspections	85% of lessons in incidental inspections

Table 5: Teaching and learning of mathematics in primary schools

Chief Inspector's Report	Overall quality of teaching and learning is good or better	Overall quality of learning is good or better
2013-2016	72% of schools in WSE inspections	74% of lessons in incidental inspections
2010-2012	72% of schools in WSE inspections	76% of lessons in incidental inspections

Table 6: Teaching and learning of Irish in primary schools

address some serious challenges such as issues of governance, can be compromised by the voluntary nature of the membership of most boards. Some voluntary boards can find it challenging to manage some tasks, including large scale capital projects and parental complaints, and to provide adequate leadership when standards are not satisfactory in the school. Voluntary boards have many advantages, including the linkages that they encourage with school communities, but some are challenged to deal with the

increasingly complex managerial tasks that they have to carry out. At the very least, ways in which greater professional support could be provided for boards in these cases needs to be considered.

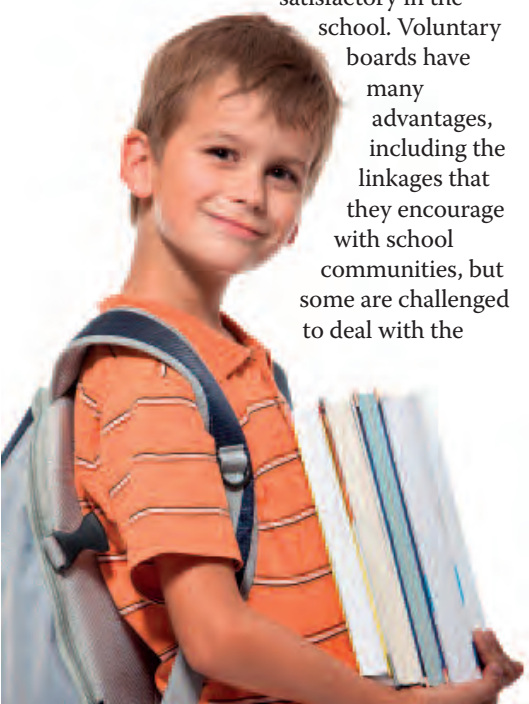
✎ The quality of work of the in-school management team (principal and deputy principal) remains of good or very good quality.

✎ Primary schools were found to be managing their pupils well and the vast majority of parents are happy with their child's school (Table 7).



The Chief Inspector's Report: January 2013-July 2016 (Inspectorate, DES, 2018) is available on the DES website at www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp_chief_inspectors_report_2013_2016.pdf.

Inspectors judged that the overall quality of teaching in primary schools was, generally, of a high standard



Question	Respondents	Agree	Disagree	Don't know
I have been informed of the school's anti-bullying policy	Parents	90%	4%	6%
I know who to approach in the school if my child experiences bullying	Parents	93%	2%	5%
If someone is bullying me I can get help from a teacher or other adult in the school	Pupils	95%	1%	4%
I am confident that if my child experiences bullying the school will act promptly and effectively	Parents	84%	5%	11%

Table 7: Parents' satisfaction with schools' anti-bullying policies

HSA launches 'Under the Sink'

an SPHE safety resource – more than 15,000 children
poisoned at home in last 3 years

Primary teachers will want to know about a new Health and Safety Authority (HSA) safety resource for primary schools entitled *Under the Sink*, now available to download on its website www.hsa.ie/education.

This ready to use resource is designed to raise awareness amongst younger children of the dangers of household chemicals. According to the National Poisons Information Centre, more than 15,000 children were reported to have been poisoned in their homes in the last three years, due to ingestion, inhalation or absorption of chemicals with more than 7,000 of these accidents caused by everyday household chemical products, such as detergents and bleach. These are accidents that could have been prevented, if children were more aware of the potential dangers of these products.

Under the Sink, is a short, clear, on-line presentation, designed for use on the classroom whiteboard and comes with useful Teacher Guidelines, including a lesson plan and suggestions for follow up cross-curricular activities. While the resource is most closely linked to SPHE curriculum objectives for first and second classes, with a little adaptation, it links with curriculum objectives at other class levels and can also be used by teachers of infant or senior classes as an awareness-raising tool.

Dr. Majella Cosgrave, senior inspector in the Chemicals and Prevention Division, HSA said, "Young children often see household chemicals as either attractively-coloured foodstuffs or playthings. **Under the Sink** is designed to illustrate the potential dangers of household chemicals to children in the home. The on-line resource covers: what household chemicals look like and where they are found; the effects of chemicals on people; how danger is communicated through chemical labels; the safe storage of



Second class pupils from Scoil Chaoimhín, Sráid Mhaoilbhríde, Baile Átha Cliath, help to launch the HSA 'Under the Sink' resource for primary schools. Back row l-r: HSA Head of Education, Joanne Harmon, Principal, Scoil Chaoimhín, Ciaran Ó Fearraigh and Senior Inspector, HSA Chemicals and Prevention, Dr. Majella Cosgrave.

household chemicals; and how to keep children safe from chemicals."

HSA Education Manager, Joanne Harmon, said, "This resource includes a presentation which can be covered within a short 30 minute period. The Teacher Guidelines include a lesson plan, suggested activities, ideas for follow-up and links to further resources. The aims of the resource correspond with the existing Social Personal and Health Education (SPHE) curriculum objectives for first and second class, under the following strands (i) **Myself** and the Strand Unit: **Safety and Protection** and (ii) **Myself and the Wider World** and Strand Unit: **Developing Citizenship** and also corresponds with SPHE curriculum objectives at all other class levels."

Kilkenny Education Centre works in close collaboration with the HSA to develop and raise teacher awareness of its safety resources for schools. "This new, teacher friendly resource has the potential to change pupil behaviour and in doing so prevent harm to children at home and in school," said Director, Margaret Maxwell, former teaching principal of Presentation Convent NS, Castlecomer. "We know that teachers really matter when it comes to influencing pupil behaviour. This welcome

resource makes it easy for teachers to plan for and teach this important safety message in school. This will have a far-reaching, positive impact on their pupils' lives."

"**Under the Sink** is just one of a range of short safety-related on-line courses and resources, developed by the HSA. **Look out for the poster insert for all primary schools in this issue.** It will be a good resource for the staffroom as it highlights all the teaching resources for use in the primary classroom covering safety themes such as farm safety, school safety and safe use of screens, keypads, and electricity."

The following short online courses are available free of charge on the HSA elearning portal, <https://hsalearning.ie>: *Keep Safe on the Farm; Keep Safe – Screens and Keypads; Keep Safe at School and Keep Safe around Electricity*. Each course is designed for the classroom whiteboard and comes with Teacher Guidelines and curriculum links. Certificates can be downloaded for class groups that complete each course.

Further information on HSA primary resources can be found at www.hsa.ie/education. For information on household chemical safety see www.poisons.ie and www.hsa.ie/chemicals.

The Producers

TMS 2018 production opens in March

After the success of last year's production of the dark, dramatic and downright demonic *Sweeney Todd – The Demon Barber of Fleet Street*, the Teachers' Musical Society (TMS) have decided to go in a completely different direction with *The Producers*. TMS are delighted to be returning home to DCU St Patrick's College, Drumcondra, where they cannot wait to stage this glitzy, funny, irreverent show.

Bialystock and Bloom! Those names should strike terror and hysteria in anyone familiar with Mel Brooks' classic cult comedy film. Now a big Broadway musical, *The Producers* once again sets the standard for modern, outrageous, in-your-face humour. It is truly a hit, winning a record 12 Tony Awards.

The plot is simple: a down-on-his-luck Broadway producer and his mild-mannered accountant come up with a scheme to produce the most notorious flop in history, thereby bilking their backers (all 'little old ladies') out of millions of dollars. Only one thing goes awry: the show is a smash hit! The antics of Max Bialystock and Leo Bloom as they manoeuvre their way fecklessly through finding a show (the gloriously offensive *Springtime for Hitler*), hiring a director, raising the money and finally

going to prison for their misdeeds, is a lesson in broad comic construction. At the core of the insanely funny adventure is a poignant emotional journey of two very

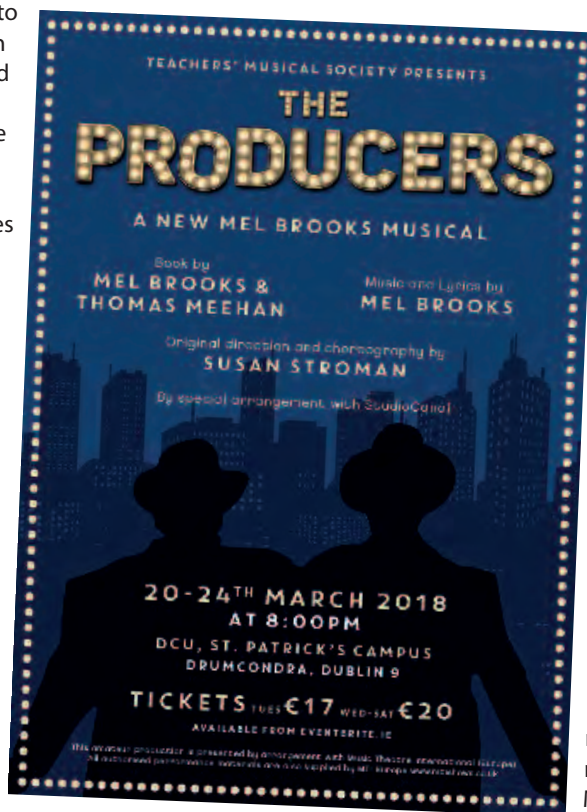
societies in Ireland. It has won numerous awards at the Waterford International Festival of Light Opera as well as from the Association of Irish Musical Societies

(AIMS). TMS welcomes award winning director and choreographer Sean Gilligan, and the superbly talented Marian Mullen as musical director.

The 2013 production, *Michael Collins – a Musical Drama*, was critically acclaimed and was nominated for six awards from AIMS, in addition to being sold out for the complete run. Nominations and awards don't stop there. *All Shook Up* was nominated for Best Actress, Best Comedian and Best Male Singer and won Best Choreography. *42nd Street* was no exception with a nomination for Best Supporting Actress. Last year's production of *Sweeney Todd* saw nominations for Best Actor and Actress, best Musical Director and Best Overall Show with TMS winning in the Best Actress and Best Musical Director categories.

The Producers opens with a preview night on Tuesday, 20 March, and runs nightly at 8.00 p.m. until Saturday, 24 March in the Auditorium in St Patrick's College, Drumcondra.

Tickets are €17 opening night and €20 all other nights. For tickets log on to www.eventbrite.ie.



different men who become friends.

The cast of the Teachers' Musical Society is made up primarily of primary and secondary teachers and, over the last 18 years, the group has grown into one of the leading musical

For more information

email teachers.ms@gmail.com or follow on Facebook: Teachers' Musical Society and Instagram: [teachersmusical](https://www.instagram.com/teachersmusical).

Photographer:

Joanne Toal (Retro Dolly Photography)

Makeup:

Ali Murphy

Costumes:

Andrew Reddy

Poster Design:

Robert Mc Cann



Creative Schools pilot

The Creative Ireland Programme is an all-of-government, culture-based initiative that emphasises the importance of human creativity for individual, community and national wellbeing. The programme aims to put creativity at the heart of public policy. It works across government and non-governmental agencies to align existing policies and to create new initiatives through cross-sectoral collaborations.

The programme passed a major milestone in December 2017 with the launch of Creative Youth, a broad-ranging plan that contains strategies and actions to deliver on one of the key goals of the programme: to ensure that every child in Ireland has practical access to tuition, experience and participation in music, drama, art and coding by 2022.

Underlying Creative Youth is a firm conviction that creativity and culture should be at the heart of education for all our young people. The Taoiseach, in his foreword to the document, made an important statement about the role of creativity in education and learning when he said that, “The purpose of education is to equip our young people to flourish in their personal and social lives as well as in the economic and social circumstances in which they are likely to find themselves. Our future will be built on a creative economy. This is why both creativity and culture should be at the heart of our education system. This is why we must set ourselves the objective of enhancing cultural and creative education for all of our children and young people.”

Cultural and creative education is the long-term vision for the Creative Ireland Programme. *Cultural education* enables young people to explore and understand their own and other people’s cultural assumptions, learn from cultural diversity, encourage an understanding of historical perspectives, and value and protect heritage. *Creative education* uses the innate creative skills of children and young people as powerful instruments of learning, inclusion and opportunity.

Underpinning this vision are four long-



The full programme can be read at creativeireland.ie

term strategies: Supporting collaboration between formal and non-formal approaches to creativity in education; extending the range of creative activities that are available to our young people; embedding the creative process by developing programmes that will enable teachers to help young people learn and apply creative skills and capacities, and continuing professional development for teachers working in early years, primary and post-primary schools.

Creative Youth contains 18 individual actions, some of which will proceed to immediate implementation with others

being developed in 2018 for rollout in 2019 and beyond. A flagship project is *Scoileanna Ildánacha/Creative Schools*, led by the Arts Council which, in 2018, will result in up to 150 schools across the country working with specially trained ‘creative associates’ to develop unique programmes of arts and creative work, connecting the school with local and regional cultural resources and opportunities.

A full national rollout of Music Generation by 2022 is another major Creative Youth project. A national singing initiative and a youth theatre initiative are among the new projects now in development.

The success of Creative Youth is, of course, critically dependent on the school and, more particularly, the individual teacher. That is why a significant number of measures in the plan are directed towards teacher training and CPD.

The key differentiator of this new approach to creativity in education is the cross-departmental structure. The implementation group includes senior officials from the Department of Culture, Heritage and the Gaeltacht, the Department of Education and Skills, the Department of Children and Youth Affairs, the Arts Council – and Creative Ireland.

The work is just beginning! Creative Youth is a flexible framework which will be further developed and enriched in the coming years. Success is dependent on the degree to which we can fully engage teachers both in the development of the programme and its delivery.

MICHAEL O'REILLY, Creative Ireland.

Interested schools should:

- ✦ Get online to find out more www.artsCouncil.ie/creative-schools.
- ✦ Register their school.
- ✦ Apply online before 22 March 2018. A list of participating schools will be announced in May and work will begin in schools in September 2018. Schools

- selected to participate in the pilot initiative will receive:
- ✦ One day’s induction/training for school coordinators where they will meet with other participating schools and with the Creative Schools team.
- ✦ A Creative Associate who will support the school for up to nine

- days over the 2018–2019 school year. The school will have flexibility in how they wish to schedule these days, in consultation with their Creative Associate. The Creative Associate will support the school to develop a unique programme for the arts and creativity, and will

- assist in creating or developing links between schools and with artists and arts and cultural organisations locally and/or nationally.
- ✦ A once-off grant of €2,000 for the 2018/2019 school year.
- ✦ Opportunities to share learning with other schools and partners.

Peacebuilder award presented to Dr Mary McAleese



Dr Niamh Hamill, Director of the Institute of Study Abroad Ireland, Professor Jonathan Golden, Director of the Drew University Center on Religion, Conflict and Culture, Rev Harold Good, Dr Mary McAleese, Martin McAleese, Dr Javier Viera, Vice-Provost Drew University. Photograph: Eugene T. Hamill

Each year, the Center on Religion, Conflict and Culture (CRCC) at Drew University New Jersey, presents a Peacebuilder award to an Irish person who has made a significant contribution to conflict resolutions. Previous recipients of this award include Patricia

Hume, Congressman Bruce Morrison and New York publisher, Niall O'Dowd. The 2018 recipient was former President of Ireland, Dr Mary McAleese. Dr McAleese was introduced by the Rev Harold Good, and presented with the award by Professor Jonathan

Golden, director of the CRCC. The presentation took place at Club na Múinteoirí, Dublin in conjunction with the Drew University study visit to Ireland hosted by the Institute of Study Abroad, based in Bundoran, Co Donegal.

Central Bank of Ireland launches 75th Anniversary Student Art Competition

Students across the country are invited to take part in a National Art Competition launched by the Central Bank of Ireland to commemorate its 75th anniversary.

Part of the Central Bank's role is to issue coin on behalf of the Minister for Finance – and students of all ages are being asked to take on the role of coin designers – inspired by significant people or events from the past 75 years – for the competition.

The overall winners will be invited to a special event at the Bank's headquarters in Dublin. Winning designs will be 3D printed and



displayed in the Central Bank Visitor Centre.

The competition runs until Friday 16 March. Regional winners will be chosen, with a total of 16 all-Ireland finalists from four regions. Two overall national winners will be selected (one primary and one post-primary). Two national runners-up will also be chosen.

Prizes include €100 vouchers for regional winners, €250 vouchers for national runners-up and €500 vouchers for the national winners.

Full details on www.centralbank.ie/artcompetition

Council of Irish Chiefs and Clans of Ireland Prize in History 2018

The Standing Council of Irish Chiefs and Chieftains (Buanchomhairle Thaoisigh Éireann) and Clans of Ireland (Finte na hÉireann), in association with the History Department of Trinity College, Dublin and *History Ireland* magazine, are offering a prize of €500 to the winning entrant in an essay competition on Gaelic Ireland.

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

Essays must be on a topic dealing with any aspect of the political, social or cultural

history of Gaelic Ireland (within the date-range AD 400 to 1690), such as Irish kingship, lordship, land-holding, genealogy, family history etc. Entries should be approximately 2,000 words in length and accompanied by full footnote references to sources used, with a bibliography at the end (footnotes and bibliography will not be counted as part of the word-length). Essays may be written in English or Irish.

Entries, with candidate's name, address and contact details should be e-mailed (preferably) as an attached MS-Word file to: mksimms@tcd.ie, or posted to:

'Chiefs and Clans Prize', c/o Dr Katharine Simms, History Department, School of Histories and Humanities, Trinity College Dublin, Dublin 2, to arrive by 1 June 2018.

The prize will only be awarded for an entry deemed to be of publishable standard. Subject to editorial approval, a version of the paper should appear in a subsequent issue of *History Ireland*.



For full details visit www.tcd.ie/history/assets/pdf/Chiefs_Clans.pdf

Teacher preparation in Ireland

Teacher education in Ireland, previously hidden within the higher education landscape, has over the last decade become an issue of public policy and is now the subject of much comment and debate. *Teacher Preparation in Ireland: History, Policy and Future Directions* written by Professor Teresa O'Doherty, Dean of Education, Mary Immaculate College (MIC); Professor Judith Harford, UCD and Professor Thomas O'Donoghue, University of Western Australia, provides a worthy contribution to this debate.

The publication traces the history of teacher preparation through a number of stages from education for nation-building in the new post-colonial society to partaking in the recent neo-liberal agenda sweeping through education systems throughout the world.

Professor O'Doherty, said the authors hope to "provide a history of teacher education which would be useful to the policy makers, so that armed with a sound knowledge of the background of programmes and colleges, they could better understand the radical developments which are occurring.



Pictured at the launch were Professor Kathy Hall, UCC, Professor Judith Harford (UCD), Professor Tom O'Donoghue (University Western Australia) and Professor Teresa O'Doherty (MIC).
Photograph: Liam Burke Press 22

Secondly, the authors hope that by writing from 'within teacher education', that some of the challenges associated with the universitisation of teacher education might be teased out and inform future policy development".

Launching the publication Professor Hall, Professor of Education, UCC, referred to the book as being "a fabulously rich resource for anyone seeking to understand

what shaped teacher education in Ireland over the past century".

Teacher Preparation in Ireland: History, Policy and Future Directions is published by Emerald Publishing Limited and is available to purchase from books.emeraldinsight.com/page/detail/Teacher-Preparation-in-Ireland/?k=9781787145122.

ISBN 9781787145122. Cost €75.

Consultation on the draft Primary Language Curriculum/Curaclam Teanga na Bunscoile, stages 3 and 4

The introduction of the Primary Language Curriculum/Curaclam Teanga na Bunscoile marks a significant landmark in the ongoing development of the curriculum for primary schools. As teachers, principals, parents and children begin to familiarise themselves with the curriculum for stages 1 and 2 (junior infants to second class), attention now turns to the development of the curriculum for stages 3 and 4 (third to sixth class).

The NCCA have recently published the draft curriculum for stages 3 and 4. This curriculum builds upon the structure of stages 1 and 2, with Learning Outcomes, Progression Continua, Examples of Children's Learning, and Support Material working together to support teachers.

The learning outcomes have been extended for stages 3 and 4, across the strands of Oral Language, Reading and Writing, in both the first and second language of the school.

The Progression Continua have also been developed further, with the inclusion of two new milestones, i and j. These, together with earlier milestones, are intended to describe language learning for children in third to sixth classes. Milestone j relates, primarily, to children of exceptional ability. An earlier step has also been included; early a, to support children who are in the early stages of language development.

The curriculum makes new clarifications, based on feedback from schools, on the use of Progression Continua. For example, one key point is

that classroom teachers are not expected to assess the progress of individual children using progression milestones.

The curriculum also forefronts some big ideas in language learning, such as: the integration of language learning across the curriculum; the linguistic diversity of Irish classrooms; the incorporation of digital literacy; and the transfer of skills across languages.

Find the draft curriculum at www.ncca.ie/consultations. On this page you'll also find a link to an online questionnaire and information of consultation events happening around the country. The NCCA also welcome written submissions via consultations@ncca.ie.



Men in Teaching Seminar

Guest speaker: Dr Declan Fahie (UCD)

**Drumcondra Education Centre, Dublin
21 March 5pm – 7pm
Admission: FREE**

Link: www.eventbrite.com/e/men-in-teaching-seminar-tickets-43040928576

Decision day looming as shortlist for Cornmarket Awards is revealed!

The Cornmarket Cumann na mBunscol Awards have grown in popularity over the past decade.

“These Awards recognise excellence in schools and in our county units as well as giving some well-deserved public exposure to the commitment of dedicated primary teachers throughout the country,” according to Bernadette Ryan, who is cathaoirleach of An Coiste Náisiúnta.

This year a new category, Promotion of Gaelic Games and Culture, was introduced for individual schools to enter rather than county or provincial units.

“There was a huge response”, says Bernadette. “It shows that there is so much going on in schools apart from the actual playing of Gaelic Games.”

Judges John Hughes from Geevagh in Sligo, Rosena Jordan and John Boyle



Judges John Hughes, Rosena Jordan and John Boyle hard at work

pored over entries in all categories and there was much debate before the final shortlist was announced.

This year’s awards will take place in the Newpark Hotel, Kilkenny, on Friday 9 March. Jim Fennelly, who is príomhoide of Church Hill NS in Kilkenny and a long-

serving member of an Coiste Náisiúnta, has been looking after arrangements. Kilkenny hurling bainisteoir Brian Cody, who was a teacher in St Patrick’s De La Salle BNS in the Marble City for many years, will be the guest speaker on the night.

The shortlist for the 2018 Cornmarket Cumann na mBunscol Awards:

<p>Category 1: Pat Trainor Hall of Fame Award: announced on the night</p> <ul style="list-style-type: none"> • Fear Manach • Ard Mhacha • Ciarraí • Port Láirge • Cill Mhantáin 	<p>Category 2: Public Relations</p> <ul style="list-style-type: none"> • Corcaigh • Áth Cliath 	<p>Category 3: County Publication</p> <ul style="list-style-type: none"> • Áth Cliath 	<p>Category 4: Promotion of Gaelic Games and Culture (county & provinces)</p> <ul style="list-style-type: none"> • An Cabhán • Luimneach • Áth Cliath • Corcaigh • Liatroim 	<p>Category 5: Promotion of Gaelic Games and Culture (schools)</p> <ul style="list-style-type: none"> • Darkley PS, Ard Mhacha • The Downs NS, Co An Iarmhi • Scoil Ard Fhearta, Ciarraí 	<p>Category 6: School of the Year (150 pupils or less)</p> <ul style="list-style-type: none"> • Gaelscoil na bhFál, Aontroim • Glenbeigh NS, Ciarraí • Doon CBS, Luimneach 	<p>Category 7: School of the Year: (151 pupils or more)</p> <ul style="list-style-type: none"> • Loreto Senior Primary School, Áth Cliath • Kilcoole NS, Cill Mhantáin • Scoil Chualann, Cill Mhantáin • St Mary’s NS, Ballygunner, Port Láirge
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2018 INTO Mini Sevens

The INTO GAA Mini Sevens have been a feature of Big Match Day in Croke Park on All-Ireland semi-final and final days since 1987. Boys and girls from all counties of Ireland and beyond get the opportunity to play in Croke Park on the occasion of the biggest games in the GAA calendar. Tipperary native Gerry O’Meara, Principal of Scoil Treasa in Firhouse, Co. Dublin is national co-ordinator of the Mini Sevens, the name by which these games are known – although they are now played in ten-a-side format! Counties are allocated quotas of players in boys’ and

girls’ football, hurling and camogie. These quotas rotate on a cyclical basis to ensure equal opportunities for children from all counties. This year sees the introduction of a new timescale for the conclusion of the All-Ireland Championships and finals in football and hurling will be decided much earlier than heretofore.

In order to ensure that schools of all sizes can compete in the Mini Sevens, different age limits apply, depending on the number of children on roll in third, fourth, fifth and sixth classes. It is

important that teachers are aware of these age limits.

- The age limits as set out below apply to the 2017/2018 mini sevens competitions.
- Age limits for Boys or Girls
- Total enrolment of Boys only **or** Girls only: (3rd to 6th class inclusive)

Enrolment	Children born on or after:
200 pupils or more	1 January 2006
170 – 199 pupils	1 December 2005
140 – 169 pupils	1 November 2005
110 – 139	1 October 2005
80 – 109	1 September 2005
50 – 79	1 August 2005
30 – 49	1 July 2005
0 – 29	1 June 2005

New face



Incoming Cathaoirleach Tomas O hAiniféin (Ardfert NS) with outgoing Chairman Joe Lyons at the Munster AGM of Allianz Cumann na mBunscol

Mary I brings Robotics to schools in the Mid-West



Julie McMahon, Dell, and Jack McCarthy, age 11, of Pallaskenry NS, pictured at the Dell Vex Robotics Semi-Finals. Pic: Brian Arthur

Tuesday 1 February saw 600 primary school students competing in the semi-final of the Dell Vex Robotics Primary School Regional competition, the result of an initiative rolled out by Mary Immaculate College (MIC) and DELL MC.

MIC and DELL EMC Limerick joined forces last year as part of an ambitious project to bring educational robotics to schools in the mid-west region. The Robotics Challenge called on students at primary and post-primary level to work in teams to design, build and programme a robot to carry out set challenges.

The participating children also prepared a STEM research project where they explored the use of robotics in everyday life. The underlining theme of all the projects was ethics in robotics and the children presented their projects and

arguments to a panel of judges using models, role play and drama, debates, songs etc. Eight primary school teams were successful in securing a place in the finals:

- Scoil Ide, Limerick
- Scoil Íosagáin, CBS Primary School, Limerick
- Monaleen, Limerick
- Scoil Mhuire Pallaskenry, Limerick
- Kilruane NS, Tipperary
- Gaelscoil Thomáis Daibhís, Mala, Cork
- Milford NS, Cork
- Scoil Mhuire na Trócaire

As *InTouch* goes to print, the finals of the competition were scheduled to take place on 1 March in Cork Institute of Technology with the overall winners getting a spot to compete at the VEX World Competition in Kentucky. Check out the winners at www.roboticseducationireland.com

Seachtain na Gaeilge

1 - 17 March 2018

Féile idirnáisiúnta don teanga Ghaeilge é Seachtain na Gaeilge – an ceiliúradh is mó a bhaineann lenár dteanga agus lenár gcultúr a tharlaíonn gach bliain in Éirinn agus i dtíortha eile. Féach www.snag.ie chun teacht ar acmhainní agus chun eolas a fháil faoi imeachtaí i do cheantar féin.



Coming home

Art & the Great Hunger

The world's largest collection of Famine-related art is on view in Ireland for the first time. On loan from Ireland's Great Hunger Museum at Quinnipiac University, Connecticut, the exhibition will be held in Dublin, West Cork and Derry.

The death and dispersion of two million people, followed by a further two million emigrations, makes the exhibition an important gesture of cultural reconnection. The Irish diaspora defines Ireland's place in the world today. The impact of the Famine is still with its descendants – both at home and abroad. Through the museum's collection, layers of history are peeled back to uncover aspects of the story indecipherable by other means.

There are a number of educational elements to the exhibition:

- ✦ Learning resources
- ✦ School tours
- ✦ Education workshops
- ✦ Music workshops
- ✦ *The Hunger Times* – New film for 10-13 year olds



Dates and venues

March – June 2018

Dublin Castle

July – October 2018

West Cork Arts Centre, Skibbereen

January – March 2019

An tSeaneaglais (Glassworks),
Cultúrlann Uí Chanáin, Derry

For more information visit
artandthegreathunger.org

== Tips on health, wellness, travel and finance ==

Planning a wedding?

Make sure you're covered

Congratulations! Preparing for a wedding can be a very exciting and busy time. Weddings can come with a hefty price tag and, unfortunately, sometimes things can go wrong. The Competition and Consumer Protection Commission (CCPC) has some helpful tips to help you protect yourself in case things don't go to plan.

Work out a wedding budget

The CCPC's handy wedding budget planner allows you to work out your spending in an easy, clear way. It will help you calculate all costs; big and small. Most importantly, it will help you to prioritise your spending, helping you decide what is really important for you on the big day and where you can make savings.

Make sure you insure any valuables

If you have an engagement ring, you should sort out insurance for it as soon as you can. If you have home insurance you may be able to insure the ring under 'all risks cover'. This is an optional extra under most home insurance policies and protects you against loss or theft of, or accidental damage to, personal valuables such as jewellery both inside and outside the home.

Do your homework on suppliers

With so much information available at our fingertips nowadays, there's no excuse not to do your research before you hand over your money. Join online discussion

forums and read up on wedding blogs to find out about other people's experiences with suppliers and ways you can cut costs. If you are thinking of getting married abroad, hiring a wedding planner is often cheaper than trying to organise everything yourself. They will work to get you the best package and price, and their local knowledge will help you to avoid running into problems.

Pay by credit/debit card

Paying by credit/debit card instead of cash offers you some protection if things don't go as planned. For instance, you may be able to request a chargeback if something goes wrong, such as the bridal shop closing down. A chargeback is when your card provider agrees to reverse the transaction. However, there are time limits on requesting a chargeback so you should contact your card provider to find out more.

Paying a deposit

You should keep all of your quotes, contracts and receipts relating to the wedding in case of any issues with a supplier. Remember, when you pay a deposit it shows that you intend to buy a product or service and you enter into a contract with the supplier. So you may not be able to get your money back if you decide to use a different supplier after you have paid a deposit. It is important to make sure that you and the supplier are

clear about all the details so ask for written confirmation that includes details of the exact product or service that you are buying, the deposit you pay, when the balance has to be paid and when it will be provided. Avoid signing a contract with a venue until you are sure what is and isn't included in the price you are being quoted.

What about insurance?

Taking out wedding insurance offers you more security if something does go wrong – such as cancellation, or a supplier failing to deliver a service. Many insurance providers offer wedding insurance so make sure you know what the policy covers and compare costs before you buy.

If you are getting married abroad or going on honeymoon it is important you take out travel insurance. This will cover you for illness or injury, damaged or delayed luggage, cancelled flights, delayed or missed departure and lost or stolen money or passports. Always check the policy details before you buy, so you don't duplicate cover you may already have with any other policies such as your health insurance.

For more information see www.ccpc.ie/consumers/tools-and-calculators/budgeting-calculators/wedding-budget-planner/



Potatoes

This March we decided to treat one of our most cherished national foods – the potato – with some delicious creativity. These lunchtime options are tasty, quick to whip up and perfect for those chilly spring days.

Savoury Sweet Potato Muffins

These savoury sweet potato muffins are so delicious as a quick 'grab and go' breakfast or served on the side of a cajun chicken salad bowl or a warm bowl of soup. They are simple to make and taste delicious. Why not give them a go?



Ingredients

- ※ 1 medium sweet potato (400g)
- ※ 120g grated mature red vintage cheddar
- ※ 2 spring onions
- ※ 4 eggs
- ※ 200g plain flour and 2 tsp baking powder or self raising flour
- ※ 3 tbsp sour cream
- ※ 1/2 tsp paprika
- ※ 1 tsp onion powder
- ※ 1 tsp dried parsley
- ※ Season with salt and pepper

Method

- 1 Preheat the oven to 180°C. Spray the muffin tin with nonstick spray or line with muffin papers/parchment paper.
- 2 Peel and grate the sweet potato.
- 3 Grate the cheddar cheese. Crack the eggs and lightly whisk.
- 4 Combine the sweet potato and egg in a bowl. Sieve in the flour, paprika, onion powder and parsley. Stir in the cheese, sour cream and spring onions.
- 5 Spoon into the lined muffin tin (fill up high) and bake for 30 minutes.
- 6 Cool on a wire rack. Best enjoyed a little warm.

Creamy Potato Soup with Crispy Bacon, Grated Cheddar and Sour Cream

This soup is insanely good. It has a mild creamy flavour with a smooth, rich velvety texture. The subtleness of the soup works brilliantly with the sharp cheddar, the crisp salty bacon and the tangy sour cream.

This hearty soup is ideal to really keep you going on those long days.

Ingredients

- ※ 4 large potatoes (800 / 900g)
- ※ 1 medium onion
- ※ 50g butter
- ※ 2 tbsp vegetable oil
- ※ 500 mls chicken stock
- ※ 250 mls full fat milk
- ※ 6 smoked rashers
- ※ 100g vintage cheddar cheese
- ※ 100g sour cream
- ※ Optional garnish: finely sliced spring onion or chives

Method

- 1 Peel and dice the potatoes and onion.
- 2 Melt the butter and oil in the pan and fry the potatoes over a low/medium heat for 10 minutes. (If they start to stick, add in the stock a little earlier. The trick is you do not want them to colour.)
- 3 Pour the stock over the potatoes and allow to simmer for 25 minutes until they are soft (this may take a little longer or shorter depending on the size of the potato cubes).
- 4 As the soup simmers, cut the rind off the rashers and finely dice.
- 5 Fry the lardons of rashers in a little butter and oil. Remove and drain off any excess oil on kitchen paper. Set aside.
- 6 Grate the cheddar cheese.
- 7 Blitz the soup in a food processor, adding the milk until it is smooth, rich and creamy.
- 8 Pour into bowls and garnish with the crispy bacon, vintage red cheddar, chives and a dollop of sour cream.



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

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



media production. Aisling and Louise joined forces a few years ago and created Foodoppi.

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



What Belfast has to offer



The Titanic Museum

Come with me for the weekend to Béal Feirste and see what Northern Ireland's capital has to offer. With an ample supply of budget hotels to choose from and a two-night weekend break costing from €130, why wait to explore this northern city? I choose to stay in the Cathedral quarter as it's close to many bars, restaurants and shopping. Why not follow the itinerary of my weekend away?

Friday

Once you arrive in Belfast, you are ready to chill out after a long week, am I right? Go to Bert's Jazz Bar at the Merchant Hotel for a French bistro style menu and delectable cocktails. There's live jazz from 9 p.m. and, if you appreciate Art Deco style, you will love this place. Fancy something a little more rough and ready? Try Bootleggers for tacos and nachos and a more relaxed, 'gangster' feel.

Saturday

Touring time... if you don't have a car you can join one of the many tour groups that leave from Belfast city centre and take in many of Antrim's stunning, 'must see' locations. A full day trip with City Sightseeing Belfast costs £30pp and takes in Carrick-a-Rede rope bridge, Bushmills, Giant's Causeway and Dunluce Castle.

If you are driving, the Antrim coast is one of the most beautiful stretches of coastline. Northern Ireland is dotted with filming locations for the hugely popular *Game of Thrones* and, even if you're not a fan, I would highly recommend a drive to the Dark Hedges as early in the day as you can.

The Carrick-a-Rede rope bridge is a must at £7 for adults and £3.50 for children, with family ticket prices available. Allow about an hour and a half to soak up the views here. If you are incredibly lucky you may see a dolphin or seal. The staff are quick to quash any sort of messing on the bridge and only allow a small number of people on at a time so it



Carrick-a-Rede rope bridge

looks more perilous than it is.

Off to the Giant's Causeway to enjoy the leisurely pace of the audio tour and the incredible landscape. I mean, this place is the geography of legends. Everyone remembers Fionn Mac Cumhaill in their books at school. Book your tickets online (£9 online/£10.50 standard adult ticket) to save a few pounds beforehand.

If you have no sprogs in tow, you may want to venture further out to the Bushmills Distillery. Whiskey isn't my drink but it is the oldest working distillery in Ireland so surely worth a visit, right? Adult tickets are £8 and guided tours start at 10 a.m.

Sunday

Grab breakfast on the go at St George's Market; it is a stunning example of Victorian architecture and the last example of a covered market in Belfast. Inside, there's a mixture of food, furniture and a few knick knack stalls. Walk and munch and tick this place off your list. Opening times: Sat 9-3 Sun 10-4.

Start your history walk off with a stroll to the City Hall then head to Crumlin City Gaol, which is open from 9 a.m. – 5 p.m. daily. 150 years of history lie within its walls, from being a prison for women and children in the 1800s to housing Republican and Loyalist prisoners and employing hangings as sentencing. The gaol closed its doors as a working prison in 1996 and is now used as a concert venue and conference centre. Tickets cost £9 for adults and £6.50 for children up to



St George's Market



Crumlin City Gaol

15 years. This is a good one for your primary age children as there is a great education programme detailing children in prison during

Victorian times and it has costumes for added authenticity. Call ahead to check the availability of this program as it does not follow the main gaol tour route.

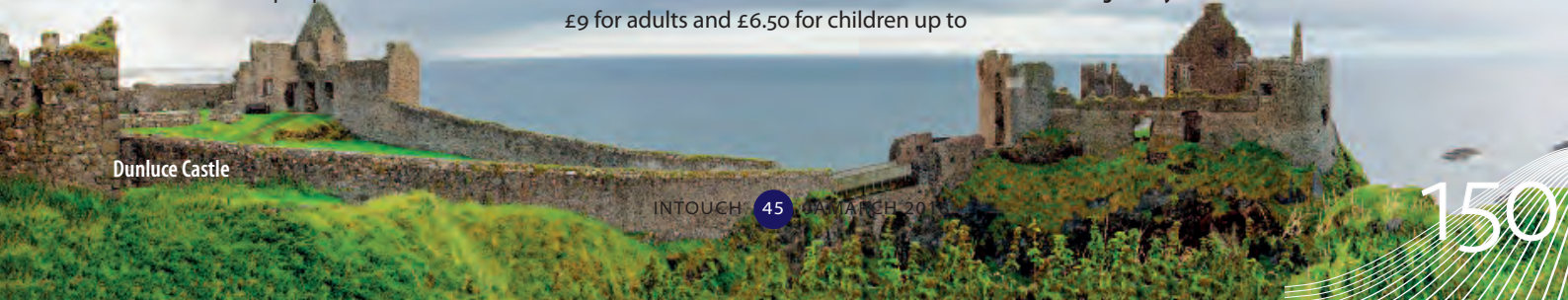
Black taxi tours can be arranged via your hotel reception and cost from £35. I have been on three of these tours and each varied slightly, depending on the driver. The drivers are locals with personal knowledge and experience of the area. These tours last roughly an hour and a half.

In my opinion, I've saved the best for last – The Titanic Museum. The Titanic Museum details the commissioning of the Titanic and her sister ships. From her blueprints to her maiden voyage and subsequent tragic demise, this museum is a real history lesson. Check the website for opening hours and book online for discounts.

If your little ones are too little for the Titanic, then across the road is the Science Museum, W5. This interactive centre is aimed at awakening curiosity and imagination in the world around them. Unmissable.

How will you spend your Belfast weekend?

CIARA MCNALLY teaches in Greystones, Co Wicklow. Check out www.mysuitcasesdiaries.org for more weekend getaway ideas.



Dunluce Castle

Teaching matters

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

Digital technologies in my classroom

I am a teaching principal in Cloghans Hill NS, a one teacher school in Co Mayo. We have 12 pupils ranging from senior infants to sixth class with a full time SNA and 20 hours SET.

In terms of technology we operate a BYOD (Bring Your Own Device) policy as well as having an interactive whiteboard and access to eight laptops.

It is a challenge to teach the curriculum and engage all the different class levels and abilities and achieve curricular aims and objectives but digital technologies play an important role in helping me to do this.

A lot of work in a small school with four levels of multi-class groupings is thematic and project-based, allowing you to differentiate learning aims and objectives and match them to outcomes which are age, class and ability appropriate. When working on a project I will often give children a choice of media in which to present their learning, including creating a poster or comic book, a *Google Slides* presentation, a *Scratch* project, a *Book Creator* book, a Green Screen presentation or a stop motion animation. Independence in their choice of presentation and options for them to work in both the same and mixed ability groups allow the children to personalise their own learning.

A typical lesson in maths might look like this:

- One group/class level engages in online work, on *Khan Academy* or *StudyLadder*. These free programmes allow me to set work for the children based on the topics and themes we are covering. At the end of each day, I can look at how they got on, see where they had problems and then address these in the next lesson or in a quick review with an individual child.
- Another group/class level works with concrete materials with prompt cards or tasks to complete. I often source these cards online, make my own or ask the children to make task cards for each other using QR codes. These are very

PDST TECHNOLOGY IN EDUCATION
Promoting and supporting the integration of ICT in education

simple to make and add into a table on a Word or Google document.

- A third group completes independent book work while the fourth group works with me.
- All groups then rotate to allow me to work with each one, while the others work independently.

Monitoring and assessment of this work can take many forms, including teacher observation and conferencing as well as reviewing completed online tasks. I use an iPod or iPhone to record the activity of some groups so I can see where help might be required.

I use this station teaching model for many curricular areas and find it really useful for multi-class teaching.

The use of our school website, Skype

and in particular social media, like Twitter has allowed us to make virtual friends with lots of other schools and make our school seem a lot bigger than it is!

We engage with other schools in both Ireland and further afield and have learned about cultures and school routines in other countries as well as engaging online with scientists, astronauts and engineers.

Getting ideas from art works or musical creations in other schools is invaluable, as you need a large and varied bank of resources when you have a child in your class for eight years in a row!

Teaching in a multi-class setting can be challenging but I have found that using digital technologies has really helped me to improve my teaching and to engage my pupils in so many ways that I can't imagine teaching without it.

Written by ISEULT MANGAN, Cloghans Hill NS, Co Mayo.



Teaching principal, Iseult Mangan, with her pupils in Cloghans Hill NS in Mayo.

Mobile phones record the activity and work of class groups.



Find out more

- ✎ Follow Cloghans Hill NS on Twitter @ScoilAnClochain
- ✎ See a video of some of the ways Iseult uses digital technology in this video on the PDST Technology in Education Good Practice page <http://bit.ly/2CFnMS>
- ✎ Check out <http://TeacherCPD.ie> and contact your local education centre for information on PDST Technology in Education courses for teachers.

William Dargan

'The Father of Irish Railways'



When you think of the many men and women who shaped Irish history and are now buried in Glasnevin Cemetery, politicians, revolutionaries and suffragettes are among those figures that spring to mind. This month's article explores the life of a man who may not necessarily be a familiar name to all, but nevertheless played a major role in Irish history. As the 'Father of Irish Railways', William Dargan shaped Ireland's development. He built the world's first commuter rail line and became one of the leading engineers of the 19th century.

Born to a farmer of a large tenancy in Co Laois in February 1799, it is reported that Dargan began his education at a local hedge school. He excelled in mathematics and worked in a surveyor's office in Carlow before securing a coveted position with the famous Scottish engineer, Thomas Telford. Dargan worked on the construction of the Holyhead road in Wales, which vastly improved transport and communication times between Dublin and London. He worked on several projects on his return to Ireland and, drawing on his training under Telford, became an expert road builder. He built roads with a raised centre to ensure both strength and drainage.

The bustling port at Kingstown (now Dún Laoghaire) received huge volumes of traffic from the city and a new and improved means of transporting goods and passengers to and fro was clearly needed. In response to this need, Dargan constructed the first railway line in Ireland from Westland Row to Dún Laoghaire. It opened in December 1834 and became the world's first commuter line. The



present day Dún Laoghaire DART line runs along this route.

Projects rolled in rapidly and Dargan constructed the Ulster Canal, the Great Southern and Western Railways and Midland Great Western Railway. He built almost 1,000 miles of rail throughout Ireland.

Dargan was also a respected employer, known for providing a fair wage. He kept a large workforce in employment, even throughout the years of the Great Irish Famine. Yet, as was common at the time, workers' strikes and tragic industrial accidents did occur. It was stated that at "one time he was the largest railway proprietor in the country and one of its greatest capitalists".

Inspired by the world famous Great Exhibition in Hyde Park London, Dargan organised a similar event in Dublin titled the 'Great Industrial Exhibition'. It showcased Irish industry and he pledged thousands of pounds to the RDS to support this event. It ran from May to

October 1853, and was opened by Queen Victoria and her husband, Albert. Victoria visited Dargan's home at Mount Anville (now a school) in South Dublin and, in recognition of his life's work, offered him a knighthood, which he declined. Overall, the exhibition was a great success, but Dargan lost approximately £20,000 of his investment.

His work as a philanthropist was instrumental in the opening of the National Gallery. A large statue of Dargan was placed on the lawn and remains there to this day.

As a result of the new rail network, transport and communication across Ireland improved, as did the movements of goods and services. A later investment in a flax mill at Chapelizod was a failure and resulted in personal financial loss for Dargan.

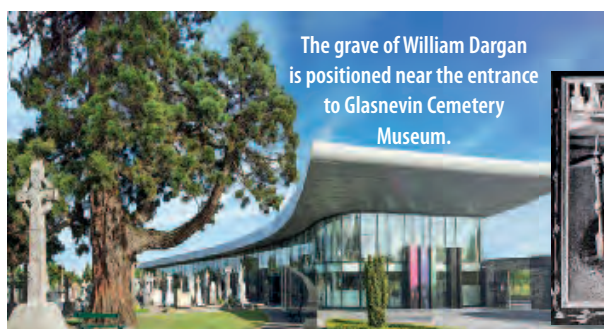
In 1866, he fell from his horse and was incapacitated for some time. He passed away from liver disease on 7 February 1867. He had no children, and was survived by his widow, Jane. The Dublin Cemeteries Committee paid for Dargan's grave and his funeral was said to have been the largest in Dublin since the passing of Daniel O'Connell.

In 2004, a new cable style bridge was opened in Dundrum and titled the William Dargan Bridge in dedication to the 'Father of Irish Railways'. His work contributed largely to the development and modernisation of Ireland's economy and society.

Dargan's life and works are interesting for many reasons, especially for school groups with an interest in Irish lives and technology, the Transport Revolution, science and social history.

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.



The grave of William Dargan is positioned near the entrance to Glasnevin Cemetery Museum.



eTwinning: *Ríomhcleamhnas*

Two schools share their experience of the programme



"Hallo Deutschland, Hello Ireland". Grianghraf ó Gaelscoil de hÍde, Roscomáin



Amy Coffey and Simone Remmers, a teaching method exchange

eTwinning is a free and secure online platform for teachers working in European schools to communicate, collaborate, develop projects and – in short – be part of the most exciting learning community in Europe! Launched in 2005 as the main action of the European Commission's eLearning Programme, eTwinning has been firmly integrated in Erasmus+, the European programme for education, training, youth and sport, since 2014. Its central support service is operated by European Schoolnet, an international partnership of 31 European

ministries of education developing learning for schools, teachers and pupils across Europe. The eTwinning programme in Ireland is managed by Léargas.

Gaelscoil de hÍde, Roscomáin

In Gaelscoil de hÍde, Roscomáin, we have participated in numerous eTwinning projects and have gained many national quality labels. eTwinning quality labels are granted to teachers with excellent

eTwinning projects. They indicate that the project has reached a certain national and European standard.

A project completed by a sixth class last year was awarded a European quality label. The project was in collaboration with the Herigoyen Volksschule in Sulzbach-am-Main, Germany. The main aims of this project were:

- to improve the pupils' communication

... working in European schools to communicate, collaborate, develop projects and – in short – be part of the most exciting learning community in Europe!



idir Scoileanna



Junior class children, Gaelscoil de hÍde



Children from Moyderwell Mercy PS

- and foreign language skills;
- to develop greater cultural awareness;
- the exchange of teaching methods – the German teacher, Simone Remmers, through Erasmus+ funding, job-shadowed in our school for a week in February 2017.

Current projects

This school year children from junior classes have collaborated with a school in Vittorio Veneto, Italy, on a short Christmas project: 'Buon Natale – Happy Christmas'. Fifth class are busy creating a book with their counterparts in Benasque, northern Spain, and sixth class are participating in the fun German language project – Postkarten auf Deutsch.

Benefits for pupils

Children really enjoy eTwinning because it's exciting and it increases their motivation as they have an audience for their work in a school in another country or county.

For teachers:

- it's a free and safe platform;
- it's easy to use;
- projects link neatly to curriculum subjects such as languages, geography, literacy, SPHE, art and music.

Moyderwell Mercy Primary School, Tralee, Co Kerry

In Moyderwell Mercy Primary School, we are currently undertaking a project called



eTwinning

Are you interested in becoming involved in eTwinning? There's a national network of eTwinning Ambassadors who are available to support individuals or schools.

Contact Liliana O'Reilly:
loreilly@leargas.ie for further information.

'Feasts and Festivals' with Stodenskolan, a primary school in Karlstad, Sweden. The aim of our project is to explore a number of celebrations, such as Halloween and Christmas. We have each chosen five national celebrations, four of which are celebrated in both countries and one which is unique to our individual countries. First class pupils in both schools have been sharing how these

festivals are celebrated through the exchange of cards, games, artwork, music and online video conferencing. It is hoped that this project will raise greater awareness among our pupils of the similarities and differences between our two countries.

eTwinning has become integral to broadening our pupil's outlook beyond everyday classroom activities. Creating a project begins with a blank canvas. It can include any theme or subject and is easily adaptable. It allows teachers and students to share ideas and experiences, overcoming cultural boundaries in education and renewing teaching methods through the use of ICT. Participation in eTwinning has become a central component of our school's eLearning plan. With over 500,000 registered teachers and 70,000 active projects across Europe, new projects appear on a daily basis. The diversity of themes enables pupils with all levels of ability and interests to get involved. The eTwinning portal also empowers teachers through access to special interest groups, learning events and a wide range of online and face-to-face professional development courses.

AMY COFFEY is a teacher in Gaelscoil de hÍde, Roscomáin, and is an eTwinning ambassador.
FINBARR MULLINS is an SET teacher in Moyderwell Mercy Primary School, Tralee, Co Kerry, and is also an eTwinning ambassador.

Bullying prevention:

Bullying behaviour is highly prevalent in Irish schools. However, it is difficult to accurately establish the incidence of this behaviour as it is often underreported by targets¹. In 2011, Childline received over 10,000 self-reports of bullying incidents from children². Findings from the ISPCC's 2011 National Children's Consultation survey indicated that over half of respondents who had been targets of bullying would not disclose their experiences because they were afraid that it would cause the bullying behaviour to escalate.² Debilitating mental health issues such as anxiety, depression, panic attacks and suicidal ideation can manifest for targets in the immediate aftermath of bullying incidents or in the longer term.³

Bullying is frequently covert. Many in the school community may be unaware that such incidents are taking place. The reluctance of bystanders to intervene perpetuates bullying behaviour.⁴ However, children may not realise that they are colluding by staying silent or feel unsure about how to report bullying that they witness.¹

Teachers can be powerful agents of change by explicitly teaching children how to cultivate prosocial behaviours and how best to intervene when a bullying incident occurs.⁴

Fostering a positive whole-school community

The PDST recommends a collaborative, school-wide approach to prevention and intervention.⁵ It is imperative to involve all stakeholders in the school community when reviewing the issue of bullying.⁵ Consider the values we cherish and how we embody them. Are we actively raising awareness about friendship and modelling respectful interactions? Is collegial support readily available? Is there a facility to debrief after an unsettling incident

Teachers can be powerful agents of change by explicitly teaching children how to cultivate prosocial behaviours and how best to intervene when a bullying incident occurs

occurs? Are staff valued and affirmed? How are we addressing the needs of children who have been targeted by bullying, bystanders, and children who have engaged in bullying behaviour? How are we liaising with parents/guardians to ensure that children are receiving unified messaging about behavioural expectations? Do all stakeholders have a voice in policy reviews? Are we actively promoting positive interactions? How do we respond to bullying incidents when they occur? Do we validate the experiences of the target? Are the children aware of what constitutes bullying behaviour and how to report such incidents?

Prevention and intervention

As a school community discuss what constitutes acceptable behaviour.⁵ Raise awareness about the consequences of breaching these parameters.⁵ Review policies and practice for consistency – AUP, Code of Behaviour, Anti-Bullying Policy⁵. Give children a voice through the use of confidential, anonymised surveys to identify problem behaviours and bullying hotspots.⁵ Discuss how SPHE lessons can be tailored to target areas of concern. As teachers, we can model prosocial behaviours such as consistency, fairness, respect, and empathy in our own practice.¹ We can embed a culture of kindness, and

Ten tips that other teachers have successfully implemented

- 1** *The True Story of The Three Little Pigs* allows the children to see the softer side of the wolf, and it would also be great for hot-seating, freeze frames and thought tracking.
- 2** Helping the target child to explore other friendships/work on self-esteem.
- 3** Restorative practice helps the target by helping him/her to separate the behaviour from the person who perpetrated it
- 4** A buddy bench for the yard really helps the quieter children.
- 5** Infants: It can be good to have some toys for them to play with. Also having the older children coming into their yard and playing duck, duck, goose, hop scotch etc. helps to get different children interacting with each other. It also gives them some ideas of games to play with each other when the older children are not there.
- 6** We have a friendship jar in the classroom that we fill with cubes every time the children are 'caught' being friendly. There are stickers on the jar and when the children get to a sticker the class gets a reward.
- 7** Invite parents to send in WOW vouchers to let you know about what the child is doing well at home.
- 8** Clearly teach the definition of bullying behaviour – ONGOING, repeated, unwanted¹.
- 9** Raise awareness about exclusion and how it makes people feel.
- 10** When we deserve love least we need it the most (the child engaging in bullying behaviour).

cultivating friendship and inclusion

friendship through the use of rituals such as Circle Time. On a school-wide basis we can explicitly teach conflict resolution strategies.⁵

Individual teachers can promote class cohesion by encouraging children to devise a class moniker e.g. Fabulous First Class.⁵ Drama techniques such as hot-seating, freeze-framing, thought tracking, forum theatre, paired improvisation, flash forwards and flash backwards can help children to access the perspective of others and relate stories to their own experiences.⁶ Kindness calendars, class mottos, affirming positive attributes and behaviours and providing fun and interactive learning experiences can help to reduce the incidence of unwanted behaviours. Children can be taught to name their feelings and to check in with their emotional barometers. Restorative Circles can be very effective tools for conflict resolution. A colleague taught his class to 'be friendly if you can't be friends'. Role play can help children to assimilate how they might respond if an incident of bullying occurs.

Involving parents/guardians

Consider how you might foster positive interactions with parents/guardians.⁵ Think about the impact of receiving an unexpected dea-scéal note! Remember to inform the parent body of all the good practice already taking place in the school, harness the school newsletter, website and display boards to highlight this. Regular awareness-raising initiatives such as cyberbullying workshops can open communication channels between the home and school.⁵

"As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration".⁶

HELEN KENNY is a retired primary teacher who worked in Early Start for 20 years. She designed and delivered summer courses in Early Education and the Importance of Play and currently facilitates online summer courses. Marie O'Sullivan, a primary teacher and counsellor, is currently pursuing further studies specialising in

child and adolescent mental health. She is the author of educational online and face-to-face courses including one on Bullying Prevention.

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GAA Launches New 5 Star Centre

The GAA recently launched its newly developed national initiative for Primary Schools, the 5 Star Centre, in Croke Park. GAA Director of Games Development and Research, Pat Daly, highlighted that “the initiative aims to ensure that every child gets 60 minutes of moderate to vigorous activity per week throughout the 26 weeks of the school year. In doing so, it will enhance the development of children’s movement abilities and wellbeing so that they will experience fun, friendship, fairness, freedom and, ultimately, develop their fitness.”

To become a GAA 5 Star Centre, Primary School Teachers would organise a range of activities for all children to participate in, with GAA personnel acting in a support capacity. The diverse range of activities includes Have a Ball, Fun & Run, Camán & Play, Catch & Kick, Skill Challenges and Go Games. Fun & Run is a new game involving a team of batters/kickers and fielders, is suitable for all age and ability levels. It is particularly suited to meet the needs of people with disabilities, people from socially deprived and ethnic minority groups, who often perceive themselves to be excluded from



I.N.T.O. President, John Boyle, and GAA President, Aogán Ó Fearghail, with pupils from Killinure N.S., Limerick

mainstream GAA activities.

GAA President, Aogán Ó Fearghail, wholeheartedly welcomed this new initiative: “The GAA 5 Star Centres have

the potential to make an enormous contribution to the health and wellbeing of Ireland’s children. We want every single boy and girl in Ireland to have had positive introduction to our games by the time they leave Primary School.

“The GAA 5 Star Centres have the potential to make an enormous contribution to the health and wellbeing of Ireland’s children.”

This initiative is a means of achieving this. As a Primary School Principal, I understand how Gaelic games has such an influential role in the culture of the vast majority of Primary Schools nationwide. Without the contribution of Primary School Teachers, the GAA would not be the wonderful organisation it is



Initiative for Primary Schools



today. We want to recognise this significant voluntary effort through our new 5 Star flag, which we hope will be a symbol of how proud schools are to promote our games and our culture.”

Also attending the launch was I.N.T.O. President, John Boyle, who noted that “there has been an intrinsic link between Primary School Teachers and the GAA for well over a hundred years now. The I.N.T.O. are delighted to support the GAA 5 Star Centre initiative. The flag will be testimony to the work that the Teachers and the children are doing to promote and develop our national games.”

The GAA piloted the 5 Star Centre initiative in Killinure N.S., Limerick last year. Speaking at the launch, Principal Carmel Power pointed out that “research conducted by a team from Dublin City University reported that, after a six-week intervention, there was an overall increase of 7.3% in pupils’ fundamental movement skills. We will be proud to have a GAA 5

Star Centre flag flying above our school.”

This sentiment was echoed by Micheál Martin, Principal of Réalt na Mara N.S., Kilmore, Wexford: “Our school will be making a big effort to become a GAA 5 Star Centre in the coming months. We believe that this inclusive initiative will make a positive contribution to the health and wellbeing of our all our pupils.”

The GAA 5 Star Centre will be rolled out across Primary Schools on a phased basis from September 2018. Should schools wish to participate, Teachers/Principals can submit an Expression of Interest until the end of July at learning.gaa.ie/5Star or contact a member of their County GAA Games Development staff via learning.gaa.ie/staff contacts.



Carmel Power, Principal of Killinure N.S., Limerick speaking at the launch




The games children play:

How often do we allow children to devise their own games in our PE lessons? Are we addressing the strand unit of 'creating and playing games' as often as we like within the games strand? How do we even go about it? This article is based on a practical workshop delivered at the Irish Primary PE Association 2017 conference (Lannucci et.al. 2017). It provides some practical ideas on how to structure child-designed games activities in PE lessons. The full workshop notes are available in the members section of www.irishprimarype.com.

Starting point: Guiding children to design and play their own game is a skill in-and-of-itself. A little like a group project in the classroom, just telling students to make up what they want without a clear structure can lead to an unproductive experience. Some basic guiding principles

may include:

1. Limiting each group to six or less children (a station teaching or grid style set-up is helpful here).
2. Providing a clear structure. Make sure to outline to the children:
 - the equipment they can use;
 - the space they are allowed use (get them to mark it out with cones);
 - the movements/skills that you want to develop in the game.
3. Adequate time: children will require time to:
 - think creatively and discuss their ideas (but also to be aware that they should begin trying out their game when the signal goes);
 - re-think or 'sort-out' the game after they've tried it out. They may need to adapt or change it in some way;
 - play their game once they are happy

that it 'works';

- demonstrate and teach their game to other groups/the rest of the class.
4. Create accountability: in order for children to appreciate and invest in their game ensure they:
 - give their game a name;
 - have clear and identifiable rules for their game;
 - teach other groups their game when indicated;
 - encourage other children to play their game on another day or perhaps during yard time;
 - write about their game in class/draw pictures or diagrams/use iPads.

Teachers who have been successfully using child-designed games have also highlighted the following tips for engaging children (illustrated below):

If children are to make worthwhile decisions about their game and invest in it, you must try and stay out of decisions as much as possible (except where there are safety issues).

Games may be co-operative, competitive, active or passive, depending on what you/ the children want to achieve.

The three 'Cs' are helpful when helping children design games.

- **Clarification:** Provide possible options and/or rules to consider when students get 'stuck'.
- **Criteria:** Provide for games design expectations, 'it must have all students touching the ball at least once'.
- **Critique:** Monitor children's decisions and critique them.

Consider developing the create a game concept over a number of PE lessons.

It is helpful to suggest and remind children regarding a structure for the game – purpose, rules, boundaries.

Using child-designed games in PE

Curriculum objectives with regard to 'Creating and Playing games'

Infants	create and develop games in pairs rolling a ball at a target kicking a ball to a partner through a 'goal'
1st/2nd	create and develop games in pairs or small groups pig-in-the-middle passing games
3rd/4th	create and develop games with a partner or with a small group striking, kicking, throwing and catching games
5th/6th	create and develop games with a partner or with a small group bowling, striking, kicking, throwing and catching games



The Irish Primary Physical Education Association (IPPEA)

The Irish Primary PE Association is a voluntary organisation which was founded in 2002 by and for primary teachers who were particularly interested in the subject of physical education. The IPPEA is dedicated to heightening awareness of PE issues in primary schools and it aims to promote physical activity in an educational context. The IPPEA holds an annual conference as well as workshops throughout the year. This year's conference took place in Galway on 24 February with the theme of 'Moving Forward: Physical Education for the future'. For more information on the IPPEA or to become a member please visit www.irishprimarype.com

References:

- Government of Ireland (1999) *Primary school curriculum physical education*, Dublin: The Stationary Office.
- Graham, G, Holt, S A and Parker, M (2013) *Children moving: a reflective approach to teaching physical education*, Ninth ed., New York: McGraw Hill.
- Iannucci, C, Mangione, J, Parker, M (2017), *The games children play: Using child designed games*, Irish Primary Physical Education Association Conference, Croke Park Conference Centre (Practical workshop).
- Rovegno, I. & Bandhauer, D. (2013) *Elementary physical education Curriculum and Instruction*.

Sample Lesson structure

(May be undertaken over a number of lessons)

Context: 3rd/4th class children have been practising throwing and catching skills with bean bags/foam balls in prior PE lessons

1. Begin with a warm-up game and perhaps include a focus on some of the movements/skills/components that can be used in their games (e.g. chest pass/fist pass/dodging). Discuss how someone must have invented this game in order for us to be playing it.
2. Split children into groups (three – six children).
3. Tell children that they will be creating their own game using the skills of throwing and catching. Mark out areas for each group and encourage children to brainstorm their ideas. Tell them to think about some games that they already know and like that have throwing and catching in them.
4. Start by giving groups one ball, some cones/hoops and ask them to create a game. Try playing the game to see if it works. Ask children 'Is it fun? /do you need more equipment/are you using throwing and catching skills?'
5. Stop the game and discuss what the rules are and if they need to adapt any and allow the game to continue.
6. Allow continual revisiting of game and once finalised, each group may then present their game to the other children who may then play the games that have been designed.

Caitríona Cosgrave and Ciara Blennerhassett are current secretaries of the Irish Primary PE Association (IPPEA).

Irisí sa rang Gaeilge

Is iontach go deo na buntáistí a bhaineann le hirísí do pháistí chun teagasc na litearthachta a chur chun cinn. Le pictiúir agus íomhánna ildaite, ailt ghearra, mhealltacha, agus éagsúlacht ábhar, tá sé éasca páistí a spreagadh chun suim a chur sa teanga.



Eipic

Irisleabhar míosúil nua Gaeilge is ea *Eipic* atá lán le héagsúlacht leathan téacsanna agus ábhar dílis, atá curtha i láthair ar shlí shiamsúil, tharraingteach. Bíonn scéalta nuachta ó chian is ó chongar, siamsaíocht, stair, eolaíocht, spórt, scéalta faoi scannáin agus réaltaí cáiliúla ann, agus iad curtha i láthair ar bhealach simplí. Beidh múinteoirí in ann léitheoireacht na Gaeilge a dhéanamh níos siamsúla agus níos taitneamhaí do pháistí mar gheall ar an raidhse ábhar ard-spéise a bhíonn san iris gach mí. Tacóidh na hailt ghairide, ghonta neamhfhicsin, chomh maith leis na léaráidí agus grianghraif ildaite atá ar ard – chaighdeán, le suim na bpáistí a spreagadh agus a choinneáil. Tá gluais foclóra leis na hailt a chuidíonn le tuiscint na bpáistí. Bíonn comórtais ann agus duaiseanna deasa le buachan gach mí.

Úsáid sa rang

- ✦ Taispeáin clúdach na hirise don rang, labhair faoin gclúdach agus cuir ceist ‘Cé nó cad atá ar an gclúdach agus cén fáth?’ Iarr orthu buille faoi thuairim a thabhairt faoi ábhar gach scéil bunaithe ar an gceannlíne.
- ✦ Pléigh conas mar a chuirtear iris le chéile. Labhair faoin taighde a dhéanann an scríbhneoir chun teacht ar an eolas a bhíonn san alt. Féach ar na híomhánna agus mínigh an

tábhacht a bhaineann le haitheantas a thabhairt d’fhoinsí na bpictiúr.

- ✦ Tá go leor cainte ar ‘Nuacht Bhréagach’ na laethanta seo. Tapaidh an deis chun an gá atá le foinsí faisnéise agus taighde a dhearbhu. Roghnaigh alt agus pléigh conas is féidir a bheith cinnte go bhfuil an scéal iomlán fíor. Iarr orthu a dtaighde féin a dhéanamh ar ábhar an ailt agus ansin pléigh an claonadh a bhíonn i scéalta nuachta uaireanta.
- ✦ Roghnaigh scéal nuachta go bhfuil réamheolas ag páistí ina thaobh cheana agus spreag iad le tuilleadh plé agus taighde a dhéanamh ar an ábhar.
- ✦ Roghnaigh agallamh nó alt le heolas ar dhuine cáiliúil. Iarr ar an rang smaoinemh ar na ceisteanna a cuireadh chun teacht ar an eolas a bhí san alt. Iarr ar an rang ceisteanna eile

a chumadh chun breis eolais a fháil.

- Mínigh an difríocht idir ceisteanna dúnta agus ceisteanna oscailte.
- ✦ Spreag páistí le halt irise a scríobh iad féin, pléigh an tábhacht a bhaineann le ceannlíne tarraingteach chun léitheoirí a mhealladh.
- ✦ Bain leas as an iris le scileanna tuisceana agus litearthachta a fhorbairt m.sh. tábhacht a dheimhniú, tuar, tátal, cúis agus éifeacht. Díriú ar na gnéithe a bhaineann leis an téacs, grianghraif, grafaic agus obair ealaíne.
- ✦ Iarr ar pháistí ailt éagsúla a léamh agus ansin athchoimre den alt a thabhairt don rang ina bhfocail féin.

Ar fáil: ordu@eipic.ie nó glaoigh ar Ghearóid ar 087-9833769.

Ruaille Buaille

Is cnuasach gearrscéalta i stíl ghreannáin atá i *Ruaille Buaille* atá dírithe ar dhaltai idir 8 agus 14 bliana. Tá an choimic i bhformáid leabhar *Asterix*.

Ar fáil: Pragas €8 ó www.coimicigael.bigcartel.com.



Reviews

Grindlewood Secrets – latest instalment

The Secrets of Grindlewood: Ortheta's Orb, by Jackie Burke, is the latest instalment to Jackie's successful fantasy series for children aged eight and upwards. The two protagonists, Jamie and Jemima Grindle and their pets have found a mysterious orb but must keep it secret to prevent it falling under the control of evil forces, Worfagon.

There is much to like in this book: action and battle scenes galore, likeable characters and a big mystery to solve! It is a chunky book at 340 pages and would be best suited to fifth or sixth class.

This book is the fifth in the series. If teachers or children have not read the previous four, they may not follow the events clearly. I had to keep going back to check who was who and what was what! It might be better if teachers pick up the first book, *The Secrets of Grindlewood*, as an introduction to this world.

Kazoo Publishing.
ISBN: 978-1-9110-13921. Cost: €10

Reviewed by ROSALYNN LEWIS, Co Carlow.



Early number – planning and teaching resource

Number Talk is a recently published mathematics resource, authored by Ann Marie Casserly, Pamela Moffett and Bairbre Tiernan. It is aimed at supporting teachers in their planning and teaching of early number.

It focuses on how teachers may promote oral language and communication when developing early number and provides examples of how the specialised vocabulary of number can be introduced and reinforced through a range of engaging and interactive activities. The resource includes a variety of strategies to support and enhance the development of key mathematical vocabulary.

Number Talk facilitates the teacher to guide children's participation in a range of meaningful mathematical experiences so that they can become more skilled in understanding and using number.

The resource begins with introductory guidance material on the provision of a number rich environment, ideas for developing number across the setting, and suggestions for promoting home-school links. Guidance is provided on how to encourage parents to promote the vocabulary of number in the home. The key number concepts have been organised in

three strands namely: number and counting, number relationships and number operations.

Each section provides examples of learning experiences associated with these important mathematical ideas and a sample of activities for use in the classroom. The mathematics focus and key vocabulary are highlighted for each activity. The informal assessment opportunities at the end of each activity are particularly useful.

This resource can provide many opportunities to engage children in meaningful discussions about number, encouraging them to share their ideas, explain their thinking, and communicate their understanding.

Number Talk is available from CSENID, St Angela's College, Sligo. Published by The Centre for SEN, Inclusion and Diversity (CSENID). ISBN: 978-0992-8988. Cost: €25 plus p&p.

Reviewed by MARY O'NEILL, Co Kilkenny.



Child friendly exploration of World religions

World Religions, by Brian Doyle, is an informative and well written exploration of the diverse religions of the world.

The book is short, has child friendly illustrations by Derry Dillon, and details the most popular and well known religions including Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism.

A chapter is devoted to each of these six religions and provides details of each religion's beliefs, celebrations and places of worship.

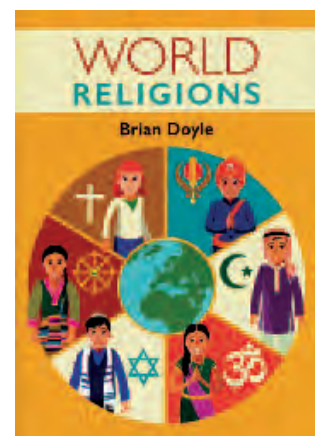
Each chapter introduces a character of a particular faith who then becomes a

guide as you explore the different aspects of each religion. There is a lot of detail such as greetings, history and origin.

I would recommend this book for any primary school classroom, especially those with pupils of various faiths and backgrounds. This book would allow pupils to understand more about each other and the wider world itself.

Poolbeg. ISBN: 978-1-7819-98335. Cost: €4.99.

Reviewed by DYLAN MCKEEVER, Leopardstown, Co Dublin.



Finishing Touches

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

Noticeboard



Copy date

Copy you wish to have considered for publication in the April issue of *InTouch* should arrive in Head Office by 20 March.

The deadline for the May/June issue is 8 May.

Please email copy to editor@into.ie



Gaeilge audio books

For Seachtain na Gaeilge, a selection of audio books will be available on Holy Family BNS, Askea's website at askeabns.wordpress.com

These Gaeilge audio books include *Sean Fhocail* in the sean chló Gaelach, *Irish Legends*, an extract from *Jimín*, etc. They can be accessed from the Gaeilge Audio Book tag at the top of the website.



Reunions

COLOMA COLLEGE REUNION

To mark the 40th anniversary of the closing of Coloma College, West Wickham, Kent, a reunion for all years is planned for the weekend of 19/20 May, 2018.

For further details please contact Carmel on 086 2341864 or Maura on 087 9153729/maurig2012@gmail.com

CARYSFORT CLASS OF 1971 -1973

45th anniversary reunion

Date: Saturday, 28 April, 2018

Venue: Teachers' Club, Parnell Square, Dublin 1.

Meeting @ 3:30p.m. for reminiscing, craic, drinks and finger food.

Please pass on word to any classmates you may know. (Classes of 1970 and 1974 also most welcome.)

For further details, and to ascertain numbers, please contact Bernadette Murtagh tel: 087 7561919 or email: mbegmur@hotmail.com



IBBY Collection on tour

The Irish section of the International Board on Books for Young People (IBBY) is proud to introduce the IBBY Collection for Young People with Disabilities as it comes to Ireland for the first time. The collection gathers outstanding examples of international books for and about young people with disabilities and includes specialised formats such as Braille, PCS and Sign Language and tactile and textile books.

Catch the tour in Wexford, Antrim and Down during March and April. For details: www.ibbyireland.com/blog



Teachers' Golfing Society

Teachers and those who have retired are invited to join the Teachers' Golfing Society (TGS) for the 2018 season. Outings to challenging courses, away trips and good company are guaranteed. First outing of the year will be in the Portmarnock Golf and Country Club on 24 March. For details, email Secretary, Catherine Hennessy, at cathhennessy@gmail.com.



Ireland's history carved in stone!

Glasnevin Cemetery Museum offers exciting school tours linked to the curriculum. Teachers are provided with learning packs for use in class and tours can also be booked in Irish.

All tours include access to the museum, interesting interactive exhibits, free teacher entry and free onsite coach parking. Email booking@glasnevintrust.ie

See page 49 for this month's article from Glasnevin Cemetery Museum on the father of Irish railways – William Dargan.



Celebration Dinner

Ballymena Branch invites you to celebrate 150 years of the INTO

Drinks reception @ 6.30pm followed by 4 course meal and entertainment
A presentation will be made to retired members on the evening

Adair Arms Hotel, Ballymena on Friday 23rd March 2018

Contact: ballymenabranch@into.ie

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

Winners: Comhar Linn January 2018 Draw

Car – Toyota Corolla

Máire Ni Chonchúir, Dromlough NS, Listowel, Co Kerry.

Car – Toyota Yaris

Margaret Daly, SN An Chroí Naofa, Traighlí, Co Chiarraí.

Cash €2,500

Vera Ní Dhulaing, Stillorgan Road, Dublin 4.

Pauric McKinney, Scoil Íosagáin, Buncrana, Co Donegal.

Cash €1,500

Deirdre Uí Mhoráin, Leixlip, Co Kildare.

Mary O'Malley, St. Mary's NS, Lambs Cross, Sandyford, Dublin 18.



Rose Sullivan, Drogheda, Co Louth – December 2017 car winner



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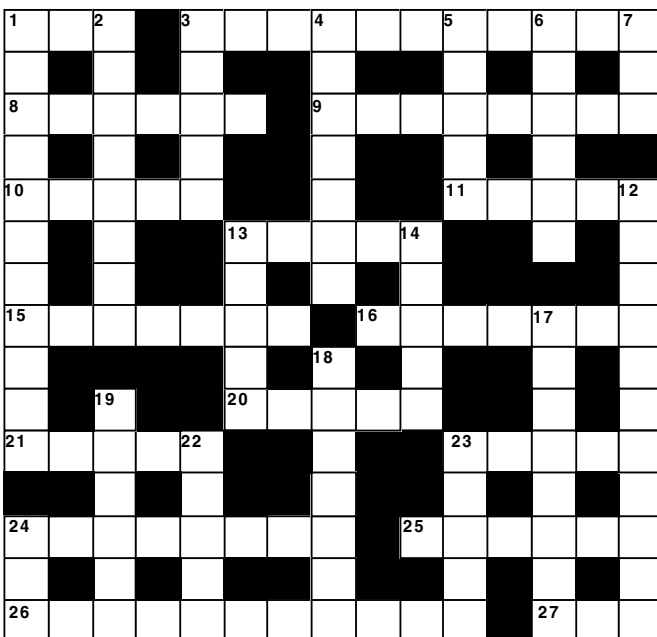
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Comhar Linn Crossword no 188

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 13th April, 2018.



ACROSS

1. For starters, rely on eggs (fish eggs). (3)
3. Such beauty would make Cupid hurtle around. (11)
8. How one clouts a chirpy type. (6)
9. Require fish to be irritating. (8)
10. A broken lever can be a little hard to grasp! (5)
11. Depression brought on by chopping plums. (5)
13. Donald has a certain amount of potent rum punch. (5)
15. How could Vera buy a place with standing stones? (7)
16. Finished, lass, with this county? (7)
20. Tantalize with cuppas, to a point. (5)
- 21 & 23. Theatrical genre recreated in an off-pub area. (5,5)
24. Jay ran me out for providing marijuana. (4,4)
25. Oil pan differently in an Italian city (as the Italians say it). (6)
26. Part of speech used by a trickster at the crossroads? (11)
27. Play a role, Bill. (3)

DOWN

1. Load lantern up with musical instruction. (11)
2. When you dig it up, make the mixture exact, Eva. (8)
3. This form of prose is quite a tricky one. (5)
4. What a fabulous creature - a horse of a man! (7)
5. Asian river for Cockney followers of Brahma. (5)
6. The heart of the nun I queried is incomparable. (6)
7. What may be laid on an Eastern horse. (3)
12. According to Marx, this group of people is in need of total repair. (11)
13. It's in the cards that the sailor gets half a good book. (5)
14. A dog drops five hundred into an English port. (5)
- 17 & 18. Digress, using the Circle Line. (2,3,2,1,7)
19. Sounds like novel Mr Weasley named this cell. (6)
22. Historic part of France seen during an equestrian journey. (5)
23. When the bairn is confused, does this help him work it out? (5)
24. Waterproof coat? Make Mother a hundred. (3)

NAME:
ADDRESS:

Winners of Crossword No. 186:
Siobhan Kirwan-Keane,
Castleknock, D15 and Mary Brereton,
Edenderry, Co. Offaly

In Touch No. 186 Xword Solutions
Across: 1. Bus 3. Magic circle

8. Bronte 9. Cardamom seeds 10.
Inter 11. Aroma 13. Flout 15. Highest
common factor 16. Basmati 21. Enact
23. Comic 24. Antelope 25. Tomato
26. Spring clean 27. Eve

Down: 1. Bibliophile 2. Sporting

3. Motor 4. Incisor 5. India 7. Elm
12. Anticyclone 13. Fists 14. Teams
17. Adam's ale 18. New Deal 22. Talon
23. Crown 24. Abs

Winners of Crossword No. 187 will
be announced in the next InTouch

New column

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



CBI Book of the Month – March

The Wild Magic Trilogy: Begone the Raggedy Witches

Written by Celine Kiernan

Walker Books 2018 STG€6.99. ISBN 9781406366020

When Mup's dad is kidnapped, she follows her mam to Borough in a fight to secure his freedom. The raggedy witches and their wicked queen hold power in this strange and fantastical place, but Mup is a tough and brave heroine who meets new friends and deeper danger with equal determination. She takes care of her baby brother, saves a lost boy, learns about her mother's past and makes the right choice no matter how hard. Kiernan has a gift for powerful atmosphere and pitch perfect dialogue. A cracking adventure story.



CBI is the national children's books organisation of Ireland. For further information and more reviews, visit www.childrensbooksireland.ie

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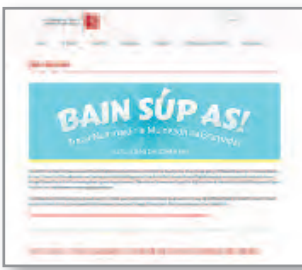
ST AIDAN'S NS, TALLAGHT, DUBLIN
staidansns.ie
High quality images with an easy-to-use navigation make this an engaging website.

Top 10

The most viewed resources on Scoilnet for the two weeks in February:

- 1 **VALENTINE'S ARTS AND CRAFTS IDEAS**
childfun.com/holidays/valentines/arts-a-crafts
Long list of ideas for Visual Arts lessons.
- 2 **AZTECS POWERPOINT**
scoilnet.ie/uploads/resources/25742/25478.zip
Teacher shared resource – very colourful.
- 3 **BBC VIKINGS**
bbc.co.uk/schools/primaryhistory/vikings
Comprehensive site on most aspects of Viking life.
- 4 **WEBWISE PRIMARY PROGRAMME – LESSONS**
webwise.ie/sphe
Introducing internet safety into SPHE.
- 5 **BIA BOSCA LÓIN**
scoilnet.ie/uploads/resources/23983/23706.pdf
Presentation in Gaelige with some words for the theme lunch box.
- 6 **UIMHREACHA – RESOURCES**
www.scoilnet.ie/go-to-primary/theme-pages/irish/uimhreacha
Scoilnet collection of resources to help the teaching of numbers in Irish.
- 7 **AN T-EARRACH**
ncte.ie/upload/scoilnet/an%20t-earrach
Audio book for lower classes about Spring (Flash required)
- 8 **ASH WEDNESDAY**
scoilnet.ie/primary/theme-pages/events/ash-wednesday
Scoilnet collection around the day that starts the season of Lent.
- 9 **CODE FOR LIFE**
codeforlife.education
Lesson plans for coding and computer science.
- 10 **CHINESE NEW YEAR**
primaryresources.co.uk/re/pdfs/chinesenewyear.pdf
Includes three worksheets with varying difficulty.

ONES TO WATCH



BAIN SÚP AS
cogg.ie/bain-sup-as
Treoir nua maidir le múineadh na Gramadaí. Sraith ceachtanna, gníomhaíochtaí agus cluichí

WORLD BANK OPEN DATA
data.worldbank.org
Tool that allows the comparison of development data across countries and regions.

CODE FOR LIFE
codeforlife.education
Lesson activities for coding and computer science. Post-Primary and Primary.