

# into

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**INTO Learning Summer Courses**





# Keeping InTouch

{ Interactive dialogue with members, and key news items }

Sheila Nunan, General Secretary, joined a TUC rally on 12 May. Thousands of people march through London demanding a new deal for working people

## GENERAL SECRETARY'S COMMENT



## Pay equality the focus of pay talks

As another school year draws to a close the INTO is once again involved in pay talks, this time on pay equality for post 2010 public servants. That these talks have started ahead of the timeframe provided in the current pay agreement is due to hard work by the trade union movement including lobbying of public representatives by INTO members at both national and local level.

The talks between all public service unions and government officials focus exclusively on pay for post 2010 entrants across the public service. The teacher unions have been pursuing a joint campaign on equal pay which among other things included the adoption of the same motion at all annual conferences. Proposals that may emerge from these talks will be put to members in a ballot at the earliest practical time.

The talks, expected to continue for a number of weeks, will be closely monitored by the CEC and updates for members

will be posted on the INTO website as and when they become available.

The end of a school year is a good opportunity to look back on work undertaken by the union on behalf of members.

Throughout the year at branch, district and national level INTO members have also made major contributions to the work of the union through commitments of time, energy and expertise. It is right to recognise their efforts and pay tribute to them.

Thank you to each and every member who supported the work of the INTO this year, from school level to national committee level. This work builds on the work of previous generations of INTO members over 150 years and lays the foundation for a better future. I wish every member a well-deserved summer break when it arrives.

*Sheila Nunan*

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## Value Education!



**INTO calls on TDs and Senators to value primary education in Budget 2019**

With economic growth, education must be valued in an increased primary education budget.

### Class Size Matters

**"The research evidence indicates that children perform better in smaller classes, especially in the earlier grades."**

*Addressing Educational Disadvantage, Education Research Centre, 2017, p.10*

### Leadership Matters too

**"The impact of the moratorium on posts of responsibility continues to be felt by schools."**

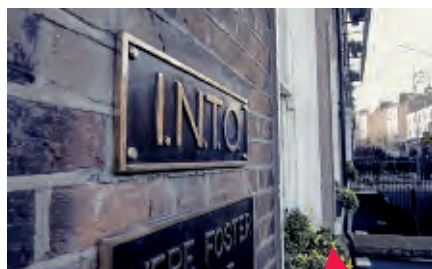
*Chief Inspector's Report, p.30, February 2018*



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## INTO 150 video highlights union's struggles and values

The INTO has, over recent months, worked with a production company on a video to mark the INTO's 150 anniversary. The film seeks to capture core values of the INTO through presenting some of the critical campaigns and activities since the earliest days.

The 14 minute video includes inputs from a number of members and retired members. We thank all who contributed to this project which has resulted in a production which should endure as one

commemoration of INTO 150 (1868-2018).

The photograph below, captioned 'Teachers Went in Force to the Fields', is from the *Irish Independent* of 26 September 1946. INTO members in Dublin had been on strike since March and groups had volunteered for harvesting work, as farmers needed help with harvesting following very bad weather. Having this commitment publicised shows the awareness of



the strike committee of the value of 'good press'. This group is pictured outside the Teachers' Club in Parnell Square which was, in effect, the strike headquarters – INTO Head Office did not move to Parnell Square until the 1960s.

## Kindling the Flame: 150 Years of the INTO

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

Reviews have described the book, written by Niamh Puirseil, as "accessible and fluent", "a fascinating history" and "a marvellous read".

There are a limited number of books available to purchase from

INTO Head Office, the cost is €19.99.

Contact Georgina at 01 8047745. The book is also available to purchase from [www.amazon.ie](http://www.amazon.ie) and [www.dubraybooks.ie](http://www.dubraybooks.ie) and through major booksellers such as Easons.



Tell us what you think



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

€50 voucher draw each month for letter writers.

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

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

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

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

## INTO calls on TDs to 'value education'

### Pre-Budget lobby underway

The INTO Executive Committee has identified INTO's key demands for the education budget in 2019 as:

- ✎ class size reduction;
- ✎ support for school leadership (restoration of posts and release time for teaching principals);
- ✎ establishment of panels of supply teachers; and
- ✎ improved capitation funding for schools.

INTO lobbyists are also reinforcing pay-related messages on equal pay and on the principals' pay parity award, and calling for restoration of tax relief on trade union subscriptions.

### National and local

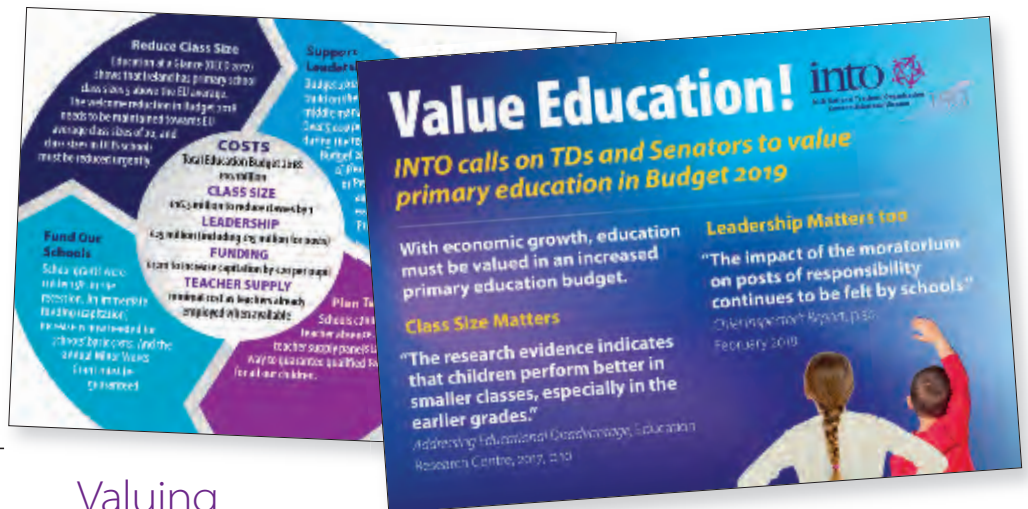
During May, the INTO conducted six lobby training sessions in venues throughout the country. This is being followed up on 21 June with the national lobby day, when all TDs and senators are invited to a venue near Leinster House to meet with local INTO representatives and to hear the key INTO demands and the reasons these must be addressed.

Local lobbies will augment this work after the June national day, with visits to TDs in their constituencies in advance of October's Budget.

Among the improvements secured in Budget 2018, which the INTO had specifically sought, were a reduction in class size and increased release days for teaching principals. But that Budget did not progress the restoration of posts of responsibility which had commenced in Budget 2017. The total value of INTO demands for Budget 2019 are in the region of €50 million which represents less than 1% of the overall education budget of €10.1 billion.

### Class size

On class size, OECD studies show that Ireland has primary school classes five



## Valuing education means supporting it with resourcing and class sizes at European standards

above the EU average. The welcome reduction in Budget 2018 needs to be sustained towards EU average class sizes of 20. At the same time, classes in DEIS Band 1 schools need to be reduced in size, as they were not improved during the previous two general improvements.

Lobbyists are pointing to the evidence basis for reducing class size where an Education Research Centre report in 2017 confirmed the research evidence that "children perform better in smaller classes, especially in the earlier grades".

### Supporting school leadership including posts

With almost 5,000 posts of responsibility lost during the recession, over 3,000 are needed in order to bring us close to the previous number. The burden on schools related to compliance in areas such as child protection and GDPR, alongside

ongoing curriculum developments, require a middle management tier in schools. In addition, there must be one day per week release for teaching principals to assist them to run their schools.

### Plan teacher supply

Schools cannot get substitutes for teacher absences and restoration of supply panels is the only way to guarantee qualified teachers for all our children. The cost of this demand is minimal in terms of additionality, as substitute teachers are already employed where available.

### Fund our schools

School capitation grants at primary were cut from €200 to €170 per pupil during the recession. Schools are increasingly involved in fundraising; the cut must be reversed and augmented with a guarantee of the annual payment of the minor works grant which is essential for school repairs and upkeep.

Lobbyists are highlighting to TDs that public satisfaction with the education system in Ireland is amongst the highest in Europe. This should be valued by public representatives. Valuing education means supporting it with resourcing and class sizes at European standards; this is at the core of INTO Budget 2019 demands.

# 800 more SNAs for new school year

Last month (18 May 2018) the government announced the provision of 800 additional SNAs to be allocated to schools for the beginning of the next school year. Over the period September to December 2018, a further 140 SNAs are expected to be allocated. This represents a 7% increase on last year.

The announcement means there will be a total of 15,000 SNAs in schools from the next academic year at a cost of €524m annually.

The announcement in May this year followed a storm of protest from principal teachers about the tardy announcement in July last year. This criticism

of the DES was led by former INTO president John Boyle, who expressed principal teachers' concerns on RTE's *Morning Ireland* programme.

At the time, the minister gave a commitment that schools would be informed of their allocation for the beginning of the next school year before the end of May 2018. The earlier announcement allows primary principals time to plan for the year ahead.

Schools were notified by the NCSE of their SNA allocations for the coming 2018/19 school year and the details of these allocations were published on [www.ncse.ie](http://www.ncse.ie).

## INTO/DCU PhD scholarship awarded



Aoife Merrins was presented with the INTO/DCU scholarship at Congress 2018 by INTO president 2017/18 John Boyle. Also pictured are Deirbhile NicCraith, INTO Director of Education and Research (on left) and Dr Anne Looney, Executive Dean, Institute of Education, DCU (on right).

Aoife Merrins, Scoil Íde, Clondalkin, was the winner of the INTO/DCU PhD scholarship, awarded to commemorate the INTO's 150 anniversary. Delighted to be the recipient of the scholarship, Aoife stated: "While I proudly represent Scoil Íde, I bear the influence of my past teachers, my fellow graduates and my colleagues. I have had an insightful and enjoyable five years of teaching in both mainstream and special education settings since graduating from St Patrick's College, DCU, in 2013."

Having noted the difficulties that the primary curriculum presents for pupils with English as an additional language, Aoife pursued action research in oral

language and collaborative teaching as part of her Master of Teaching (MTeach) degree in 2017. She is now looking forward to furthering her research in this field and working with the INTO over the next three years to identify and provide some solutions to our ever-changing classroom needs.

The INTO/DCU scholarship was announced in December 2017. Eligible candidates were shortlisted by DCU and the INTO and interviews were held in February. The three year fully-funded PhD scholarship will commence in September 2018 and will cover DCU's PhD fees for three years as well as a stipend of €16,000 per year for three years.

## INTO grants for educational research

**Closing date for applications:  
Friday 28 September 2018**

The INTO Bursary Scheme for members will be continued for 2018. As part of the INTO's 150th anniversary there will be five bursaries of €3,000, which are open to all INTO members to apply for. Any project which has been approved as a research endeavour by a recognised third-level institute will be considered for grant purposes.

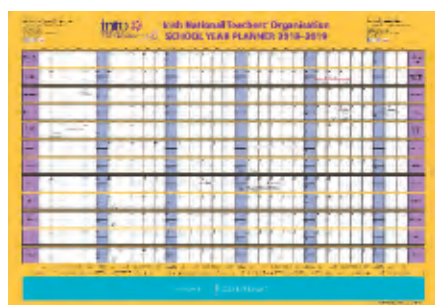
Applications must be sent on the relevant application form, available at [www.into.ie/ROI/InfoforTeachers/INTOGrantsandFunding/INTOGrantsforEducationResearch](http://www.into.ie/ROI/InfoforTeachers/INTOGrantsandFunding/INTOGrantsforEducationResearch).

All applications received by the closing date will be examined by an independent assessor who will make recommendations on the applications. Bursaries will be awarded at a ceremony at this year's INTO Consultative Conference on Education which takes place on Friday, 16 November 2018, in the Hodson Bay Hotel, Athlone.

A full list of terms and conditions at [www.into.ie/ROI/InfoforTeachers/INTOGrantsandFunding/INTOGrantsforEducationResearch/2018\\_Bursary\\_TandC.pdf](http://www.into.ie/ROI/InfoforTeachers/INTOGrantsandFunding/INTOGrantsforEducationResearch/2018_Bursary_TandC.pdf).

## INTO Diary 2018/19

The INTO diary for 2018/19 will post to current members in June. New members will receive their diary with their new member's pack once their application has been processed. As well as a calendar section, the diary contains information, salary scales and useful contact details.



## School Year Wall Planner

The 2018/19 school year wall planner is being distributed with this issue of *InTouch*. A copy is included for every member plus one for the school staffroom. A downloadable pdf of the planner is also available on the INTO website in the 'School Year' section.



## Where your INTO subscription goes

Part 8 – Final part of our series on how INTO members' subscription is spent

# Accounting to members – overview

Throughout this school year, seven successive articles in *InTouch* have outlined how the Organisation is funded and how members' subscription income is spent. This article summarises how this spending occurred in 2017, based on the audited accounts presented and approved at Congress 2018. The article also looks at the checks and balances which are in place around INTO finance. The INTO accounts for 2017 reflect an increase in membership of over 1,000 in that year. Recruitment is vitally important for the resourcing of INTO.

The importance of our membership strength is underlined in the accounts for 2017 where subscriptions account for just over 91% of INTO's total income of €14.28 million for the year.

Overall, for the year 2017, the INTO's income increased by 6.4%, and basic expenditure by 5.7%, leaving the union in a position of surplus for the year.

### Superannuation Fund

One fund not dealt with in previous articles is the INTO Superannuation Fund, which is somewhat different to most other INTO funds in that it is governed by pension legislation. The fund is, however, included in INTO annual accounts.

INTO employees are part of a defined benefit pension scheme which seeks to match public service pension terms. However, an employer outside the public



### Examiners of accounts

Pictured at INTO Head Office, reviewing INTO accounts for Q1 2018, are: Grainne Cleary, INTO Senior Official and Noel Ward, Deputy General Secretary/General Treasurer with INTO examiners of accounts Kieran Brosnan (Portlaoise Branch) and Niamh Coyle (Monaghan Branch).

service is not permitted to fund pensions on a 'pay as you go' basis in the way that the State does. Instead, we must maintain a separate fund for this purpose. Of members' subscriptions, 11.7% goes towards this Superannuation Fund.

INTO Rule 61B establishes this pension scheme and specifically provides that "assets of the INTO Staff Pension Scheme shall not form part of the assets of the Organisation but shall be held by the Trustees of such scheme upon trust to provide the benefits set out in the Trust Deed and rules governing such scheme".

### Summary – financial position

As reported to Annual Congress, the accounts for the INTO for the year 2017

are in a healthy state with a surplus of income over expenditure, the financial value of the Organisation having increased and cash assets (approximately half of which are held at branches and districts) are also up.

The INTO centrally is very appreciative of the efforts of officers at branch and district level, who handle INTO funds on a voluntary basis, for their cooperation with our rules around returns of accounts to Head Office and for signing up to our Code of Practice on financial matters.

### Checks and balances

There are a number of systems in place which govern the management of INTO funds. These include standard internal processes of approving invoices and double signing of cheques/double approval of internet banking payments.

The accounts of the INTO are presented quarterly to our Central Executive Committee and our Examiners of Accounts, and annually to our Accounts Committee and to Annual Congress. The accounts which are presented to Annual Congress have been independently externally audited; the current INTO auditors are Mazars. Finally, INTO accounts are sent to the regulators of trade unions both North and South, ensuring several tiers of accountability for spending.

We aim to continue to manage INTO funds in a prudent and transparent manner with full regard to the objects of the Organisation and the best interests of members.

## Subscription – move to percentage basis

**Currently, the INTO membership subscription is based on a flat rate (or a series of flat rates depending on category of membership).**

**Following a detailed process of consultation and discussion, INTO Congress 2018 decided that subscription will move to a percentage basis, with a cap on what is to be paid so that no member will pay more than the previous maximum flat rate. It is proposed to introduce the percentage-based system in 2019; further details of this will be provided to members in advance.**

**Among the benefits of this change identified in the consultation process are fairness – in that a person who earns less will pay slightly less – and a potential boost to recruitment, especially among substitute teachers, who will no longer have to pay a flat rate up front, but on joining INTO, will pay on the same basis as everybody else, and only when they earn.**



# Northern Conference 2018

The Lough Erne Hotel, Enniskillen, was the setting for the reconvened Northern Conference which took place on 30 April. Delegates gathered in fabulous weather in beautiful Co Fermanagh where they engaged in and discussed a range of motions. The INTO reaffirmed its commitment to supporting teachers to action the motions presented.

## INTO northern secretary's address to Northern Conference

Gerry Murphy, Northern Secretary, began his address to Northern Conference in Enniskillen last month by reminding delegates that pay, workload and the struggle for a properly funded education system continue to be the key battlegrounds for the INTO. Pointing out that the union is currently engaged in a prolonged dispute with the employing authorities in the north, he said: "We have taken a stand alongside other teacher unions on a professional issue, assessment, and on the more traditional trade union issues of workload and pay."

The northern secretary outlined how the net value of a teacher's salary in the north has been in decline for almost a decade. "This was doubly unacceptable", he said, "given that the decline has been amplified by an ever-increasing workload".

He explained how this resulted from a reducing education budget arising from the British government's embracing of austerity as a response to the finance industry crashing the global economy. However, rather than point the finger at individuals and organisations that bear responsibility, Mr Murphy said he preferred to discuss how we can change this.

He said it was clear the education system was underfunded. "The Nevin Economic Research Institute quantified the fiscal deficit in the system and pointed to a 9% decline since the 2010/11 year. The chief executive of the Education Authority put it at 10% for the same period."

Mr Murphy said the reduction, or cut in funding, was compounded by the fact that more children and young people were presenting with special educational needs and there are increasing numbers of school-age children overall. "The cut is manifesting itself in reduced wages for teachers, reduced service provision for the children, increasing workload, larger class sizes and increasing uncertainty across the system."

The result, he said, was increasing stress



Gerry Murphy, Northern Secretary; Dorothy McGinley, Chair, Northern Committee; Prof Carl Begley, Head of School of Social Sciences, Education and Social Work, Queen's University; Sheila Nunan, General Secretary; Joe Killeen, INTO President and Noel Ward, Deputy General Secretary.

being experienced by everyone employed across the system.

He said the solution to the problem was two-fold. Firstly, he called for an end to the failed fiscal policy of austerity. In pursuit of this, he called on all members to play their part by getting more involved in the broader NIC-ICTU *Better Work Better Lives* campaign.

One of the central demands of the campaign is more money for public

services. In terms of education, Mr Murphy said the amount needed was substantial and he quoted the chief executive of the Education Authority's assessment that £300 million over the next two years is needed just to stand still.

However, Mr Murphy said, standing still meant maintaining an already inadequate level of funding so he called for double that amount to begin restoring funding in education to a point where teachers and



Former INTO presidents at the conference: Sean McMahon, Roisin Carabine, Des Rainey, Joe Killeen (current president), Rosena Jordan and John Boyle.



Owen Reidy, Assistant General Secretary, ICTU, receives an An Post First Day Cover of the INTO 150 stamp from Dorothy McGinley, Northern Committee Chairperson.

Delegates review Better Work Better Lives, part of the trade union campaign for a fair share for all.



children have access to the services they need and where teachers are paid a fair wage for the job they do.

"The BWBL campaign provides a mechanism for 200,000 plus trade union voices to come together and demand change," said Mr Murphy.

Secondly, he argued that teachers can, once again, make the case for more funding. "We, along with colleagues in the UTU, NIPSA and UNISON, did this in 2013 and were successful in winning a significant uplift in the amount of money made available to education," he said. "INTO members in their communities across the north mobilised public opinion, monopolised the media and won the argument for more money."

He said we must do this again but, this time, alongside our public sector colleagues we must also make room for the private sector unions. "What is the point in educating our children for export?" he asked. He called on colleagues to reject arguments being advanced by the educational establishment that "transformation" is the way forward. But to do that, he said, we must have alternatives.

"Our colleagues in NERI have provided us with alternative policies and, acting with our trade union comrades, we can be successful in seeing them enacted."

He said he was extremely proud of INTO members across the north who remained resolute in maintaining the industrial action in the face of misinformation, thinly veiled threats and dirty tricks.

This had led to the bringing about of a genuine negotiation on the issues at the heart of the dispute. He said the INTO was determined to ensure that the issues that motivated our members to take action



Gerry Murphy, Northern Secretary, with officials and some of the staff from Northern Office.

would be addressed and that there would be no ducking the hard questions. "The Employers and the Department of Education appear up for a genuine negotiation and we will test their resolve."

He said that, although the negotiation process was at an early stage, there were encouraging signs. He paid tribute to the work of INTO officials and the INTO Northern Committee who, he said, were being careful and thorough in preparing contributions to the negotiation.

He said there was a lot of work in ensuring that, in seeking to resolve concerns, we did not open the door to further difficulties in the time ahead. Mr Murphy said the union was determined to see real and meaningful changes emerge in the areas of pay and workload. "We have not expended considerable

industrial muscle over the past number of years to walk away with no reward."

He told delegates that, when the negotiations concluded, he would ask the CEC to approve the balloting of the membership on the outcome.

Mr Murphy concluded by reminding delegates that Northern Conference was an opportunity for members to have their say on the issues that affected their working lives. "You can share your experience, highlight the difficulties, as you see them, and challenge those you have elected to lead."

"Let us engage in this work in a positive spirit and be mindful we are the keepers of a grand tradition that is 150 years old. Let us honour that in this conference and make a real contribution towards another 150 years of progressive representation by the INTO."

See reports and resolutions from the Northern Conference at  
[www.into.ie/NI/NewsEvents/NorthernConference/NorthernConference2018/](http://www.into.ie/NI/NewsEvents/NorthernConference/NorthernConference2018/)



## Congress 2018

# INTO 150 Gala Dinner

As part of the INTO 150 celebrations, the INTO hosted a Gala Dinner for delegates on the Tuesday night of Congress. During the meal, poet Gabriel Fitzmaurice drew emotional responses from the audience when he shared some of his work about teaching, life and relationships. The Teachers' Musical Society got everyone into a celebratory spirit with songs from *The Greatest Showman*. After the meal, dancing continued late into the night with music from Truly Diverse and DJ Botty.

Pictured (right) cutting the INTO 150 cake at the Gala Dinner were (from left) Teresa Walsh, District 9, Sheila Nunan, General Secretary and Noel Ward, Deputy General Secretary.



John Boyle, INTO President 2017/18 and Carmel Hume, CEC Representative, District 9, pictured at the Gala.

Alison Gilliland, INTO Senior Official and Joanna O'Byrne enjoying the Gala Dinner.



The Teachers' Musical Society were a big hit on the night with music from *The Greatest Showman*.



# The Hurt Bird

After playtime  
Huddled in the classroom.

In the yard,  
Jackdaws peck the ice

While the class guesses  
The black birds

Blackbirds?

Laughter.

Crows?

Well yes ...  
But jackdaws.  
Those are jackdaws.  
Why do they peck  
the ice?

Wonder  
Becomes jackdaws' eyes  
Rummaging the ice

Til suddenly  
At the window opposite –

Oh, the bird!  
the poor bird!

At the shout  
The jackdaws fright.

Sir, a robin sir ...  
He struck the window  
And he fell  
And now he's dying

With his legs up  
On the ice:

The jackdaws  
Will attack it sir,

They will rip its  
puddings out.

I take the wounded bird,  
Deadweight  
In my open palm –

No flutter  
No escaping

And lay it on the floor  
near heat,  
The deadweight  
Of the wound  
Upon my coat.

Grasping  
The ways of pain,  
The pain of birds  
They cannot name,  
The class are curious  
But quiet:

They will not frighten  
The struggle  
Of death and living.

Please sir,  
Will he die?

And I  
Cannot reply.

Alone  
With utter pain

Eyes closed

The little body  
Puffed and gasping

Lopsided  
Yet upright:

He's alive,  
The children whisper,  
Excited,  
As if witnessing  
His birth.

Would he drink water  
sir?

Would he eat bread?  
Should we feed him?

Lopsided  
The hurt bird  
With one eye open  
To the world  
Shits;

He moves  
And stumbles.

I move  
To the hurt bird:

The beak opens–  
For food

Or fight?

I touch  
The puffed red breast  
With trepid finger;

I spoon water  
To the throat:

It splutters.

Children crumb their  
lunches,  
Pleading to lay the  
broken bread  
Within reach of the  
black head.

The bird,  
Too hurt to feed,  
Falls in the valley  
Of the coat,  
And as I help  
It claws  
And perches on my finger,  
Bridging the great divide  
of man and bird.

He hops  
From my finger  
To the floor

And flutters  
Under tables  
Under chairs

Till exhausted  
He tucks his head  
Between wing and  
breast,

Private  
Between coat and wall.

The class  
Delights in silence  
At the sleeping bird.

The bird sir ...  
What is it –  
A robin? –  
Look at the red breast.

But you never see a robin  
With a black head.

I tell them  
It's a bullfinch,  
Explaining the colours  
why:

I answer their questions  
From the library.

And the children draw  
the bullfinch –

With hurt  
And gasp  
And life

With the fearlessness  
of pain  
Where the bird will fright

And in the children's  
pictures  
Even black and grey  
Are bright.

Guests at the Gala Dinner at Congress 2018 enjoyed readings from some of the works of Kerry poet, children's writer and former teacher, Gabriel Fitzmaurice. The poems included *The Hurt Bird* (above) from *The Lonesome Road*.

The poem is reproduced here by kind permission of Gabriel Fitzmaurice.

In the photograph, John Boyle, INTO president 2017/18, presents Gabriel with a First Day Cover of the special INTO stamp issued by An Post to mark 150 years of the INTO.





Mayday 2018

# President Michael D. Higgins unveils 'The Plough and the Stars' installation at Áras an Uachtaráin

"In remembering the 1913 Lockout, we recall the courage, endurance, and historical human rights significance that lay at its very heart. The event we honour and commemorate today was about the struggle for the right to join a trade union."

In welcoming guests (including Congress president Sheila Nunan and general secretary Patricia King) to the unveiling of a beautiful sculpture in commemoration of the Lockout, President Higgins recalled the courage, endurance, and historical human rights significance at the heart of the Lockout.

The 1913 Lockout, he said, was a battle for freedom of association that also brought into focus the intolerable living conditions that many citizens in central Dublin were enduring. He described William Martin Murphy as a man reluctant to recognise or tackle the root causes of social problems, who sought to cut off any possibilities of collective action that threatened an insatiable march of capital and its beneficiaries.

"By denying his workers the voice of trade unionism, he was denying them a say in their working conditions – a say that would inevitably have led to the payment of a fair wage to his workers at a cost to his own profits."

After four months of being locked out, workers were forced to capitulate and the Lockout ceased in January 1914. It was, however, to be a pyrrhic victory for employers.

"Having witnessed the potential power of the labour movement to shake or overturn the entire social order," said President Higgins, "employers were not willing to put it once more to the test. Effectively, therefore, the Labour movement had won the freedom to organise workers into unions, prepared to strike to achieve equal rights, respect



Patricia King, General Secretary, ICTU, President Michael D. Higgins and Sheila Nunan, INTO General Secretary and ICTU President.

and dignity at work."

He went on to say that, today, it was essential that work and the workplace, in all its facets and in its essence as a shared human activity, continues to be given a central place in any discussion of the values by which we, as a community, wish to live.

"The workers and their leaders of a century ago, by their example, can inspire us as we respond to what Alain Supiot, describes as "the neoliberal utopia of Total Market" which forces many workers to become victims of a socially unaccountable version of the economy, as decades of hard won rights are being placed under threat, gradually eroded or even lost to the workers of today."

He described how many in today's labour force find themselves trapped in new forms of chronic job insecurity, part of a newly emerged 'precariat' whose working lives are defined by temporary contracts, unpaid internships and zero hours contracts, the consequences of which include financial difficulties, limited career opportunities, and the inability to buy or rent a home.

"We have, in recent years, been travelling down a perilous road where we have seen a shift in contemporary forms of work towards an emphasis on

performance, output and the commodification of a 'flexible workforce', a shift which has been made often at the expense of a holistic conception of the welfare, security and interests of workers."

Many hard-won workers' rights have been forced to be conceded in the name of so-called 'economic realism' and people have been reduced to 'units of labour'. A paternalistic approach, reminiscent of the 19th century, whereby employees are offered superficial incentives rather than rights, rather than ethical values.

It is now urgent that our trade union leaders, our workers' representatives, and workers themselves be supported as they reclaim their say, their autonomy, their right to be viewed as equal participants in the economy and in society – their unique contribution respected, their voice heard, their dignity upheld.

The INTO was also represented at the event by Noel Ward, Deputy General Secretary and Deirdre O'Connor, Assistant General Secretary.

**For the full text of the speech by President Michael D. Higgins, including details of the Plough and the Stars installation in Áras an Uachtaráin, see [www.president.ie/en/media-library/speeches/speech-by-president-michael-d.-higgins-unveiling-of-the-plough-and-the-star](http://www.president.ie/en/media-library/speeches/speech-by-president-michael-d.-higgins-unveiling-of-the-plough-and-the-star)**

## INTO demands child protection training for all teachers

INTO general secretary, Sheila Nunan, has criticised the DES for failing to introduce a comprehensive programme of child protection training for all teachers. She said INTO members fully supported the introduction of measures to safeguard children in schools but compliance checks alone would not

assist with child protection.

"We need comprehensive face-to-face training for all our teachers," said Ms Nunan, "and whole-staff training on an ongoing basis."

Ms Nunan criticised Circular 81/2017 which details the Inspectorate's role in monitoring schools' compliance with new child

protection procedures. The Inspectorate said that its role in relation to child protection is solely to monitor and check compliance with the new procedures.

The INTO is demanding that the DES provide and resource a thorough programme of training for all teachers, who are now mandated persons.

# Winners of INTO/An Post Handwriting Competition announced

The National Awards Ceremony for this year's INTO/An Post Handwriting Competition was held in the GPO on 10 May. With over 50,000 entries received from the 26 counties, the annual handwriting competition is one of the biggest schools' competition in the country. Joe Killeen, INTO President said; "promoting handwriting is one of the key objectives for our members and remains an important component of the training received by teachers, especially in this digital age as handwriting continues to be a significant proficiency for children to have".

The winning students were presented with a framed certificate, €500 for their school and a €50 One4all gift card. The ceremony concluded with a visit to the GPO Witness History Visitor Centre.

## Winners

- Category 1: David Jones, Scoil Mhuire, Granard, Co Longford.
- Category 2: Megan McHugh, St Clare's PS, Dublin 6W.
- Category 3: Nthati Rammusi, Scoil Mhuire gan Smál, Carlow.
- Category 4: Jane McCormack, Shroneil NS, Tipperary.
- Special Award: Luke Herangi, St Brigid's BNS, Foxrock, Dublin 18.

## Runners up

- Category 1: Leigha Byrne, Scoil Bhríde, Donaghmede, Dublin 13.
- Category 1: Ethan Fleming, Scoil Naomh Sheosaimh, Galway.
- Category 1: Siún Harty, Scoil Eoin, Tralee, Co Kerry.
- Category 2: Greg Ó Sé, Gaelscoil Eoghain Uí Thuairisc, Carlow.



Joe Killeen, INTO President, pictured with winners of the INTO/An Post Handwriting Competition: Nthati Rammusi, Megan McHugh, Jane McCormack and Luke Herangi. Also pictured (on right) is Gilles Ferrandez, Parcels Commercial Director, An Post

- Category 2: Chloe Power, Knockanore NS, Co Waterford.
- Category 2: Conall Doherty, Woodland NS, Letterkenny, Co Donegal.
- Category 3: Amhy Essoin, St Mary's Parish Primary School, Drogheda, Co Louth,
- Category 3: Barry O'Connell, Scoil Barra, Ballincollig, Co Cork.
- Category 3: Jakub Urbanczyk, Scoil Muire Bainrion, Edenderry, Co Offaly.
- Category 4: Eoin King, St Joseph's NS, Drogheda, Co Louth.
- Category 4: Quyen Nguyen, St Ronan's NS, Clondalkin, Dublin 22.
- Category 4: Noah O'Donnell, St Baithin's NS, St Johnston, Co Donegal.

## Teachers' Draw winner

- Caitriona Catterson, Scoil Naomh Bríd, Letterkenny, Co Donegal.



## New An Post resources for schools based on stamps

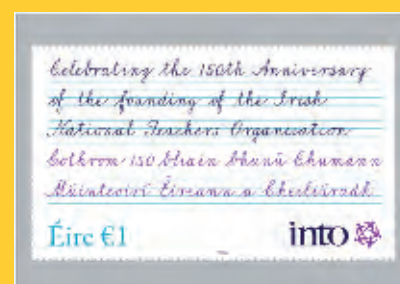
To celebrate the INTO's 150 anniversary, An Post issued a special stamp in March. Full details were given in the April issue of *InTouch*.

The stamp references the INTO's anniversary in a piece of cursive handwriting within traditional guide lines. To tie in with the stamp, An Post have developed some new activities for schools which include lesson plans,

stamp templates and colouring, a pictogram puzzle, visual arts resources and writing and maths lessons.

Find out more at [www.anpost.ie/anpost/schoolbag/](http://www.anpost.ie/anpost/schoolbag/)

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







# General Data Protection Regulations

## Important information for our members

On 25 May 2018, the General Data Protection Regulations (GDPR) will replace current data protection laws in the European Union.

The INTO takes the privacy and the protection of our members and employees personal data seriously. GDPR gives individuals greater control over their personal data and imposes significantly increased obligations on organisations that collect this data. In light of these important changes, we are updating our privacy policies and procedures.

### What does GDPR mean for you?

Under GDPR, you have the significantly strengthened rights to:

- access details about how your personal data is processed;
- access the personal data held on you;
- have incorrect or incomplete personal data corrected;
- object to the processing of your personal data in certain circumstances, including in relation to direct marketing/emails;
- restrict the processing of your personal data; and

- have your personal data erased where an organisation has no legitimate reason to retain your data.

### What do you need to do?

Please take the time to visit our website at [www.into.ie](http://www.into.ie), select 'privacy policy' at the bottom of the home screen, and read our Privacy Policy carefully to learn how we collect, use and safeguard your personal data.

### INTO Data Protection Officer (DPO)

The DPO monitors INTO's compliance with GDPR and will handle data related queries. You may contact the INTO DPO in writing at:

Gráinne Cleary  
Data Protection Officer  
INTO  
35 Parnell Square  
Dublin 1

Email: [dpo@into.ie](mailto:dpo@into.ie)

An Coimisinéir  
Cosanta Sonraí



Data Protection  
Commissioner

The INTO will endeavour to address any data related concerns or complaints that you may have. However, if you would like to direct your complaint/concerns to the Data Protection Commissioner, the contact details are:

Office of the Data Protection Commissioner  
Canal House  
Station Road  
Portarlington  
Co Laois  
Phone: +353 57 868 4800  
LoCall: 1890 252 231  
Email: [info@dataprotection.ie](mailto:info@dataprotection.ie)  
Visit: [www.dataprotection.ie](http://www.dataprotection.ie)

# Memorable night in the land of legends

## INTO 150 commemorative event held in Louth

Louth (the 'land of legends') is a 'wee county' with a great history. Despite its dimensions, the smallest county on the Emerald Isle boasts a rich heritage and many prominent figures are associated with it. Not least amongst the influential characters linked with Louth is Vere Foster, the founding president of the INTO. A remarkable 19th century philanthropist and champion of non-sectarian education, he left his imprint in Irish education, changing the lives of generations of young people.

Nestled in mid-County Louth is Tallanstown, an area steeped in tradition and proud of its connection with Vere Foster. On an island in the centre of this picturesque village, under the shade of a tree, is an impressive statue immortalising this truly outstanding figure. Here, across from the school which was built by him, Vere Foster has a great vantage point, observing the comings and goings of daily life and welcoming those entering the village.

Owing to Vere Foster's strong link with the area, the Ardee Branch were eager to facilitate an INTO 150 event that honoured him. On a glorious sunny April evening, Tallanstown provided the backdrop for a special celebration. The evening began in the local church where parish priest, Fr Paul Clayton Lea, celebrated mass to honour past and present members. In his homily, he referred to the fact that the primary school in Tallanstown is not named in honour of a saint, but rather the title bestowed upon the school is 'Vere



INTO president Joe Killeen with members of staff from Tallanstown NS.

To read a full account of Ardee Branch's INTO 150 event visit [www.into.ie/ROI/Publications/InTouch/FullLengthArticles/](http://www.into.ie/ROI/Publications/InTouch/FullLengthArticles/)

Foster Memorial School', such was his impact on the education of young minds in this area.

After mass, guests assembled in the nearby 'old school', a meticulously maintained stone building bordered by rich cast-iron railings. A number of those present recalled teaching in this building, including Colm Minnock, a current teacher in Tallanstown and an active member of the Ardee Branch, who spoke affectionately of his memories of days in the old school.

Aoife Mullen, Ardee Branch Secretary, extended a 'Céad Míle Fáilte' to all who attended, including recently-elected INTO president Joe Killeen. Guests were then treated to a presentation by well-known local historian Micéal McKeown, who delivered a comprehensive account of the

life of Vere Foster, delving into his ancestry and charting the journey from his birthplace in Denmark to the mid-Louth region.

Great recognition must be given to Brendan Murphy, principal, and the entire teaching staff of Vere Foster NS for their major contribution to the celebratory event. The quality of the exceptional displays in the old school on the night was testament to the time and effort invested into their preparation by various classes. These impressive projects demonstrated integration of various curricular areas including samples of precise penmanship – a nod to the influence of Vere Foster on handwriting.

Guests also enjoyed some traditional Irish music provided by local musicians, Fionnuala and Michael Kirby, on the flute and fiddle respectively.

## Going on career break?

*Keep your INTO membership up to date*

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

### Salary Protection Scheme options while on career break

Under the terms of the Salary Protection Scheme (SPS) negotiated through Cornmarket Brokers, it is necessary to be a

member of the INTO to benefit. There are options ranging from (i) retention of full cover to (ii) partial cover to (iii) retention of the medical immunity provision (which applies on re-entry to teaching with SPS resumption without need for a medical) while on career break. A member's choice of a particular option should be arranged with Cornmarket in advance of going on career break. An alternative is to allow cover under the SPS to lapse entirely, which will entail a member applying in full as a new applicant for SPS on resumption.

In order to retain full or partial SPS

cover while on career break, it is essential to be a member of the INTO during each year of your break.

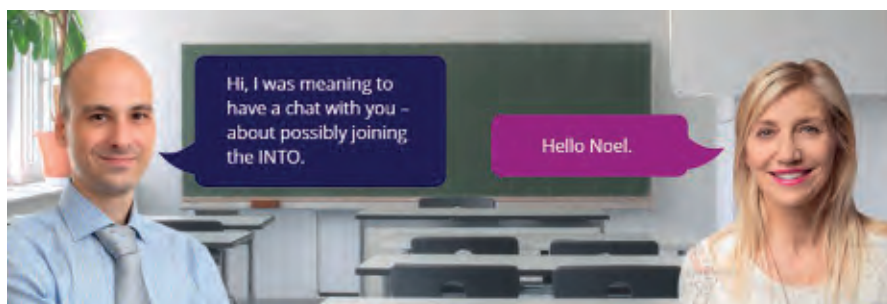
### Rate of career break membership subscription

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

Members wishing to take out career break membership should contact the Membership Section directly at INTO Head Office by ringing (01) 804 7780 or (01) 804 7790 or by emailing [ccunningham@into.ie](mailto:ccunningham@into.ie) or [rbowes@into.ie](mailto:rbowes@into.ie).



# Interested in being your school's INTO staff rep?



you with materials that explain the benefits of joining.

## 2. Communicating information to members

Information includes copies of our *InTouch* magazine, meeting notifications from your branch secretary and any letters or documentation from the INTO for the attention of the full staff.

## 3. Supporting members

If members need specific information or have a difficulty you can either give them the appropriate contact details for INTO Head Office, your local Central Executive Committee rep or find out the information they need. You are not required to mediate if there are staff difficulties nor are you required to talk to a principal or a parent on behalf of a colleague.



This is the time of year when schools usually nominate a new INTO staff representative, particularly where the current staff representative seeks to hand on the baton. Before you turn away at the suggestion, take time to find out about what the INTO staff rep does.

Basically, your role is to recruit, communicate with, support the INTO

members in your school and to support the work of your local INTO branch. Therefore, you have three core responsibilities:

### 1. Recruitment of members

Generally recruiting members means asking new teachers in your school if they'd like to join the INTO – we provide

To help you in your role we provide a free online support course. This course takes you through your role and responsibilities, the structures and communication systems of the INTO, general terms and conditions of teacher employment and how to manage staff relationship difficulties.

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

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

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

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

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

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

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

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

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



# INTO summer programme now open for registration

The INTO summer programme is now open for registration. It offers a wide range of summer courses in the areas of literacy, numeracy, behaviour management, IT skills, leadership, special education needs, infant education, assessment, water safety, the visual arts and teacher well-being.

We have continued our collaboration

with Marino Institute of Education, PDST Technology in Education, Outside the Box, Mindfulness Matters, Irish Water Safety and engaged with two new collaborators: Emu Ink and Not so Different.

A large summer programme 2018 poster has been enclosed with this *InTouch* pack for your staff rep to display in your staffroom.

## Course registration

You can register for all our courses online at [moodle.intolearning.ie](http://moodle.intolearning.ie).

If you have any difficulties with registration or choosing your course please contact [learninghelpdesk@into.ie](mailto:learninghelpdesk@into.ie).

## INTO Learning Online Summer Courses



All online courses run from Monday 2 July to Friday 24 August and cost €75 unless otherwise stated:

- Digital Technologies in the Primary Classroom
- Oral Language in the Primary Classroom: Let's Get talking
- InTouch with Visual Arts
- Multiclass Teaching: Management, Literacy and Numeracy Issues
- Learning Through Play
- Maths Problem Solving: A Process, not a Product!
- Moving from Mainstream to LS/RT
- Key Skills for Good School Leadership!
- Global Citizenship Schools: Justice, Sustainability, Equality & Human Rights

### In collaboration PDST in Technology

- ICT in SESE & STEM new – Cost: €25

### In collaboration Emu Ink

- Turning Pupils into Published Authors

**NEW**

### In collaboration with Marino Institute of Education

- Teaching Reading & Learning in the Early Childhood Setting
- Literacy in the Junior Classes 2018
- Literacy in the Middle & Senior Primary Classes

**NEW**

### In collaboration with Outside the Box

- Managing Behaviour: STOP, THINK, DO!
- Autism: Inclusion in Mainstream
- SALF – Assessment for Learning – A Practical Approach
- Weaving Well-being: Positive Psychology, Relationships and Resilience

**NEW**

**NEW**

### In collaboration with Mindfulness Matters

- Mindfulness Matters 1: Developing Mindfulness and Well-Being in Primary School Children through SPHE
- Mindfulness Matters 2: Wellbeing, Mindfulness and Resilience for Teachers and Pupils

### In collaboration with Irish Water Safety

- No Splashing! Teaching Water Safety in the Primary Classroom

## INTO Learning face-to-face summer courses

- Cumarsáid, Comhluadar & Craic 2018 – Cost: €100 – Monday 2 July – Friday 6 July
- Understanding Autism for Parents, Teachers and SNAs in collaboration with Not so Different & Northside Partnership new Cost: €225. Monday 2 July – Friday 6 July AND Monday 20 August – Friday 24 August



# Reminder: INTO Annual Members' Draw



Please support the Children's Medical and Research Foundation at Our Lady's Children's Hospital, Crumlin by purchasing a ticket for our annual members' draw and being in with a chance of winning one of the following prizes:

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



Tickets cost €10 each.  
The proceeds from the 2018



INTO members' draw will be used to fund an Inflammatory Bowel Disease (IBD) research project. Full details were published in the April issue of *InTouch*.

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

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

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

## Your Child in the Primary School – Tips for Parents

eBooklet available on INTO website

The popular INTO booklet *Your Child in the Primary School – Tips for Parents* is available online from the publications section on the INTO website at [www.into.ie/ROI/Publications/TipsforParents](http://www.into.ie/ROI/Publications/TipsforParents).

The booklet is available in English, Irish, Spanish and French and offers advice on how to prepare young children for their first days at school. Parents are guided through the practical aspects of the Irish primary school system such as transition from home to school, the child's first day, interculturalism, health and healthy eating, homework, bullying etc.



Teachers are invited to download the booklet and add it to their school websites if they wish. Printed booklets are not available.



## Winners – Different families, same love competition

Congratulations to the winners of the INTO LGBT competition 'Different families, same love' competition.



Some of the winning images



### Winners

#### Junior Category (Junior Infants to Second Class)

1st prize: Senior Infants, Shellybanks ETNS.  
2nd prize: Junior Infants, Dún Laoghaire ETNS.  
Joint 3rd prize: First Class, Rutland NS and Senior Infants, Dublin 7 ETNS.

#### Senior Category (Third to Sixth Class)

1st prize: Fourth Class, Hansfield ETNS.  
2nd prize: Sixth Class, Castleknock ETNS.  
Joint 3rd prize: Third and Fourth Class, Newtown NS and Third Class, St Mary's NS, Dorset Street.

# Over 10k raised so far for Focus Ireland

Last month, 39 INTO members, retired teachers and friends took on part of the Wild Atlantic Way, cycling 150km from Skibbereen to Glengarriff. The event, held on Saturday 21 April, was part of the INTO's 150 celebrations and a fundraiser for Focus Ireland.

Accounts are still being finalised and a full account will be provided in September but, so far, in excess of €10,000 has been collected from participants.

The west Cork route took cyclists from Skibbereen to Glengarriff via Mizen Head and Sheep's Head and passed through Ballydehob, Schull, Goleen, Barleycove, Durrus, Kilcrohane and Bantry. The organisers even managed to ensure that April showers were suspended for the day so sun cream was more in demand than chamois cream!



Each day, many INTO members teach children who are homeless and encounter families who are homeless. The INTO, as an organisation, is committed to challenging the ongoing homelessness crisis. The event will make a substantial contribution to Focus Ireland.

The INTO 150 cycle was organised from INTO Head Office principally by

Michael McConigley. Thanks to all the cyclists who participated, to their supporters and to all who contributed to the effort in any way.



## SAVE Up to 50% off with Membership Plus



You can save up to 50% off at hotels, restaurants, gyms, salons, spas and days out at locations across the country with your Membership Plus card! Simply browse the Membership Plus website and/or mobile app to view the full range and start saving.

### Days out

Awesome Walls Climbing Centre	Tallaght	2 for 1
Bike Park Ireland	Roscrea	2 for 1
Doolin Ferry	Doolin	25% Discount
Killarney Tour Company	Killarney	25% Discount
Irish Greyhound Racing Board	across Ireland	2 for 1
The Dublin Climbing Centre	Tallaght	25% Discount

### Accommodation

Jurys Inn	across UK	Up to 15% Discount
Royal Marine Hotel	Dun Laoghaire	10% Discount
Select Hotels of Ireland	across Ireland	10% Discount
The Kilkenny River Court Hotel	Kilkenny	10% Discount

### Sports and fitness

Aura Leisure Centres	across Ireland	10% Discount
Great Outdoors	Dublin & Cork	10% Discount
Halpenny Golf	across Ireland	10% Discount
Kiwifit Gyms	Dublin	20% Discount

### Home and lifestyle

Advance Pitstop	across Ireland	Up to 10% Discount
Atlas Autoservice	across Ireland	15% Discount
Carrolls Irish Gifts	across Ireland	10% Discount
DID Electrical	across Ireland	7.5% Discount

### Eating out

Akash	Blackrock	25% Discount
BANG Restaurant & Bar	Dublin	20% Discount
Captain Americas	Dublin & Cork	20% Discount
Domino's Pizza	across Ireland	25% Discount
Lemongrass	across Ireland	10% Discount
Riba Restaurant	Killarney	20% Discount
Saburritos	Swords & Dublin	10% Discount
Silver Café	Dublin	20% Discount

### Health and beauty

Bradley's Pharmacy Group	across Ireland	20% Discount
Kiddies Kuts	across Ireland	15% Discount
Meagher's Pharmacy	across Ireland	10% Discount
Spa Solis	Donegal	20% Discount
Sean Taaffe Hair Group	across Ireland	10% Discount
The Body Shop Ireland	across Ireland	10% Discount
The Grafton Barber	across Ireland	20% Discount

### Fashion

Best Menswear	across Ireland	10% Discount
Carraig Donn	across Ireland	10% Discount
LoveSuits	across Ireland	10% Discount
Moore's Jewellers	across Ireland	10% Discount
Pamela Scott	across Ireland	10% Discount
Trespas	across Ireland	20% Discount

Full terms and conditions of each offer can be found at [www.membershipplus.ie](http://www.membershipplus.ie)



# Retiring this year?

Join the Retired Teachers' Association of Ireland

The Retired Teachers' Association of Ireland (RTAI) is an active and vibrant association of almost 10,000 retired primary teachers throughout the Republic of Ireland.

Your membership will assist and support the core work and activities of the Association which include:

- ✦ **Protecting our pensions.**
- ✦ **Securing benefits and facilities.**
- ✦ **Providing information and advice.**
- ✦ **Supporting a broad range of social activities.**

## We are better together!

Please join us and be part of a supportive association that is doing valuable and important work for its members.



Billy Sheehan,  
General Secretary of the RTAI.

## Membership cost

The RTAI annual subscription is €65, deducted from pension at a rate of €2.50 per fortnight.

## How to join

An application form can be downloaded from [www.rtaireland.ie](http://www.rtaireland.ie). To request an application form, you can email [info@rtaireland.ie](mailto:info@rtaireland.ie) or call 01-2454130.

# Master class



Maeve Mc Cafferty, INTO Official, recently graduated from Trinity College Dublin with a M.Ed in Leadership and Management in Education. Maeve works in the Research and Education section of Head Office.



## INTO welcomes Brazilian educators

In May, the INTO welcomed Brazilian educators to Head Office. The group of 30 teachers from Brazil were invited for a week-long stay and tour of Ireland, sponsored by CAPES and hosted by Mary Immaculate College, Limerick. Pictured are (left to right): Holly Cowman, Ludmila d'Oliveira, Prof Carlos Lenuzza, Deirdre O'Connor, Assistant General Secretary, INTO, and Mariana Reis.

## New president of MIC appointed



Prof Eugene Wall was recently appointed President of Mary Immaculate College, Limerick. He has been the acting president of MIC since January 2017.

Prof Wall graduated from UCD in 1975 with a degree in psychology. He was awarded a UCD postgraduate scholarship and undertook a research MA in the field of developmental psycholinguistics. He qualified as a primary teacher from Froebel College and taught part-time in several third-level institutions in Dublin prior to moving to Limerick in 1980. In 2001, he qualified from UCD with a PhD in Education.

Prof Wall taught developmental psychology and educational psychology in MIC from 1980 to 1998. For the latter part of that time, he was also Assistant Dean of Academic Affairs in the College of

Education of the University of Limerick. Following appointment to the role of Registrar/Vice-President Academic Affairs in 1998, he continued to lecture part-time on the B.Ed programmes and the M.Ed programme on educational psychology and on educational policy issues.

He served for 21 years on the Council of the National Council for Curriculum and Assessment (NCCA) and was a member of the committee responsible for overseeing the development of the 1999 primary school curriculum. He chaired the Council's Primary Assessment Advisory Group.

Eugene is co-author of the MICRA-T and the SIGMA-T, the two most widely used standardised tests in Irish primary schools.

The INTO wishes Professor Wall well in his role as president of MIC.

# Seanad to vote on Occupied Territories Bill, 2018

The grave situation in Palestine has once again hit our TV screens and newspaper headlines. However, hidden behind the current actions of the Israeli armed forces is another more sinister and illegal long-term strategy of occupation of Palestinian lands by Israeli settlers. These settlements have been repeatedly identified by international human rights commentators and also the UN's Economic and Social Commission for Western Asia (ESCWA), as illegal and in breach of international law. Palestine has called for the European states to support action against these illegal settlements and, recently, independent senator Frances Black, the former singer and founder of the RISE Foundation, introduced a Bill to boycott the goods produced in these settlements, places that are as large as any major town in Ireland.

Congress 2018, by passing the composite motion on Palestine, seeks to inform INTO members of national and international actions in relation to Palestine. Below is an article from SADAKA on the background to this Bill.

In June, the Seanad will vote on the Occupied Territories Bill, 2018. It was introduced to the Seanad in January by Senator Frances Black and is supported by

ICTU, Trócaire and Christian Aid, among others. If enacted, it would ban the sale in Ireland of goods produced in settlements established by Israel on the land it has confiscated from Palestinians over the course of its 50 year occupation of the Palestinian West Bank.

On the one hand, this Bill is a very modest measure. It is not an enactment of BDS (Boycott, Divestment, Sanctions) called for by Palestinian civil society. All it does is stop trade with settlements which are not just 'illegal' but amount to war crimes under international criminal law. This is exactly how any other illegal situation is automatically treated by the international community (think of the response to Russia's annexation of Crimea).

On the other hand, the significance of this measure, if enacted, cannot be underestimated. Back in 1980, Ireland, under a Fianna Fáil led government, became the first European country to call for the establishment of a Palestinian State. Almost immediately, several other European countries followed suit, as did the EU (or EEC as it was). There is every possibility that the same would happen if Ireland once again took the lead and enacted the Occupied Territories Bill. And

if Europe stopped trading with Israeli settlements, that would cripple them.

Never before has a measure of solidarity like this one been so needed by the Palestinian people. The recent slaughter of unarmed protesters in Gaza by Israeli snipers served as a horrific reminder of the contempt with which the Israeli government and its military views Palestinian life. Meanwhile, in the last year, Israel has announced settlement expansion plans on a scale not seen in 20 years. The Israeli government is making hay while Trump, whose administration is the most anti-Palestinian yet, is in office.

In January, the Labour Party, Sinn Féin and the Green Party gave their express commitment to vote for the Occupied Territories Bill, as did a number of other independent senators. Fianna Fáil, whose support for the Bill is necessary to secure its enactment, said they support the broad thrust of the Bill but did not explicitly commit to voting in favour of it.

Palestinians desperately need this Bill to pass. So please contact your local TD and ask them to support it.

**Written by Gerry Liston, Legal Officer with Sadaka – the Ireland Palestine Alliance. Contact: [gerryliston@outlook.ie](mailto:gerryliston@outlook.ie) or 0863415175.**

## Joint INTO/Maynooth seminar on school placement



A recent seminar on school placement, organised jointly by the INTO and Maynooth University Froebel Department of Primary and Early Childhood Education, provided an opportunity to discuss experiences of school placement and to consider the opportunities and challenges from the perspective of principals, teachers, students and tutors. The findings of a recently-conducted INTO survey on the subject of school placement were also presented. It is anticipated that the survey findings together with feedback from the day will allow the INTO to better inform policy, and seek to address the current challenges of school placement.

Pictured left to right: Séamie Ó Néill, Fiona Nic Fhionnlaoich, Amanda Corrigan, Deirbhile Nic Craith, Triona Stokes, Tony Sweeney, Marie McLoughlin.



# Retirements

Pictures from branch and district functions to honour retiring members



## Tullamore

At a retirement function in Tullamore were left to right: John Boyle, INTO President 2017/18; Mary Egan, retired teacher; Niall Larkin, Branch Chairperson and Carmel Browne, CEC Rep District 7.



## Tullow

Tullow branch held a retirement function to honour Anne Kennelly and Anne Fitzgerald. Also pictured are Joe McKeown, CEC Rep, District 10 and Sheila Nunan, INTO General Secretary.



## Clonakilty

Recent retirees, Jean Dignan and Anne Loughnan from Clonakilty Branch. Also pictured is John O'Driscoll, CEC Rep; Anne Corby, Chairperson and Elaine O'Brien, Branch Secretary.



## Dungarvan

Dungarvan branch presentations to recently retired teachers. Pictured standing: Mary Harney, Branch Secretary; Brendan Horan, CEC Rep and Muireann MhicDhonncha, Chairperson. Seated were retirees: Anne Coffey, Noreen Lee, Sheenagh Nix and Mary Fennell.

Pic: Sean Byrne Photography



## Cavan Branch

Back row (left to right): Aine Finnegan, Branch Secretary; Breege Flynn, PDP District 5 Rep; John Boyle, INTO President 2017/18; Rosena Jordan, INTO President 2016/17; Fidelma Sheridan, Chairperson; and Catherine Flanagan CEC Rep District 5.

Front row (left to right): Retirees Patricia Smith Kellegher, St Felim's NS, Ballinagh; Barry Tierney, St Felim's NS, Cavan and Mary Brady, Corlurgan NS, Cavan.

Pic: Adrian Donohoe.

## Managing sick leave

### *Critical Illness Protocol (Circular 25/2018)*

The Sick Leave chapter of the DES *Terms and Conditions Book* provides that an employee who becomes incapacitated as a result of a critical illness or serious physical injury may be granted Critical Illness Provision (CIP) in exceptional circumstances in relation to critical illness. This provision increases ordinary sick leave to a maximum of six months (183 days) on full pay in a year, followed by a maximum of six months (182 days) on half pay. This is subject to a maximum of 12 months (365 days) paid sick leave in a rolling four year period.

The award of extended sick leave for critical illness or serious physical injury is a decision for the employer following receipt of medical advice from the Occupational Health Service (OHS) which is Medmark for teachers. Circular 25/2018 contains enhanced guidelines for employers in making these decisions. CIP can be granted in two circumstances:

- on the basis of medical certification;
- on the basis of managerial (BOM) discretion.

#### *CIP on medical certification*

Medmark will advise boards if the following criteria have been met:

- 1) The employee is medically unfit to return to his or her current duties or (where practicable) modified duties in the same pay grade.
- 2) The nature of this medical condition has at least one of the following characteristics:
  - (a) Acute life threatening physical illness.
  - (b) Chronic progressive illness, with well-established potential to reduce life expectancy.
  - (c) Major physical trauma ordinarily requiring corrective acute operative surgical treatment.
  - (d) In-patient or day hospital care of ten consecutive days or greater.

#### *Applying for CIP*

Teachers must apply and fill out the CIP Application Form (Appendix 3 of Circular). The employer must then refer the case to Medmark for medical advice. This is done through the CIP referral form on the Medmark website. The teacher or treating

consultant also submits 'Report from treating Consultant Form' (Appendix 5) to Medmark. This form is sent on a confidential doctor to doctor basis. Medmark will advise if medical criteria set out above are met or not.

#### *Awarding CIP in exceptional circumstances*

Although an employee may not meet the medical criteria, the employer may still make a decision to award in exceptional circumstances, related to the illness, injury or condition, where it is warranted. In arriving at that decision, the employer should consider:

- The occupational physician's report.
- Relevant information from the employee.
- Relevant HR information and professional judgement.

#### *Considering the OHS (Medmark) report*

The employer (BOM) should consider if there is any other information that would amount to exceptional circumstances related to an illness, injury or condition of the employee.

Medmark can be asked for, and should provide, additional medical information they are aware of and consider relevant. Teacher must consent to this on application form.

Such information may include:

- a) Standard recovery times for the condition where these exist having regard to the nature of the work (e.g. elective surgical procedures).
- b) Presence of additional medical conditions where relevant.
- c) Presence of medical complications.
- d) Any other information they consider relevant to assisting the employer e.g. a hospital inpatient stay is close to the 10 day threshold.

#### *Considering relevant information from the employee*

The employer may wish to contact the employee to make sure they are aware of all the circumstances. The

employer should consider:

- Whether the medical criteria set out Appendix 1 are close to being met, or whether there are any other factors related to the illness, injury or medical condition that should be viewed as 'exceptional'.
- The severity of the illness, injury or medical condition.

The employer should not consider the employee's financial position or their performance at work.

#### *Considering HR / professional judgement*

The employer should consider any relevant HR information or other sources of professional judgement. Examples include:

- The length of any absence to date related to this illness, injury or condition. It should be noted that this information cannot be used to treat an application any less favourably.
- The willingness of the employee to engage with the workplace and workplace rehabilitation measures.
- The approach taken by the employer in other cases and the need for consistency of approach.
- Whether a grant or refusal would be reasonable, taking into account any information provided that could be viewed as exceptional circumstances.

The employer (BOM) should communicate their decision to the employee, demonstrating that they have considered all relevant information, that they have not been influenced by irrelevant information and informing the teacher of the right to appeal the decision

#### *Extension of the protective year*

Another important aspect of the circular is the extension of the CIP protective year, which will now commence from the date of return to work following a critical illness rather than the first date of absence, so that if a teacher has an ordinary illness (an illness which is not regarded as critical illness) within a 12 month period of the date of return to work following the critical illness, the critical illness provisions will apply.



# Longer working option

*Temporary arrangements for 2018/2019*

Last December, the Government agreed to change the compulsory retirement age for teachers recruited before 1 April 2004 (Old Entrants), increasing it to age 70 and bringing them in line with members recruited under the Public Service Pensions (Single Scheme and other provisions) Act 2012. Any additional service above age 65 would be pensionable subject to the usual maximum of 40 years' service reckonable for pension benefits. However, bringing about such a change requires the drafting of legislation and, while the initial indication was that this could be done by end of quarter two of 2018, current expectations are that, while the legislation may well be available by year end 2018, in reality it will not be operational until the following school year 2019/2020.

Guidelines to implement a temporary measure if required, were published by government. The DES drafted Circular 27/2018 based on these guidelines.

This temporary arrangement, while not ideal and far short of what INTO would like, has been welcomed by members affected by compulsory retirement. To date, a small number of members have indicated to the INTO their interest in the arrangement set out below.

For information, DES 2016 stats show that only 8.6% (46) primary teachers retiring that year did so through compulsory retirement. It is anticipated that approximately 15/20% of affected teachers will seek to avail of the temporary arrangement.

The arrangement applies only to teachers who have received the letter from the DES stating they are to retire under the Compulsory Retirement rule and permits applicants to stay until they reach Contributory State Pension age (currently 66). They should make the initial application to the board of management (BOM) to avail of the arrangement, as soon as possible.

However, applicants who are given approval to continue in employment

beyond their compulsory retirement date must retire, i.e. they must draw down their lump-sum and their pension. When they return to employment for the 2018/19 school year, their pension may be abated in line with the normal pension scheme abatement rules. (Pension and new salary cannot exceed previous salary). Copy of the approval by the BOM should be sent to the DES.

Successful applicants will be engaged at the same 'grade' and on the same work pattern with the same or fewer hours, subject to the operational needs of the school. Furthermore, where a teacher holds a promotional post or post of responsibility prior to retirement, once it is agreed with the BOM, he/she can remain in that post for the period of employment under the temporary arrangements i.e. where an individual was employed as a principal, deputy principal or assistant principal prior to retirement, they may continue to hold the relevant allowance and work in the same promoted post or post of responsibility in that school under the temporary arrangements.

Successful applicants will be paid on the first point of the relevant pay scale, not their personal point of scale.

Pension contributions will not be deducted from salary as no pension benefits will accrue and this period of service will not be reckonable for pension purposes. However, Pension Related Deductions will continue to apply.

Regardless of their PRSI classification before they retired, applicants will become Class A for the duration of the arrangement.

**Note:** An existing arrangement allows teachers to work to the end of the school/academic year in which they reach the age of 65 (rather than retiring on the date that they reach 65). There will be no change to this facility. Also, teachers in service on 1 September 1979, whose 65th birthday falls in July or August, may

postpone compulsory retirement to their 66th birthday. These members may still avail of this separate arrangement. However, the Temporary Arrangement for Longer Working cannot be sought at age 66.

## The following are the two most frequent questions regarding retirement INTO received this year

**Q: What's the significance of April 2019 and the 'grace period'?**

A: It's no longer relevant for teachers earning under €110,000 per annum.

The 'grace period' allowed teachers earning over €65,000, who were subject to pay cuts under the Haddington Road Agreement, to have their pension calculated on their pre-cut salary. However, as part of pay restoration, teachers in that category had those cuts fully reversed since 1 January 2018. This makes the April 2019 deadline and the 'grace period' irrelevant for any teacher earning less than €110,000 per year.

**Q: I'm retiring on 31 August but my school opens for the new school year on 30 August. Do I have to go back to school for the two days at the end of August?**

A: No. A teacher retiring at the end of the contractual school year (31 August) whose school re-opens on the 30 August is considered to have completed service to retirement, having worked 183 days in that school year. This teacher will be paid to 31 August 2018 and will not have to return for the two days.

The replacement teacher begins work on the 30 August, but their contract commences from 1 September and salary is paid from this date – on the basis that the teacher will work 183 days and be paid for the full school year.



## Retrospective Vetting of Teachers Project – Update

The Retrospective Vetting project of unvetted teachers on the Teaching Council register concluded on 30 April, 2018. At the start of January 2017, there were approximately 32,500 unvetted teachers on the register. All registered teachers in current employment met the deadline of 30 April 2018 for submission

of retrospective vetting applications to the National Vetting Bureau.

Since the beginning of January 2017 until the end of April 2018, over 28,500 teachers were vetted through the retrospective vetting process. A further 3,000 unvetted teachers on the register were vetted through the standard vetting

process. These were teachers who were unvetted but changed school, role or employer during that period.

Just over 900 teachers were removed from the register by reason of retirement, career break or no longer being in service. These teachers did not request to be re-registered.

## Student Placement Report published

The Union of Students in Ireland (USI) recently released a report detailing that 42% of student teachers consider dropping out of college due to financial pressures associated with work placement.

Left to Right: Liam Berney (ICTU); Joanne Irwin (TUI); Michael Kerrigan (USI); Ger Curtin (ASTI); Maeve McCafferty (INTO) and David Duffy (TUI).

You can download the report from [usi.ie/wp-content/uploads/2018/03/Teachers-Placement-Report\\_FINAL.pdf](http://usi.ie/wp-content/uploads/2018/03/Teachers-Placement-Report_FINAL.pdf)



## MIC students awarded for their excellence



Pictured at the Awards ceremony are: Back row: Lee Dillon, MISU President, Prof Gary O'Brien, Associate Vice-President, Prof Eugene Wall, MIC President, Tadgh O'Sullivan, Recipient. Front row: Recipients Sarah Dalton, Alannah Kissane, Cliona Halley, Joanne de Loughrey, Charlotte Reidy and Rachel Dunne.

Seven MIC students were presented with the MIC Foundation Award for Excellence at an award ceremony held in Mary Immaculate College (MIC) in April. These awards, now in their ninth year, are supported equally by the MIC Foundation (through a kind donation from Denis Brosnan, former chair of Kerry Group) and the MISU (Students' Union) and are given in recognition to students who demonstrate excellence in an area of endeavour, such as music, arts, sport etc. This year, ten students were shortlisted for interview by the awarding panel, which consisted of Prof Gary O'Brien, Assoc. Vice President, MIC; Deirdre Kennelly, General Manager MISU and Tom O'Sullivan, MIC Foundation Board Member.





# Tadhg Kenny: A lifetime of service to Cumann na mBunscol

Tadhg Kenny was a popular winner of the 2018 Pat Trainor Award for distinguished service to Gaelic Games in primary schools. A native of Churchill, Co Kerry, Tadhg spent his entire teaching career in the capital where he has been immersed in Cumann na mBunscol and all its activities for over half a century.

Tadhg spoke of his love of Cumann na mBunscol when he accepted his award at the Cornmarket Cumann na mBunscol Awards in Kilkenny in March. As a proud Kerryman, Tadhg was delighted to be following in the footsteps of previous winners Paddy Keane, Jerry Walsh and Dan O'Flaherty, who are all natives of the Kingdom. Like Jerry and Dan, Tadhg has been domiciled i bhfad ó bhaile for many years. In the course of his acceptance speech, Tadhg quoted from the Mission Statement of Cumann na mBunscol Áth Cliath: "Is eagrais deonach múinteoirí é Cumann na mBunscol Áth Cliath" and he went on to say that "It is this spirit of volunteerism that has kept Gaelic Games as the games of choice in our schools".

Tadhg passed on his love of teaching and of Gaelic games to his family. Indeed,

his daughter Niamh teaches in St Brigid's BNS, Killester, the school where her father spent 34 years of his teaching career.

Looking back on a lifetime of involvement in Cumann na mBunscol, in Dublin and beyond, Tadhg recalled: "I have very happy memories of involvement with many different teachers from all parts of the country and I think especially of our Friendship Games with Belfast which have endured without a break for almost 80 years. These games continued on a home and away basis throughout the dark years of the Troubles."

However, it is through his involvement with the Cumann na mBunscol half-time mini games in Croke Park, including the INTO Mini Sevens, that Tadhg is best known. Tadhg first became a member of the co-ordinating team under Jerry Grogan and he has given over three decades of unbroken service to these

games.

"It has been a joy to witness the pride and excitement that such days bring, not only to players themselves but also to their families".

Tadhg's wife Renee passed away last September and he has often spoken of his gratitude for the support and friendship he received from his friends and colleagues in Cumann na mBunscol during that difficult time.

Today, Tadhg is still a vital member of the team of volunteers led ably by his great friend Gerry O'Meara, and ably assisted by Edward O'Riordan, both

known for their devotion to the mini games in Croke Park. As the 2018 championship season rolls into view, we can be assured that young players, male and female, taking their first tentative steps on to the sod of Croke Park will have the benefit of Tadhg's kindly guidance and encouragement throughout the day.



Tadhg Kenny accepts his award from Ann, widow of the late Pat Trainor.

## A day to remember

The 2018 Cornmarket Cumann na mBunscol Awards saw Scoil Ard Fhearta, Co Kerry, named as winners for 'Promotion of Gaelic Games and Culture' while St Mary's NS, Ballygunner, Co Waterford and Doon CBS, Co Limerick were successful in the 'Best Large School' and 'Best Small School' categories respectively. As part of their prize, each school enjoyed a trip to Croke Park as guests of the GAA. Two pupils of Doon CBS wrote this account of their trip.

On 30 April, Doon CBS went to Croke Park as part of our prize for winning Cumann na mBunscol 'Best Small School 2018' for promoting Gaelic Games. The prize was for 30 pupils and three staff to have a tour of Croke Park, meet the GAA president, John Horan, and have lunch there.

We arrived at GAA headquarters at 10.30. and were met by Pat Culhane. Our guide, Aaron, came and gave us our wrist bands. We started off in the games room



which was amazing and we got to try out our skills and see who could hit the sliotar the fastest speed. Mr Moloney won with a speed of 107. We then got to see the dressing rooms and the tunnel to the pitch. We were also brought to the lounge where the two teams go on All Ireland day after the match with their families.

There was a chandelier with 32 bulbs in the shape of footballs representing the 32 counties and 70 bulbs in the shape of sliotars representing the 70 minutes of a game. Depending on the two teams involved in the final, the lights are co-ordinated to their county colours. We also

went up the steps of the Hogan Stand where the captain collects the winning trophy and got to sit in the President's seat. Our tour lasted about two hours and was very enjoyable and interesting. We were then taken for lunch and got to see the Liam McCarthy Cup and the Sam Maguire Cup.

We arrived home at 6 p.m. Thanks to Cumann na mBunscol and to our school Doon CBS for a very enjoyable and memorable day, one we won't forget!!

Written by AIDAN O'CONNELL and SEÁN ÓG BLACKMORE.

# Sixth Annual South East Regional Research Conference 2018

**Saturday, 13 October 2018 – Call for papers and presentations**

Waterford Teachers' Centre, Kilkenny Education Centre and Co Wexford Education Centre are currently accepting proposals for presentations and full papers for consideration for publication in the Conference Journal.

## Keynote speaker

Dr Mark Rowe, G.P, author, International keynote speaker, renowned expert on lifestyle medicine.

## Venue

Waterford Teachers' Centre, Newtown Rd, Waterford.

## Conference theme

*Who dares to teach must never cease to learn*

The submission of proposals and papers that address this topic as it relates to pre-school, primary school, post-primary school and/or further education is encouraged. Proposals and papers should emphasise research and practice in teaching and learning with a focus on the uses of innovative learning strategies.

Please submit a short abstract (maximum 200 words) to include title, field of study and presenter's details together with your full academic titles to:

Email: [louisemadigan@wtc.ie](mailto:louisemadigan@wtc.ie) or Louise Madigan, Conference Co-ordinator, Waterford Teachers' Centre, Newtown Rd, Waterford.

The closing date for abstract submission is Friday, 22 June 2018

Full papers (maximum 2,000 words) for publication consideration should be submitted as an attachment to [louisemadigan@wtc.ie](mailto:louisemadigan@wtc.ie) before Friday, 31 August 2018. Please note that all papers selected for publication must also be presented at the conference.

Further information from [celiawalsh@wtc.ie](mailto:celiawalsh@wtc.ie)



## Checkmates Chess for Learning



Participants enjoying Checkmates chess event

The nationwide initiative 'Chess for Learning', sponsored by Comhar Linn, proved very popular with schools again this year with approximately 10,000 pupils, north and south, getting involved. The programme runs from October to May.

The overall winner of the Comhar Linn School Checkmates Draw 2017/18 was:

**Top prize of €500 (class prize):** Araglin PS, Fermoy, Co Cork (mixed 4th/5th/6th class)

**Class teacher draw – €100:** Twelve teachers received €100 for introducing their class to Chess for Learning.

For further details on how to get involved email [schoolcheckmates@gmail.com](mailto:schoolcheckmates@gmail.com)



At the annual Show Racism the Red Card awards ceremony, which took place at Tallaght Stadium in April, St Paul's CBS, Brunswick Street, Dublin, scooped the top prize for a video project. As part of their project, the pupils produced a rap and video entitled *Who are you to judge?*

Show Racism the Red Card is a charity that uses sports and the high profile of sportspeople to tackle racism. The organisation holds an annual creative competition, calling on young people to develop creative messages about racism and integration. Three hundred young people from 28 youth groups, Youthreach services, and primary and secondary schools attended the awards ceremony.



Pupils from St Paul's CBS, Dublin, who won the overall award.

Scoil Mhuire na nGael NS, Dundalk and Caherline NS, Limerick, also received awards.

View videos and find out more at [theredcard.ie/news/](http://theredcard.ie/news/)



# What to do if things go wrong on holidays

At last ... you've escaped the rainy shores of home. As you crack open the sun cream what could possibly go wrong? Hopefully nothing, but just in case, here's some helpful information if a holiday horror happens to you ....

## If something goes wrong before the holiday and you need to cancel

You should take out travel insurance as soon as you book a holiday, don't leave it until it's time to travel. If you need to cancel your holiday before you go, check the terms and conditions of your travel insurance policy. You will have to meet the conditions of the policy before you can claim. It is also worth notifying the airline and hotel. You may not get a refund but it's worth seeing if they can do something to accommodate you, even if it's vouchers towards another flight or agreeing to let you move your accommodation to another date that does suit. If you have booked a package holiday through a travel agent, check their terms and conditions as you may be entitled to a refund or partial refund depending on how close it is to the holiday.

## If something is stolen

If you have travel insurance then your first step should be to check your policy. The terms and conditions of travel insurance policies can differ greatly between

providers. Some policies will have very specific instructions to follow when you are abroad that could affect you if you need to make a claim when you get home. For example, some policies will insist that you get fully-translated police reports within a certain amount of time. Many policies also require that you contact your insurance company's emergency assistance line as soon as possible after the event, in order for your claim to be accepted. It is important that you read your policy before you travel so you are fully aware of these conditions in advance, as you never know when you will need to make a claim.

## If someone is sick or has an accident

If you have health or travel insurance and you have an accident or fall ill when you are away, contact your insurance provider to see what you are covered for. Many policies include the cost of an emergency return flight if a close relative of yours dies.

If you are an Irish resident and have a European Health Insurance Card, you are entitled to free or reduced cost state-provided healthcare when visiting a European Union country or Switzerland. However, medical costs in some countries can be very expensive and travel insurance is still necessary to reduce any additional expenses.

Medical care and repatriation of people following health issues or accidents is one of the most common problem scenarios those on holidays face abroad and can be extremely expensive so it's always worth checking what cover you have before you travel.

## If you are not happy with your accommodation

If you booked a package holiday, your holiday contract should outline the operator's complaints procedures. If you have a complaint during your holiday, report the problem to your local holiday rep or organiser. Ask for a complaint form, and keep a copy of the form you submit.

The operator must compensate you if the service provided was different from what was promised, for example no pool at the hotel, despite one being advertised in the brochure. But they should also be given the opportunity to fix the problem, at no extra cost to you. If you are not happy with their response, get as much evidence as you can to support your case (for example, take photographs or video footage). If you are still not satisfied when you return home, make a complaint in writing to the operator within 28 days.

If you did not book a package holiday, you should make a complaint directly to the hotel or whoever you booked the accommodation through.

If you are still not satisfied, and your claim does not exceed €2,000, you can use the small claims procedure. Most package holiday contracts state that claims above this limit may be pursued through arbitration. Check your contract for more information.

For more information visit the Competition and Consumer Protection Commission website at [www.ccpc.ie](http://www.ccpc.ie)



it's always worth checking what cover you have before you travel



# Scotland – history, culture and incredible scenery

*My heart's in the Highlands, my heart is not here,  
My heart's in the Highlands, a-chasing the deer;  
Chasing the wild-deer, and following the roe,  
My heart's in the Highlands, wherever I go.*

This 1798 Robert Burns poem perfectly captures my feelings about Scotland after my first visit this year.

Without gushing too much, I cannot impress upon you enough how much I adored my recent visit to Scotland and the Highlands, and urge you to bump it up on your list of places to go. To have fallen in love with the country is an understatement.

Scotland, being so close to us, may be overlooked in favour of sunnier climes but that is a huge mistake. The breathtaking scenery is something to cherish and savour. From shimmering lochs that reflect back the pristine surrounding countryside, deep glens wild with flora and fauna, to culturally and historically rich cities, Scotland has so much to offer.

I chose to base myself in Edinburgh, exploring its wealth of history and culture before embarking on a mini road-trip to Inverness via Loch Lomond, Oban and Glencoe.

For first time visitors to Edinburgh, I urge you to get the early flight from Dublin to maximize your time in the city. Yes, it means you get up early but there is so much to see.

## Edinburgh

Land in Edinburgh and jump on the Airlink100 to the centre for £7.50 return and, if your hotel won't let you drop off your bag in storage, leave it at the bus station or left luggage and enjoy brunch before getting a train to Linlithgow and Blackness Castle or hop on a bus to Roslyn Chapel. If you don't fancy heading out of the city, there is plenty to see in Edinburgh. From the Castle to Greyfriars Kirkyard and walking the

Royal Mile to Canongate for lunch you'll be kept busy. There's Mary King's Close and the Writer's Museum to enjoy as well as the Harry Potter-esque views along Victoria Street. Dinner at Dishoom was the most incredible Indian food I've ever tasted. Relax in the Heads and Tales Gin Bar with a nightcap.

I chose car hire with Sixt as it was the best value for my needs but doing a little research into car hire companies will help you to avoid paying over the odds for car hire excess. Prices depend on the length of time you hire the car for, the size of the vehicle and how much excess you pay for as well as extras such as sat nav and child car seats. For a three day trip I paid about €140 for an Opel Corsa with no frills and full excess pre-paid.

## Loch Lomond and the Trossachs National Park

While the roads in and around Loch Lomond may test your navigation skills (the potholes are insane), the views and hikes make up for it. Check out [www.lochlomond-trossachs.org](http://www.lochlomond-trossachs.org) and [www.walkhighlands.co.uk/lochlomond](http://www.walkhighlands.co.uk/lochlomond) for information of a variety of hikes to suit all ability levels.

Onwards and upwards. I chose the A811 and A82 route, taking in the southern side of the Trossachs National Park. There is also a route over the northern part of the park but both routes lead to Oban.

## Oban

Oban is a small fishing town that livens up in the high season and summer months. It is the gateway to the Isles and ferries shuttle visitors out to Mull, Iona and the Outer Hebrides. There is also the Oban whisky distillery where you can sample drams of liquid gold to your heart's content. A visit to Castle Stalker and Dunstaffnage Castle are all within driving distance, if you haven't gotten your fill of castles yet. The drive from Edinburgh to Oban is a little over three hours, however, adding in a stop to Loch Lomond will certainly take more time. How much is entirely up to you.



Edinburgh

## Glencoe and Fort William

Prepare yourself for some of the most incredible scenery as you drive the A82 from Oban to Glencoe and Fort William on the way north to Inverness. The roads here are great. Keep an eye out for the iconic, hairy, Highland cows. These beautiful, horned beasts make for an excellent photo opportunity. The drive from Oban to Inverness is about three hours, however, there are so many stops to make along the way that you will need all day. The highest mountain in the British Isles, Ben Nevis, towers in the distance as you drive through Fort William. If you enjoy chasing waterfalls consider the hike to Steall Falls. If you have the time, there is always an unmissable ride on the Jacobite vintage steam railway which is an absolute Harry Potter fan's dream. Round off your day's road trip by visiting Urquhart Castle overlooking Loch Ness.

## Inverness

I stayed at the Best Western Inverness Palace, with great views over Inverness castle and the River Ness, before exploring Culloden battlefield where the Jacobites were defeated by the British army in 1746. History, culture and incredible scenery await you on your own Scottish road trip.

I have left out so many places and stops, castles and coves, munros and mountain trails because Scotland is so much more than one article. It would take a lifetime to explore and an eternity to forget.

CIARA McNALLY teaches in Greystones, Co Wicklow. For more detailed itineraries and information check out her website [www.mysuitcasediaries.org](http://www.mysuitcasediaries.org).

The Three Sisters, Glencoe



# Password DOs and DON'Ts for you and your kids

Some simple but effective ways to improve your password habits and set a good example for your children...

Hacking, data breaches, online scams and identity theft are constantly making headlines. But many of these will target passwords first! And while ESET's research suggests the Irish use safer passwords than is the global average, it is always good to follow some additional safety tips, to keep yourself and your children safe.

With the amount of online accounts to manage today, securing your online presence with strong passwords can seem like an overwhelming task – even without thinking of another handful of passwords for your children. But, however challenging the idea may seem, the effort put into securing your accounts is nothing compared to suffering the consequences of a data breach, leaving your sensitive data or even private communication with your kids exposed.

So what are some simple but effective ways to improve your password habits and set a good example for your children?

First and foremost, make a habit of creating a unique password for each of your accounts and teach your

children to do the same. This is the single most important piece of advice for a good reason – no matter how well you do your part to secure your accounts, your credentials may be leaked from any of your service providers. Using unique passwords will ensure that even if that were to happen, the rest of your accounts remain safe.

You're probably thinking: but that's exactly the tricky part! How am I or my children supposed to remember all those different passwords?

Don't worry – security experts together with standard-setting bodies agree that passwords don't necessarily need to be complicated in order to be effective at keeping your accounts safe.

Apart from uniqueness, length is what you should focus on – the longer the password, the safer your account. This basically invites you and your kids to make use of passphrases, which can have the great benefit of being both long and easy to remember.

When setting up a passphrase, use any phrase or sentence you like, or let your child come up with one. Play with fun topics and associations so that the memorising comes more naturally. You can divide the words in your passphrase by spaces, special characters, or alternatively use capitals at the beginning of each word for emphasis. Don't be afraid to use punctuation, just like you would in a regular sentence. The only things to steer

clear of when using passphrases are very famous quotes and infinitely repeated sayings that could be easy to guess.

In practice, using the sentence 'Chocolate is my favourite food' could result in the passphrase 'chocolateismyfavouritefood', or 'ChocolatelsMyFavouriteFood', or even 'ChocolatelsMyFAVOURITEFood!'

You can find more tips on how to use passphrases in the blogpost [blog.eset.ie/2016/05/05/passwords-are-out-passphrases-are-in/](http://blog.eset.ie/2016/05/05/passwords-are-out-passphrases-are-in/).

If you still prefer using passwords rather than a passphrase, make it a minimum of eight characters. Avoid dictionary words (common words, names, dates, numbers) and avoid notoriously weak (but still popular) passwords, such as 12345678, password or qwerty. Doing so will set a good example for your children, who will likely find it natural to use unique, creative passwords in the future. You can check out this ESET video at [blog.eset.ie/2017/06/30/how-to-make-a-strong-password/](http://blog.eset.ie/2017/06/30/how-to-make-a-strong-password/) for some good pointers on creating a strong password.

If this is still all too much, a reputable password manager will make your life easier. It lets you and your children store all your passwords in one place – without the need to remember every single one. All that needs to be remembered is one strong master password, which works as a lock on the entire database of the app.

**URBAN SCHROTT, IT Security & Cybercrime Analyst, [www.eset.ie](http://www.eset.ie)**

Make a habit of creating a unique password for each of your accounts and teach your children to do the same





# Summer salads

We are so excited summer is finally here at Foodoppi HQ. With the holidays on the horizon we wanted to share with you two simple salad recipes that are great for light lunches, picnics and BBQs. We have added pomegranate seeds to both recipes. They are a fantastic addition to any salad, adding a slightly crunchy texture with a burst of juice. Pomegranates are loaded with fibre, vitamin C, vitamin K and potassium which packs a seriously big punch of health benefits too.

## Roasted butternut squash with rocket and pomegranate

### Serves 2-4

This recipe is simple, delicious for lunch, or makes the perfect side dish for a BBQ. Perfect for summer dining.

### Ingredients

- ✧ 1 butternut squash
- ✧ 2 cloves garlic, peeled and crushed
- ✧ 1 tablespoon olive oil
- ✧ 1 tablespoon soy sauce

- ✧ 1 teaspoon dried rosemary
- ✧ 1 teaspoon dried thyme
- ✧ Black pepper
- ✧ Rocket leaves
- ✧ 1/4 Pomegranate

### Method

- 1 Cut the butternut squash into thick slices – about 1/4 inch thick.
- 2 Mix together the garlic, olive oil, soy sauce, black pepper, dried thyme and rosemary. Toss the butternut slices in the mixture and leave to marinate for one hour at room temperature.
- 3 Preheat the oven to 180°C. Arrange the butternut squash onto a baking sheet, and cook for about 20-30 minutes until soft. If you have a griddle pan, heat it up and finish cooking the butternut squash slices for a minute each side to get a charred finish. Alternately, you can do this under a hot grill or use a BBQ.
- 4 Serve the butternut squash with rocket leaves sprinkled with pomegranate seeds, drizzled with a little olive oil.



## Beetroot, orange and pomegranate salad

We recently discovered delicious sweet fire baby beetroots in the salad section of our shop. They have a sweet, slightly smoky flavour. This is a light refreshing summer salad. It can be easily boxed up and brought on any picnic.

### Serves 4

### Ingredients

- ✧ 2 large oranges
- ✧ 8 baby beetroots (pre-cooked, not in vinegar)
- ✧ 100g feta cheese
- ✧ 100g bag baby leaf salad
- ✧ 1/4 pomegranate

### Dressing

- ✧ 1 tablespoon white wine vinegar
- ✧ 2 tablespoons rapeseed oil
- ✧ 2 tablespoons clear honey
- ✧ 1 orange zest
- ✧ Salt and black pepper



### Method

- 1 First, make the dressing. In a small jar with a tight-fitting lid, combine the dressing ingredients with the zest of one orange. Shake well until combined.
- 2 Peel and cut the oranges into segments and cut the beetroot into quarters. Arrange the beetroot and orange pieces on a bed of salad leaves.
- 3 Crumble the feta cheese and sprinkle the pomegranate over the salad. Drizzle with the dressing before serving.

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

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



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

Foodoppi have exciting online summer CPD courses at [foodoppi.academy](http://foodoppi.academy), see ad on page 56.





# Teaching matters

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

## 21st century problem solving

As teachers we are all aware of the important role that play has in developing the inquisitive nature in children. In the recesses of our minds, and from our studies in initial teacher education, we may recall a quote from Jean Piaget: “Play is the answer to how anything new comes about”.

The key pillars of 21st century learning: critical thinking, communication and collaboration occur quite naturally through play-based learning. It is with this in mind that the PDST Technology in Education has developed the ‘21st Century Problem Solving’ summer course for teachers.

This course explores how a play-based or enquiry-based approach to teaching and learning can be enhanced through the use of digital technologies.

Through the use of a small robot called Bee-Bot, teachers can explore a range of methods that can enhance learning across the curriculum. From the development of spatial awareness in maths to engaging in oral language in the new Primary Language Curriculum, Bee-Bot can provide an enriching experience for children.

Lunar exploration, earthquakes, plant pollination and flood prevention are just a few of the topics that are explored through Lego WeDo in the middle and senior classes. On the summer course, teachers get hands-on experience with the Lego WeDo kits and explore the variety of ways that they can be used to support the SESE curriculum.

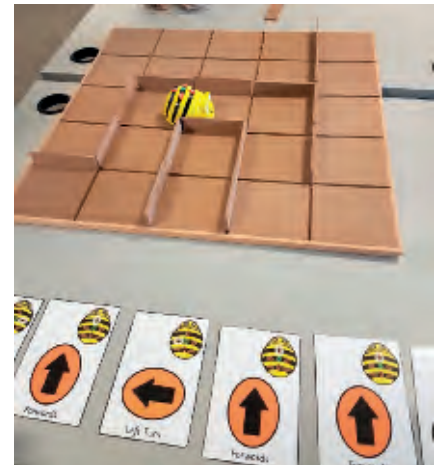
### Computational thinking

As well as building with the Lego, teachers are introduced to basic coding that can develop computational thinking and problem-solving skills for pupils. Seymour Papert from MIT in Boston, who is largely recognised as one of the godfathers of ICT in education and built on the work of Piaget, is quoted as saying: “The role of the teacher is to create the conditions for invention rather than provide ready-made



knowledge.” Any teacher that has used Lego WeDo or coding in the classroom will be able to attest to the fantastic inventions and ideas that pupils dream up and it this project-based approach that is explored on the summer course.

Moving into the senior classes, the ‘21st Century Problem Solving’ course explores the concepts of computational thinking in more depth. Teachers will be introduced to ‘offline’ concepts such as



Bebras challenges to develop problem-solving skills. This leads onto some basics in computer coding through Scratch. Teachers will explore simple examples of the ways in which coding can be used as a methodology and can reinforce the skills of communication, collaboration and critical thinking.

For further details and to book a place on the ‘21st Century Problem Solving’ course please contact your local Education Centre.

**MARK FINLAY,**  
Digital Technologies  
Team Leader, PDST



**Find  
out  
more**



To see how Lucan Community NS are using Bee-Bots to support learning in their school, why not take a look at the PDST Technology in Education Good Practice video that can be found at [www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/#126470159](http://www.pdsttechnologyineducation.ie/en/Good-Practice/Videos/#126470159)

- ◆ Teachers need to develop concepts about print; teach phonological awareness and phonics (for reading and spelling); teach vocabulary, fluency, comprehension and writing (composition) (Kennedy et al., 2012).
- ◆ Effective teachers of literacy provide a literacy rich environment and use a broad and rich reading curriculum which engages teachers and children and which promotes a positive ethos

In-class support is strongly recommended as a means of helping pupils to improve their literacy skills. Station teaching (ST) is one such intervention which schools are presently engaging in the Irish context. In my publication (Daly, 2017), I focus on the implementation of ST in junior classes.

Station teaching occurs when a class is divided into four or five groups, each of similar ability in relation to literacy. The small group of learners move from station to station, where a teacher provides a focus on some key aspects of literacy including new reading; familiar reading; word work and writing activities.

Generally pupils are grouped according to ability. Organise a team meeting of class and special education teachers and decide on what level of support you can access and which class level to prioritise intervention. Discuss time-tabling, one teacher to organise one station. Watch training DVDs on setting up ST.

Guidelines for running Stations in Senior Infants for 8 minutes each – a set of instructions! (T = Teacher; Ps = pupils)	
<p><b>New Reading Station</b></p> <p><b>Teacher Instructions:</b></p> <ul style="list-style-type: none"> <li>T introduces book – shows cover, covers the title – asks the pupils for predictions about title/book/story</li> <li>Pre teach new words using flashcards and small white board</li> <li>Pointers out – ps point to words as t reads</li> <li>T = Ps read title page – author and illustrator</li> <li>Quick look at each picture on pages</li> <li>Each pupil reads one page each</li> <li>Discussion on story/words if have time</li> <li>Encourage ps to look for smaller words/rhyming words</li> <li>Point out exclamation, question and speech marks</li> <li>Play fast fingers to point out a word given by teacher – give word clues eg point out a word beginning with ah, or a word containing a smaller word</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Multiple copies of levelled readers (IPMs) in plastic folders – one copy of book for each pupil</li> <li>T record sheet</li> <li>Ps plastic folders to store new book for homework</li> </ul>
<p><b>Familiar Reading</b></p> <p><b>Teacher instructions:</b></p> <ul style="list-style-type: none"> <li>T shows cover of book from previous day – discusses title/picture, elicit an alternative title</li> <li>Whole group/individual reading of story – develop fluency</li> <li>Connections – other stories with similar theme</li> <li>T questions ps on the book's content using more higher order thinking questions – elicit more from the ps in relation to contents of book</li> <li>Focus on comprehension</li> <li>Ps retell/summarise the story</li> <li>Games – Fast fingers: find sound of the week/capital letters etc – T focuses on digraphs, rhyming words, sight words occurring within the text</li> <li>Vocabulary work - T reads sentence and omits a word. T covers a word, ps to provide an alternative word for T</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Multiple copies of levelled readers (IPMs) in plastic folder – one copy of book for each child</li> <li>T record sheet</li> </ul>
<p><b>Word Work/Phonics</b></p> <p><b>Teacher Instructions:</b></p> <ul style="list-style-type: none"> <li>T introduces new sound of the week using flashcard/ iPad (Jolly Phonics app), Sound Linkage (eg. eo/wh/ck sound)</li> <li>Practise the song/action to accompany the new sound</li> <li>Ps listen to the song</li> <li>Air writing/ writing with fingers on table of new sound</li> <li>T elicits words from the ps that contain the sound, shows other flashcards of words containing sound for ps to read</li> <li>Ps watch formation of letter on iPad</li> <li>Look at flashcards with the new sound – sound out words – read the words</li> <li>Use magnetic letters to make words using new sound – Elkonin boxes and cubes – ps record each sound in a box and place sound buttons underneath</li> <li>Roll and Read game with new sound</li> <li>Dictate sentences using new word – ps write these using magnetic letters or in copies</li> <li>Games: Bingo game, Roll and Read activities, activities involving sound of the week</li> <li>Sound Linkage daily – last 2 minutes of session Tuesdays</li> <li>Review sound/rhyme</li> <li>Record words dictated on mini whiteboards, use sound buttons</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Sound Linkage</li> <li>iPad – Jolly Phonics app</li> <li>Flashcards</li> <li>Phonic worksheets</li> <li>Magnetic letters and whiteboards</li> <li>Elkonin boxes</li> <li>Counters</li> <li>Mini Whiteboards, markers, cloths</li> <li>Bingo cards</li> <li>Dice</li> <li>Roll and Read game</li> <li>Worksheets/ Activities based on the sound of the week</li> </ul>

**Fig 2 right: Sample of the guidelines/instructions for teachers at the different Stations (Daly, 2017).**



# in Irish primary schools



including prediction.

Pupils take this new book home to read.

At the **Familiar Reading Station** teachers are promoting enjoyment, fluency, comprehension and speed.

Pupils are re-reading the book they read the previous day. The purpose of the **Word Work Station** is to show pupils how words work so that they can make a fast visual analysis of their reading. Teachers can use magnetic letters. This station can also include phonological awareness and phonics.

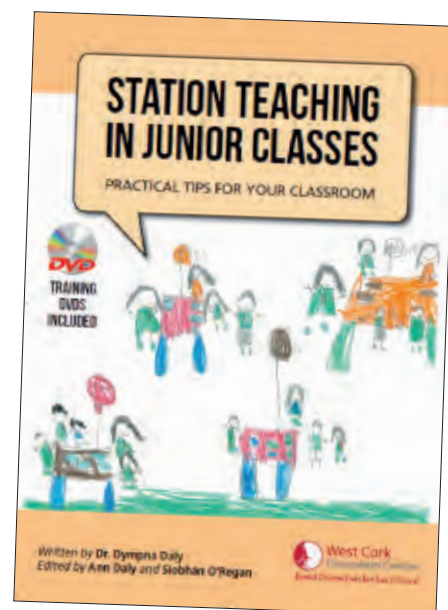
At the **Writing Station** the pupils learn how they can write their own messages and compose their own sentences. Sand trays, mini whiteboards or handwriting copies can be used. Teachers prepare the writing activity beforehand.

See Figure 2 on p52 for a sample of the guidelines/instructions for teachers at the different stations (Daly, 2017).

PDST (2011) advises that if pupils are to read for meaning they need to read in a phrased and fluent manner. Pupils need to be encouraged to monitor their own reading and writing. They should know that when it doesn't sound right, look right, or make sense, they need to re-read and correct. In order to read fluently, pupils need to be able to problem-solve words on the run. A critical aspect of this approach to teaching literacy is matching books to individual pupils. Every pupil gets a new book each day so schools need multiple copies of books, banded along a continuum of difficulty. (PDST, 2011, p.8)

## Key findings of research on station teaching

- ◆ The expertise of the teacher is key to improving the literacy achievement of pupils and developing excellence in



teachers should be our priority.

- ◆ Early intervention in the early years is essential to pupils' acquisition of literacy.
- ◆ Teachers and pupils enjoy participating in ST. Pupils are motivated to read and engage in meaningful activities during ST.
- ◆ ST facilitates small group work and teachers can differentiate accordingly while including all pupils in the groups.
- ◆ Staff collaboration is vital for ST to succeed and more funding for resources should be available to schools (Daly, 2017).

## References

Daly, D. (2017). *Station Teaching in Junior Classes: Practical Tips for Your Classroom*. West Cork Education Centre.  
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Professional Development Service for Teachers (PDST) (2011). *Our Reading Initiative: Our Story as told by twenty-one primary schools: Staff and Pupils of Creagh NS, Ballinasloe, Co Galway*. Dublin: Author.

**DR DYPNNA DALY** is principal of Our Lady of Mercy NS, Bantry. She is a tutor with NIPT and PDSL. In 2017, she wrote a book on station teaching in junior classes which is available from the West Cork Education Centre (€15). It contains detailed instructions for teachers for the different stations. It also includes two training DVDs: one with advice and the second shows a full station teaching class in senior infants. To contact Dymphna, email [dalydypnna@eircom.net](mailto:dalydypnna@eircom.net).

Purchase essential resources: six copies of levelled readers at the different levels, sand trays, mini-whiteboards and magnetic letters. Set up the timer on the interactive whiteboard. Fill in the station teaching weekly literacy plan and the reading record (Daly, 2017). See Figure 1 on p52.

In the last term of junior infants, test concepts about print, letter names and sounds and arrange your groups.

In senior infants, conduct running records to assess reading levels, do the Middle Infant Screening Test or TEST2r and use teacher observation to arrange groups.

In first class, use teacher observation and results from standardised tests, as well as running records.

## Outline of the four stations

*New Reading, Familiar Reading, Word Work, Writing (detailed instructions/guidelines for teachers at each station in the book on station teaching in junior classes)*

At the **New Reading Station**, pupils are getting daily practice in attempting to read new material. Teachers may use different strategies – prompt to meaning, visual information or structure



# Engaging with Erasmus+

## Teacher's role in the integration process of immigrant children

Eleven teachers and SNAs at Claddagh NS, Galway, are currently engaged in an exciting Erasmus+ Key Action (KA) 101 School Education Mobility project which allows for their participation in fully-funded professional development courses across Europe this school year.

The SCLÉIP (Schools Creating Leadership, Electronic and Inclusive Practice) Project application was submitted in October 2017 through Léargas ([www.leargas.ie](http://www.leargas.ie)). It involved identifying the primary training needs of our staff, based on our ongoing school self-evaluation.

As an urban DEIS Band 1 school, we are aware of the need for continuous improvements in school: locally through our cluster of DEIS schools, regionally and nationally. We found that the opportunities offered through the Erasmus+ School Education Mobility programme allowed our staff to gain a more European-focused dimension to our understanding of social inclusion, early school leaving and disadvantage. We wanted an opportunity to learn about what other EU countries and their schools/teachers were doing to address the changing needs of students and the school community.

Once our needs had been identified, the application required us to write a European Development Plan highlighting those needs, leading us to identify opportunities using the School Education Gateway ([www.schooleducationgateway.eu/en/pub/opportunities.htm](http://www.schooleducationgateway.eu/en/pub/opportunities.htm)). Under Erasmus+ School Education Mobility, school staff are able to engage in job-shadowing, training courses and short-term teaching assignments. Staff were selected based on their area of work and ability to disseminate their learning locally within the school community, the local area and nationally.

Our first study team of Seán Leonard and Annie Asgard recently visited



Annie and Seán with teachers from other European countries at the course in Ljubljana, Slovenia.

Ljubljana, Slovenia, where they attended a course run by the Primera Group. The course, 'Multiculturalism – Teacher's Role in the Integration Process of Immigrant Children' ([www.schooleducationgateway.eu/fr/pub/teacher\\_academy/catalogue/detail.cfm?id=15572](http://www.schooleducationgateway.eu/fr/pub/teacher_academy/catalogue/detail.cfm?id=15572)) included teachers from Italy, Greece, Slovenia, Lithuania, the Netherlands, Serbia and Ireland. Seán and Annie took part in extensive in-class training, as well as a school visit and visits to migrant support centers to engage with staff who support migrant families.

This was an excellent opportunity for our staff to meet other teachers from across the EU and learn about how they engage with newly-arrived migrant families and what approaches work best to help them to promote their inclusion into the school community. You can visit the SCLÉIP Project's TwinSpace and see our progress so far on the eTwinning website at

[twinspace.etwinning.net/55272/pages/page/319625](https://twinspace.etwinning.net/55272/pages/page/319625)

The other work teams will work on the areas of inclusion of pupils with SEN students, promoting digital literacy and using an overall school approach to promote school completion through school leadership and policy development.

If you would like to learn more about how to participate in Erasmus+ School Education programmes with your staff, please contact Deirdre O'Brien at Léargas at [DOBrien@leargas.ie](mailto:DOBrien@leargas.ie) or [www.leargas.ie](http://www.leargas.ie)

Annie Asgard and Seán Leonard teach at Claddagh NS in Galway City. [www.claddaghns.ie](http://www.claddaghns.ie)





# BEES market project in Kildare Place

Earlier this year, the pupils in Kildare Place School were busy as bees setting up mini businesses, culminating with a market in which all classes set up stalls and sold their wares. This is all part of a European Erasmus+ project which the school has been involved in over the last two years.

The project, known as the BEES project, focuses on teaching pupils Basic Employability and Entrepreneurship Skills. These skills, deemed most important by several multinational companies, include communication, decision-making, teamwork, confidence, numeracy, IT skills, and interpersonal skills, among others. Throughout the project, teachers across seven different countries have come together to exchange ideas and practices in relation to how these skills can be best taught to pupils.

With this activity pupils in each class were split into smaller groups to develop a company. They came up with a product idea, developed a business plan and engaged in market research before beginning the manufacturing process. Products on sale ranged from stress balls, key rings, slime and bath bombs, to Mother's Day cards, fairy doors, lava lamps and lucky dips. Pupils created a name, logo, and branding for

Right: Senior infants



Fifth class pencil holders

their products in preparation for market week.

Each morning for a week, two classes set up their stalls in the school hall, where they sold to pupils and parents. On the Friday, all classes reopened their

company for one last time to showcase their hard work to local representatives, as well as parents and pupils. While many groups successfully turned a profit, others learned lessons about keeping costs down, checking out the competition and not over-pricing products.

Regardless of the outcome, this activity has been hugely beneficial for all pupils. They used their initiative to create products, while working as a team, making decisions and meeting deadlines. Creating businesses and setting up a school market has been an effective, and highly enjoyable way for pupils to develop their BEES skills, and prepare them for the future jobs market.

Ciara Yates, Kildare Place NS, Dublin 6.



Market day



First class fairy doors

# Celebrating Grandparents' Day

My mother-in-law went on her first trip on a plane when she was 60 years old to Australia. After her third or fourth such trip, she arrived home with some great photos of the day she went to her grandchildren's school – Grandparents' Day. How serendipitous that her visit coincided with this particular day on their school calendar! It got me thinking ...

The next school year, we had our first Grandparents' Day in February. My fourth class and I piloted it. We had recently had the Interactive Whiteboard (IWB) fitted – more on that later.

There was no tried-and-tested format for an Irish Grandparents' Day, but how hard could it be to organise?

I could've scoured the web for ideas but I preferred the traditional method of preparation – good old common sense. And lots of input from the children themselves about what they'd like to do on this special day.

Four weeks in advance we got busy writing letters of invitation. It was a novelty for many of the children to write and send a letter – all the better! Within a week I had sketched a list of who had grandparents coming, who might and who definitely wouldn't, subject to change. The really nifty trick in this case was to share out the grandparents who would be there between the children who definitely didn't. 'Adopt a grandchild' we casually called it. It was usually children from other countries who fell into this category or, sadly, the ones who had no such living relatives. A fuss was made of these 'adoptees'; they prepared exactly the same as the others, and the grandparents in question were only too happy to oblige, offering TLC to these children on the day.

The principal happily became involved, was very supportive of the initiative and offered valuable pointers. Tea, coffee and treats were to be laid on. Thankfully, we have a school hall, where a small ceremony – prayers and songs – could be performed and rows of onlookers could gather. We were to host over 40 'golden oldies'! Our priest was invited, ancillary staff were on board to help out.

My class practised our favourite songs (*Circle of Friends*, *You've got a friend in me*, *Connected* ...), wrote pieces about their grandparents/favourite older person and picked out their best pieces of art from the previous months. They typed and cut and coloured and displayed and organised

and tidied our room in preparation for the big day. Work was displayed around the hall and important messages were placed around the school building and environs. We laid out games of *Snakes and Ladders*, *Connect 4* and *Operation* in our classroom. The children brought in cakes and biscuits in the days leading up to it. A Burco was brought out, as were cups, saucers, plates, chairs, tables, helping hands ...

A packed hall looked on as the children said some *Prayers of the Faithful*, sang songs and recited a poem which had been laminated with their handprints and then presented to the grandparents as the children dispersed from the performance space. There is nothing to compare to the glee and delight on the faces of these grandparents. Think of the First Holy Communion Day and you're close: the difference here is the busyness, formality-levels and the focus on these two-to-five people who have a very special bond.

Refreshments were served to half of the group while the other had a tour of the school, led by the children, who pointed out the details that were meaningful to them, especially their own work! One granny and granddad had a child's hand in each of theirs – they had an adopted grandchild to accompany them on this occasion. An elderly next-door neighbour came for another child, clearly thrilled to be invited as she had no grandchildren of her own. People had travelled from many counties, and we did have a grandmother from Poland. One granddad had postponed a knee operation.

What a day they had! (Well, two hours was the time set for this pilot – enough time for both groups to chat and have the tour.) I was inundated with thanks and

reminiscences – some grannies had attended the school and were amazed by some of the changes. A computer room! Look at this garden! Bright colours on the walls! Dare I say it – no threat of being physically punished! The children loved beating granddad at *Connect 4*, showing nan their neat handwriting and excellent sums, history projects, science investigations. But the IWB! This magic pen does what? We can write on it, draw, rub out, type ... great fun all round.

Such caring and appreciation you rarely see. The children were gentle, helpful, mannerly. How valuable for them to have the chance to display such qualities. I can only imagine some of the effort made to overcome pain for the day, the journeys made and planned, the general rearranging of schedules that the oldies had to do in order to be there. Whether they see the grandchildren often, (as so many do these days, collecting them from school etc.) or rarely, we facilitators were genuinely touched by the good feelings. And the tea-servers were extremely busy!

It is such a unique relationship between the generations, how can we fail to acknowledge and recognise it. If we do have a chance to celebrate it, then by all means I propose that we do!

We are in our seventh year celebrating Grandparents' Day now in our school. Other teachers and their classes have got involved, it has grown, the format has been tweaked. The local newspaper has even taken photos. I declare that it is one of my all-time favourite days of the school year.

**MONITA (NITA) FITZGERALD teaches in St John of God NS, Waterford. Nita is also a published author.**





# Another glimpse into Glasnevin

"You wouldn't want to be minding them poet fellows, they're a dangerous clique be the best of times", proclaimed Brendan Behan. As a master of the pen, Behan is well known in Ireland and abroad for his plays and short stories. Born in inner city Dublin in the 1920s, Behan went on to join the IRA, and his subsequent years in jail (for acts such as the possession of explosives), provided experiences which impacted heavily on his writing career. His much acclaimed autobiographical novel *Borstal Boy* was published in 1958. Here he explored the similarities between the Irish and English working classes and



Brendan Behan  
pictured in  
Connemara.  
©Irish Photo  
Archive  
[www.irishphotoarchive.ie](http://www.irishphotoarchive.ie)

highlighted that these similarities were stronger than the differences of religion. A self-proclaimed "drinker with writing problems", Behan is only one of the many literary greats who are buried in Glasnevin Cemetery. He died in March 1964. This month's article explores the lives of others buried here, who also contributed to the world of literature, art and music. As with any discussion of Glasnevin Cemetery, we will only scratch the surface, as every plot has a story, and we have over 1.6 million to tell.

1958 saw not only the publication of the *Borstal Boy*, but was also the year in which one of Ireland's most famous world performers died. Margaret Burke Sheridan, a young girl from Castlebar, Co Mayo, became one of the leading



Image of  
Margaret Burke  
Sheridan used  
on a postage  
stamp.

sopranos in Europe in the 1920s and was described by Marconi as having, "the voice I have been waiting to hear all my life". On short notice, she was chosen to perform Mimi in Puccini's *La Bohème*, and performed with many greats of the day, including the conductor Toscanini. She performed at the wedding of the crown prince of Italy and made numerous recordings including the first ever complete recording of *Madama Butterfly*. Margaret retired early due to difficulties with her voice and in her private life. 'Maggie from Mayo', as she was known by those closest to her, lived out her days in Dublin moving between residences in the Shelbourne Hotel and Fitzwilliam Square.

From one Irish legend to another, we arrive at the figure of Zozimus. "Sing a Song for our Zozimus, As always from the heart, Your name will forever live, As a Dubliner Apart." Born in the Liberties in 1794 and blinded as an infant, Michael Moran paid his way by reciting lyrics and verse (many self-composed) to passers-by. He earned his nickname as one of his personal favourite poems about Saint Mary of Egypt included the figure of Zozimus. He was terrified of the idea of grave robbers, ('the sack-em-ups') and so insisted on a burial in Glasnevin Cemetery, where the watch towers and walls could offer protection. Declining health in his final years resulted in a loss of income and, on his death in 1846, he was buried in an unmarked grave. However, in the 1960s, the Dublin City Ramblers erected a headstone to the "Memory of Michael Moran. Poet, Street Singer".

Other, more famous, poets who are buried in Glasnevin include Gerard Manley



Gravestone  
erected in  
memory of  
Michael Moran  
– 'Zozimus'

Hopkins and James Clarence Mangan.

From the Liberties, we make our way to Crumlin, the birthplace of poet, painter and author, Christy Brown. Brown was born with severe cerebral palsy and was incapable of deliberate movement or speech. However, the efforts of his mother came to fruition when Christy famously used a piece of chalk and his left foot to communicate and, from this, she taught him to read. In the 1950s, Christy wrote his first novel *My Left Foot* which was made into an Oscar winning film. As well as writing, Christy also painted and produced, on average, one painting a week for five years. He died in 1981.

There are numerous other individuals buried within the cemetery who contributed to the world of the Arts; Luke Kelly (the focus of an earlier article), Kate Cruise O'Brien, Val Vousdan, Chester Beatty and Dora Sigerson, to name but a few.



Celtic cross  
carved by James  
and William  
Pearse

Glasnevin Cemetery is also home to some fine examples of Irish sculpture and art: the cross above was carved by Padraig Pearse's father, James, and brother William. A visit to Glasnevin offers an insight into many elements of Irish life and literary tours for groups are available on request.

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

To have a tour tailored to the interests of your students please contact the Education Department, Glasnevin Cemetery Museum at

[glasnevincemetery.ie](http://glasnevincemetery.ie),

tel: 01 8826550, email:

[education@glasnevintrust.ie](mailto:education@glasnevintrust.ie)  
to learn more.



GLASNEVIN  
CEMETERY MUSEUM

# When a picture paints more

## *Visual literacy in the primary history classroom*

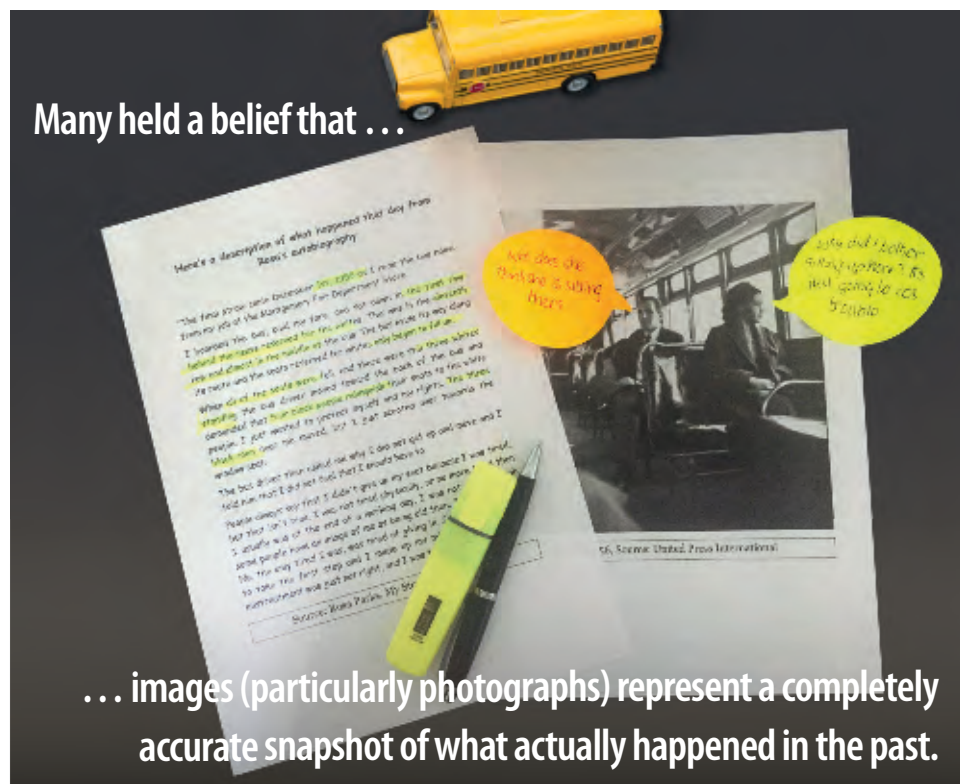
Being visually literate allows students to interpret images according to purpose, audience and anticipated impact (Stafford, 2010) and with image-driven social media platforms gaining popularity with young audiences, this knowledge is essential because, despite their outward objectivity, images need careful handling. On occasion, a photographer may simply be in the right place at the right time but, more often than not, photographs are taken with a certain purpose in mind. It is the photographer, after all, who decides the content, angle and inclusion (or omission) of details in the final image.

History, with its emphasis on the use and interpretation of a variety of evidence, provides the space to pose questions about the purpose, audience and potential impact of images and this type of critical analysis can enhance students' visual literacy skills by deepening their understanding of the content and the meaning behind them. Additional evidence (e.g. documents, oral histories or artefacts) also place the image within a larger context where it can act as a springboard to further historical enquiries or discussions.

### Using photographs to teach visual literacy in the primary history classroom

The research I am conducting is focussed on children's beliefs about historical evidence and one section looked at children's ideas about historical images. Many held a belief that images (particularly photographs) represent a completely accurate snapshot of what actually happened in the past. These ideas are often formed from children's everyday experiences of photography (e.g. capturing events in their own lives) but when applied to the analysis of photographs, they may actually act as stumbling blocks. The purpose of the activities outlined here was to challenge some of these beliefs whilst also developing critical visual literacy skills.

In order to do this, I adapted a sourcing heuristic developed by Wineburg (2001) for use with historical documents. Wineburg identifies four key strategies to promote historical thinking in the classroom, these are: **sourcing** – identifying the source details of the piece,



**contextualising** – placing the source within its own time, **close reading** – noticing details, making connections and asking questions and **corroborating** – comparing one document or piece of evidence with another. The case study outlined here explores how a photograph was introduced in such a way with fourth class students.

**Sourcing** The source details of a photo '21 December, 1956, Source: United Press International' were displayed to the students who were asked what could they tell from this information alone. The students mentioned how close it was to Christmas and that it was taken in the 1950s. They also discussed the words 'United Press International' and one student explained that 'Press' usually referred to newspapers.

**Contextualising** The students were asked what they thought might be happening in the US at that time and most were aware that this was the era of 'civil rights' and 'black equality' so, before they had even looked at the image, the students had established that the photo was probably taken by a newspaper

photographer, published in a newspaper and that the event had happened near Christmas in 1956.

They identified the 1950s as a period characterised by the civil rights movement and named iconic figures such as Martin Luther King and, indeed, the subject of this case study: Rosa Parks.

**Close reading** The now iconic image of Rosa Parks sitting on a Montgomery bus was revealed piece by piece on the interactive whiteboard and each quadrant was discussed in relation to what the students could see, what they thought was happening and what they predicted they would see next. By the time the whole image had been revealed, the children were curious and had many suggestions. Some had seen the photo before and quickly identified "the woman on the bus" as Rosa Parks.

Each group of students were given a copy of the image to work with and an activity to complete. One group annotated the image; another created a caption for the photo and thought bubbles for each character; another used a multi-sensory approach to write a descriptive passage, while yet another



# than a thousand words

devised a 'before and after the photo' drama with thought-tracking.

Immediately, all students identified the manifestations of racism they believed to be present in the photograph and paid particular attention to the body language of the male figure. In the thought tracking activities, the children interpreted his actions as racist: 'I don't want to be here sitting near this black woman' and he was described as "depressed, grumpy, demanding and jealous." In the annotation activity, one comment showed how the children had interpreted the actions of the man: "sitting on bus wearing a suit, going to work, looks like he hates the woman because she's black, the way he's sitting, like he's better." In contrast, the body language of the woman was read as "upset, scared, antagonised" and her thoughts were interpreted as "why did I bother sitting up here, it's just going to cause trouble." Similarly, the caption created for the photo was 'The Black and White Bus' and the thought bubbles were also based on a theme of racial segregation.

Using images such as this provides an opportunity for children to explore and challenge broader issues such as those around racism or discrimination and, as the discussion below illustrates, though their understanding of the issues is somewhat binarised and passive, there is acknowledgement that discrimination based on colour or race is wrong.

**Mark:** Rosa Parks was famous, she was an old woman, she sat because she was too tired to stand. A white man asked her to get up and she didn't. It's in *History Quest*.

**Jennifer:** And sometimes it wasn't just black people that got a hard time. Irish people too, there were signs on pubs that said 'No blacks and no Irish'.

**Daisy:** That's just not fair!

When asked why the photo was taken, the students were initially of the opinion that it was taken because the photographer just happened to be there and took it because it was unusual for a black woman to sit in that place on the bus. It was clear that they were drawing on not only their previous knowledge of Rosa Parks and the Montgomery Bus Boycott but also their own experiences of

using photography to capture important events in their own lives.

**Corroborating** The students then read a section from Rosa Parks' autobiography *My Story* which explains what happened on the day Rosa Parks refused to give up her seat. Each group compared the photo to the account and used green highlighters to show where the text source was in agreement and orange ones to mark where it disagreed. It quickly became apparent that there were huge differences: the dates didn't match and the bus was full in the written account but almost empty in the photo. At this stage, the children were buzzing with anticipation. As this small excerpt shows, they were beginning to identify the purpose, the audience and the anticipated impact of the photo.

**Daisy:** (After reading the text) Is that the man who asked her to get up?

**Jennifer:** No, no, no wait, wait, look at the date on her bit! (jumping in excitement) The dates are different. The dates are different. The photo is 1956 and she said it happened in 1955. Do you see it?

**Mark:** They recreated the photo. It's staged. It's a set up!

**Jennifer:** The bus was packed in her book and there's no other black people in the photo. That's a photo that was taken after it. Why would they do that?

**Mark:** Probably for her book, you know, to go with the things she wrote about the bus.

**Daisy:** So that man didn't ask her to get up. Who is he then?

As the students were later to find out, Rosa Parks, by refusing to move to the back of the bus in Montgomery, Alabama on 1 December, 1955, became the face of the American civil rights movement. The now iconic fingerprinting photo, mug shot photo and bus photo were actually all taken one year after the event to publicise the decision of the United States Supreme Court to make Montgomery's segregated bus system illegal. While the photograph is often perceived to be a snapshot of an unprompted act of revolt, it is in fact the result of a planned photo opportunity; the man sitting in the seat behind her is a reporter, Nicholas Chriss, who was working for United Press International and

reluctantly volunteered to be in the photo.

When her story is reduced to the tale of the old seamstress who was simply too tired to stand, our students are presented with a one dimensional view of Rosa Parks. She was more than a seamstress, she was highly politicised and was the secretary of the National Association for the Advancement of Coloured People at the time of her arrest. This photo represents a bigger story than that of Rosa Parks; it is the overshadowed story of a social movement and a community effort to overthrow injustice through collective decision-making and action. It is this story that can allow children to see the power of collective action and to identify themselves as activists and as agents of change.

These facts do not lessen the significance of the actions of Rosa Parks or indeed the power of the photograph itself. After all, it has become an iconic image for a reason, it encapsulates an era of political and social change. And it is also a powerful reminder to us all that the images that shape our vision of history are almost always as complicated as history itself!

## Source 2: Rosa Parks, *My Story*, published 1992

"The final straw came December 1st, 1955 as I rode the bus home from my job at the Montgomery Fair Department Store. I boarded the bus, paid my fare, and sat down in the first row behind the seats reserved for the whites. This was in the eleventh row and almost in the middle of the bus. The bus made its way along its route and the seats reserved for whites only began to fill up.

When all of the seats were full, and there were still three whites standing the bus driver moved toward the back of the bus and demanded that four black people relinquish their seats to the white people. I just wanted to protect myself and my rights. The three black men near me moved, but I just scooted over towards the window seat.

The bus driver then asked me why I did not get up and move and I told him that I did not feel that I should have to."

**CAITRIONA NÍ CASSAITHE** is on career break and is a PhD student in the Institute of Education, St Patrick's Campus, DCU.

# Teaching children to move

## Developing physical literacy through the lens of fundamental movement skills PDST seminar for primary schools

The Professional Development Service for Teachers (PDST) provides a range of continuing professional development supports in the area of health and wellbeing. A central component of this relates to the teaching and learning of the PE curriculum. The PDST are currently offering the second phase of professional development in relation to its physical literacy resource introduced last year to primary schools – *Move Well, Move Often: Developing the physically literate pupil through the lens of fundamental movement skills*. This resource has been designed to complement the teaching of the Physical Education (PE) Curriculum and aims to provide a range of tools to support the teacher in teaching Fundamental Movement Skills (FMS) throughout the primary school. Two teachers from each school are invited to attend the seminars which have been taking place nationwide since the beginning of April. Don't worry if you missed seminar one (Locomotor Skills) – all are welcome to attend seminar two (Stability Skills) regardless! The response to seminar one has been overwhelmingly positive and indicates the interest that primary teachers have in prioritising this part of children's development.

Seminar two will revise the concept of physical literacy and revisit the locomotor skills explored in seminar one before moving the focus to the stability skills of



Landing and Balancing in all areas of the PE curriculum, and in particular through the gymnastics and dance strands. A set of 16 colour, A2 laminated posters which bring each Fundamental Movement Skill (FMS) to life for teachers and pupils will be provided to all schools who attend. These posters can be displayed in the school to support teaching and learning of FMS. The Department of Education and Skills will provide substitute cover for attending teachers where required.

Book your place at the seminar at [www.pdst.ie/onlinebooking](http://www.pdst.ie/onlinebooking).

### What is physical literacy?

Research shows that being physically active later in life depends on feeling confident in an activity setting; and that confidence, as an adult, most often comes from having learned a range of specific movement skills as a child. Physical literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long enjoyment and for sporting success. Through focusing the lens on the development of FMS in the primary school, we can create an

environment in which pupils can flourish physically and meet the milestones of physical literacy as they move through the school years, so that they are more likely to continue to be active outside of school and later in life. We aim to teach our pupils to **move well**, so that they will **move often**.

The primary years are particularly significant in the child's physical literacy journey. It is at this stage that physical competence is very readily enhanced and when attitudes to physical activity are established. Equally, it is a time when the learners begin to develop their self-awareness and self-concept and are hungry for knowledge. Where progress on this journey is achieved for each pupil, there is the potential for a most valuable legacy of a positive attitude to physical activity that can last a lifetime and add significantly to quality of life. Moving well and moving often contributes to the pupil's physical, social, emotional and intellectual wellbeing and development. The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to **value** and **take part** in physical activity throughout their personal lifelong journey.<sup>1</sup>

### What are Fundamental Movement Skills?

FMS are the basic building blocks of movement and a core element of physical literacy, because enhanced movement competence enables pupils to participate in a wide range of physical activities and settings, for a variety of intensities or durations. It is only when these skills are mastered that a child can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavours. FMS are divided into three categories (left).



The three categories of Fundamental Movement Skills



# well and move often



## Teaching Children to Move Well and Move Often – Summer Course

The PDST physical literacy summer course will take place in 13 locations this summer: Athlone, Monaghan, Dublin West, Navan, Kildare, Wexford, Kilkenny, Waterford, Blackrock, West Cork, Tralee, Laois and Sligo. The course, entitled 'Teaching Children to Move Well and Move Often', has been designed by PDST PE advisors to support teachers in developing physical literacy, by focusing on fundamental movement skills using the *Move Well, Move Often* resource. The week will be fun and practical in nature and will include workshops on gymnastics, dance, athletics, games, outdoor and adventure activities suitable for teachers of all classes from Infants – 6th.



The *Move Well, Move Often* resource

By participating in this course, you will also gain valuable insight into the practical use of assessment strategies for PE, the school self evaluation

process for PE and the Active School Flag. Contact your local education centre to book your place – eligible for three EPV days.

The *Move Well, Move Often* resource provides a suite of 350 activities to support teachers in developing these three categories of FMS by integrating specific teaching points into the PE lesson in line with the overall school plan. In this way, the teacher focuses on skill development within a lesson that is based on one of the six strands of the PE curriculum. A range of planning resources and templates have been designed by the



Enjoying the Drumcondra Seminar



PDST PE seminar delivery team: back row left to right: Fergal Lyons, Eoghan Breathnach, Daragh McDaid, Derek Brennan, Niall O'Mahony, Cian Ó Gríofa, David Lavin and Éanna Casey. Front row left to right: Ann Marie O'Connor, Grace Crowley, Ciara Blennerhassett, Sandra McNulty, Victoria Earle, Catherine Knight, Margaret Foley and Ciara Delaney.

PDST PE team to support teachers in embedding FMS in their PE plan. These resources will be explored at the seminars and are available to download from [www.pdst.ie/physlit](http://www.pdst.ie/physlit) and [www.scoilnet.ie/pdst/physlit](http://www.scoilnet.ie/pdst/physlit). A range of further supplementary materials and instructional videos are also available on these websites. For further information in all aspects of health and wellbeing in the primary school, and to apply for in-school PE support, visit [www.pdst.ie](http://www.pdst.ie).

### Reference

- 1 Whitehead, M. 2013, *An Introduction to Physical Literacy*. [www.pescholar.com](http://www.pescholar.com)



**CIARA DELANEY** is a Health and Wellbeing Advisor with the PDST, providing support in all areas of health and wellbeing.

# A sharply tailored suit

It's the calm before the storm. The golden moment before what promises to be the spectacle of the school year. Alone in the church, Teacher admires the display of First Communion artwork on the walls. Credit where credit is due. The kids did a magnificent job. Better still. The hours she spent sticking up the First Communion artwork have given Teacher definition in muscles she didn't know she possessed.

The teeny weeny downside is that she might have alienated one of her more sensitive colleagues. Using her 'teacher voice' to hasten their softening of bits of blu tak for her was, in fairness, distinctly lacking in collegiality.

Teacher pulls out her phone and flicks to her prepared list of admiring adjectives. Or is that adverbs? She'll Google it later. A host of mini-brides are making their way towards her and she wants to be ready to give them their due. *Stunning, fabulous, gorgeous* ... mentally, she runs down through the words on her list. Tottering on unaccustomed heels, waving parasols and handbags, these First Communicants are making their way up the path to the church. Teacher's eyes moisten. These are her girls, and they are only gorgeous. Made barely recognisable by elaborate hairstyles and even more elaborate dresses, they are escorted into the church by a bevy of beaming relatives. For the past few weeks, those same mummies and daddies have been scrutinising the photos of previous communicants adorning the school lobby. Determined to live up to those past glories, many parents have thrown caution to the wind and raided their savings. Teacher is well aware of the effort that lies behind their daughters' fabulous facades. That silver Communion necklace sparkling in the April sunshine was paid off only yesterday. Several pairs of the satin shoes have been bought by aunts. More than one of the capes adorning the slender shoulders have been crocheted by a granny. Neighbours have risen at the crack to backcomb hair and choke entire families with blasts of hairspray. The longed for day has arrived and this

community is giving it their all.

And now, the first of the lads makes his way towards Teacher. He is grinning from ear to pierced ear. God be with the days when male First Communicants looked like the before versions of their daddies. Now they resemble the dreams their daddies once harboured. The first one in the door has modelled himself on your man ... you know ... the boxer lad. The fellow who wears all the fancy suits. His eight-year-old doppelganger looks so pleased with himself it tugs at Teacher's heartstrings. She sends up a little prayer that, many years hence, he'll still be feeling as pleased with himself. Not far behind strides the boxer's best friend, hands in the pockets of a sharply tailored suit. The best friend is the spit of that weather man. The one with the quiff that makes him look like an elf.

"Is it going to stay dry? What's your satellite telling you?" Teacher makes the jocose enquiry as the mini weather man arrives at her elbow. In return, she gets a bewildered look. Nothing daunted, (bewildered looks are the lot of many a teacher) she tries again. "Have you got a weather forecast for me?"

Her colleague, aka blu-tak-softener, pokes her in the ribs.

"He's not a meteorologist, he's dressed as ..." Out of the corner of his mouth, BTS mentions a footballer so famous even Teacher has heard of him.

It's one of the few imperfect moments in an otherwise perfect day. And the poke in the ribs ensures there's no need to apologise for the blu tak incident. Honours even, she and her colleague set to lavishing praise on the approaching children. Between them, they have over 50 eight year olds to admire. In no time at all, Teacher, exhausted from the preparations for the ceremony, is mithered. And anxious. She'd die if she forgot to compliment someone. Like an actor at the Oscars, she decides to cover all eventualities and include everyone in sight. Later that night, the memory of herself telling the priest that he looked stunning wakes her. The moment in

which a mammy confirmed Teacher's suspicion that she'd overdone it with the fake tan doesn't help her get back to sleep. Normally, Teacher would be pleased to be complimented on her 'lovely boots'. That the compliment came her way after she'd slapped a good layer of bronzer on her legs to enhance her sandals, doesn't bear thinking about.

The church is filling up. By now, there are more capes in it than there are in your average *Avengers* movie. The traditional Communion accessories of handbags, parasols and younger siblings vie for space on the seats. Less traditional accessories also make their appearance. In yesteryears, Communicants indulged in ostentatious checking of the time on white strapped Communion watches. Granny and grandad have clearly upped their game. The church is awash with eight year olds checking the time on phones that have screens bigger than the pizza Teacher has promised herself this evening.

Finally, every child is present and accounted for. It is time for a thankful Teacher to make her way to her seat. As she does so, the sun peeping from behind a cloud, shines through the stained glass windows. Crimson and blue light fills the church and is reflected in the hundreds of hand-sewn sequins filling that space. Momentarily dazzled, Teacher falls over a carelessly positioned parasol.

Finally, amid a rustle of mass booklets, the ceremony gets underway. Teacher breathes a sigh of relief as her word perfect charges recite prayer after prayer. The choir launch into the first line of the Consecration song. An anxious face looks over a white satin shoulder at Teacher. She nods and the owner of the shoulder rises from her seat. A wave of First Communicants follow suit. Fifty-eight pairs of hands are clasped prayerfully. Fifty-eight pairs of brand new shoes progress up the aisle to the waiting priest. Teacher and blu-tak-softener exchange glances. Both sets of eyes are moist.

MARY O'CALLAGHAN, St Mark's JNS, Tallaght, Dublin 24.



# Scéalta le hInsint don Ghealach

*Scéalta traidisiúnta le blas nua-aimseartha atá faoi chaibidil an mhí seo*

Athinsint bhríomhar ar scéalta traidisiúnta ón mbéaloideas, curtha in oiriúint do pháistí atá sa chnuasach **Scéalta le hInsint don Ghealach** atá cóirithe ag Caoimhe Nic Lochlainn agus maisithe go gleoite ag Olivia Golden. Téigh ag eitilt le Cóitín Luachra, ag scéalaíocht le Cú Chulainn, agus ag gaiscíocht leis na Fianna agus léigh an scéal ab fhearr dár insíodh riamh! Tá formhór na scéalta bunaithe ar obair na mbailitheoirí óga a bhí páirteach i mBailiúchán na Scol sna blianta 1937-9. Bhailigh páistí scoile ábhar óna gcuid daoine muinteartha sa bhaile, nó ó dhaoine eile sa chomharsanacht go háirithe daoine níos sine. 'Bailiúchán na Scol' a thugtar ar thoradh na hoibre sin inniu. Tá saibhreas teanga sna scéalta ach iad fós breá sothuigte toisc iad a bheith bunaithe ar ábhar a tháinig ó pháistí.

## Úsáid sa rang

- ✳ Míniú agus míniú na focail nua nó na frásaí deacra do na páistí sula dtugtar faoi na scéalta ar leith a léamh chun go mbeidh tuiscint acu ar fhriotail agus ábhar na scéalta. Cabhróidh pictiúir tharraingteacha Olivia Golden leis sin.
- ✳ Scéal slabhrach le go leor athrá atá sa scéal Murchadh Mór agus Murchadh Beag. Tar éis an scéal a léamh, scríobh na habairtí sa slabhra ach déan iad a mheascadh suas agus iarr ar pháistí na scéalta a chur san ord ceart. Tabhair dúshlán sa bhreis agus iarr orthu cur leis an slabhra.
- ✳ Tá caint dhíreach sa scéal – roinnt na páistí i ngrúpaí chun an scéal a léamh i bhfoirm amharclann léitheoireachta.
- ✳ Baineann an scéal Bruíon Chaorthainn le Fionn Mac Cumhaill agus na Fianna.



Déan dráma ranga bunaithe ar an scéal. Iarr ar pháistí labhairt lena dtuismitheoirí le scéalta eile faoi na Fianna a aimsiú agus tabhair deis dóibh na scéalta a roinnt sa rang.

- ✳ Déan suíomh [www.duchas.ie](http://www.duchas.ie) a iniúchadh leis an rang. Míniú gur ón suíomh seo a tháinig bunábhar na scéalta. Déan cuardach agus faigh do scoil féin ann. Iarr ar pháistí scéal a roghnú agus a athscríobh. Cruthaigh leabhar ranga leis na scéalta is ansa le páistí agus aimsigh teideal oiriúnach don saothar ranga.
- ✳ Léigh an scéal mar gheall ar Dhónall Ó Conaill nuair a cuireadh nimh na chupán agus é i Londain. Pléigh na buntáistí a bhaineann le bheith in ann an Ghaeilge a labhairt agus conas



mar a bhí Dónall agus an cailín ó Éirinn in ann an dubh a chur ina gheal ar dhaoine lena dteanga dhúchais. Déan cuardach ar [www.duchas.ie](http://www.duchas.ie) agus aimsigh scéalta eile faoi Dhónall.

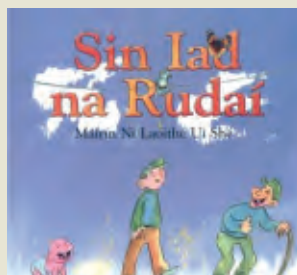
✳ Tá scéal amháin 'An Chéad Luch' ón leabhar ar shuíomh gréasáin an fhoilsitheora. Léigh an scéal seo. Taispeáin an scéal ar an gclár idirghníomhach nó ar na ríomhairí ranga agus léigh le chéile é. Pléigh an obair ealaíne atá ann agus conas mar a chuireann sé le reacaireacht an scéil.

Ar fáil: [www.coislife.ie](http://www.coislife.ie). €12

## Sin Iad na Rudaí

Blasanna beaga dár dtraidisiún, dár smior, dár ndúchas Gaelach atá sa leabhar seo. Tá diagacht, gliceas agus greann ó bhéaloideas agus ó shaoiocht Chorca Dhuibhne sna scéalta, véarsaí agus seanfhocail atá sa leabhar. Bainfidh páistí agus daoine fásta araon taitneamh as an saothar seo le Máirín Ní Laoithe Uí Shé atá léirithe go hálainn ag Dómhnaíl Ó Bric.

Ar fáil: [www.litriocht.com](http://www.litriocht.com). €7.50.



# Reviews

## Laochra Lúfara



Is sraith leabhair í *Laochra Lúfara* a thugann eolas don léitheoir faoi na scileanna difriúla a bhíonn de dhíth ar na lúthchleasaithe a ghlacann páirt sna Cluichí Oilimpeacha. Anuas air sin, déanann sé cur síos ar ainmhithe a bhfuil na scileanna seo acu. Insíonn na leabhair dúinn cé hiad na hainmhithe atá in ann an lámh in uachtar a fháil ar na lúthchleasaithe a ghlacann páirt sna Cluichí Oilimpeacha leis na scileanna céanna!

Tá rang a trí agam agus thaitin na leabhair go mór leo. Bhí an-suim acu san eolas a bhí ar fáil agus sna pictiúir chomh maith. Léigh mise an leabhar don rang agus thuig siad formhór a bhí á léamh agam. Léigh cúpla dalta ón leabhar chomh maith gan mórán deacracht. Tá gluais sa leabhar agus cuireann seo go mór le tuiscint na ndaltaí.

Bheinn an-sásta an leabhar seo a úsáid i

rith ceachtanna OSIE agus Gaeilge. Bheadh múinteoir in ann é a nascadh le mata chomh maith. Ceapaim go n-oireann sé do rang a trí agus rang a ceithre. É sin ráite, bheadh múinteoir sna hard ranganna in ann eolas a thógáil uaidh le húsáid i rith ceachtanna.

An Gúm. *Gaiscí Gleacaíochta* ISBN: 978-1-85791-932-5. *Gaiscí Snámha agus Tumadóireacht* ISBN: 978-1-85791-933-2. *Gaiscí Lúthchleasaíochta* ISBN: 978-1-85791-931-8. *Gaiscí Nirt agus Troda* ISBN: 978-1-85791-934-9. Costas €5 an leabhar.

Léirmheas le CIARA NÍ BHÁILLE, Gaelscoil Thaobh na Coille.



## Athinsint taitneamhach agus spraoiúil

Sean-scéal aitheanta is ea *Cinnín Óir agus na Trí Bhéar*. É sin ráite, is leagan iontach den scéal í an athinsint seo, le hÁine Ní Ghlinn. Tá an teanga simplí agus soiléir, ach tá saibhreach ag baint leis an nGaeilge go fóill.

“Bhí Cinnín Óir ag iarraidh dul a luí. Suas an staighre léi – a haon, a dó, a trí.” Tá rím, uaim agus athrá mar chuid lárnach den leabhar – rud a chuir go mór in oiriúint é don rang Naíonáin Shóisearacha atá agam. Tá pictiúir áille, daite sa leabhar seo (maisithe ag Laura Jane Phelan) rud a chuir go mór le pléisiúr na bpáistí agus an scéal á léamh againn. Tá an leabhar seo an-oiriúnach le nascadh leis an matamaitic. Tá an-úsáid bainte as comhaireamh/uimhreas chomh maith le tagairt do thomhais. Leabhar taitneamhach, spraoiúil is ea an leabhar seo agus mholfaínn go hárd é do na hóg-ranganna ach go háirithe. Tá físeán deas

don athinsint le fáil ar líne chomh maith ([www.angum.ie](http://www.angum.ie)).

An Gúm. ISBN: 978-1-85791-935-6. Costas: €8.50.

Léirmheas le ORLA NÍ FHICHEALLAIGH, Gaelscoil Thaobh na Coille.

## Educational colouring activities - hours of fun

*Let's Colour Ireland!* is a colouring book written and illustrated by Alan Nolan. Each page contains a drawing of an Irish landmark, object or place and interesting information about each one. Visit the Giant's Causeway and Blarney Castle and learn about the Ardagh Chalice, the Book of Kells and lots

more, while colouring and having fun.

*Where's Larry?*, illustrated by Philip Barrett, is a fun colouring book where you follow Larry the Leprechaun around Ireland and try to find him hiding on each page. See if you can find him in landmarks such as Skellig Michael, Newgrange and in Dublin's St Patrick's Day Parade!

Both of these books will keep children entertained for hours while also learning a little about Irish culture, history and geography.

*Let's Colour Ireland* – O'Brien Press. ISBN: 9781788490054. Cost: €4.99.

*Where's Larry?* O'Brien Press. ISBN: 978-1-7884-9007-8. Cost: €7.99



## A fun-filled day at the zoo

*We're Going to the Zoo* by Sarah Bowie is a beautifully illustrated, fun, hardback book that will capture the attention and imagination of young children.

Kitty's Dad suggests a visit to the zoo and she is thrilled. Her big sister Clara thinks it will be 'boring'. Kitty draws pictures of the animals so she can show her Mam later. Clara thinks that's stupid when she can take photos instead.

Gradually, as the day goes on, Clara is reminded that she used to love drawing and joins in with Kitty. Together, the sisters have a wonderful, fun-filled day.

The book follows the sisters around Dublin Zoo where they meet an elephant, red panda, rhino and lots more. An unusual fact is given about each animal they meet in cartoon-like illustrations which are very entertaining.

This book would inspire children to make a list of animals they would like to visit on their next visit to the zoo and encourage them to learn more about the animals.

O'Brien Press. ISBN: 978-1-84717-949-4. Cost: €12.99.



# Finishing Touches

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

## Noticeboard



### Holiday closure

INTO Head Office will close for summer holidays on Friday, 20 July 2018, at 5.00 p.m. and re-open on Tuesday, 7 August, at 9.00 a.m.



### Post-school education and training options for people with disabilities

The National Council for Special Education (NCSE) has published information pamphlets on the main post-school education and training options for people with disabilities. These pamphlets give an overview of the extensive range of post-school options and supports available and how to get the relevant details and guidance to inform individual choice.

The pamphlets cover: further education and training; higher education and rehabilitative training and adult day services.

The pamphlets are published on [www.ncse.ie](http://www.ncse.ie). Hard copies are also being disseminated and will be available from NCSE offices.



### Reunions

#### MARY IMMACULATE COLLEGE

Save the date – 6 October 2018.

Mary Immaculate College's Annual Reunion will take place on Saturday, 6 October, from 2.30 p.m. This reunion is aimed at graduates of the classes of 1953, 1958, 1963, 1968, 1973, 1978, 1983, 1988, 1993, 1998, 2003, 2008 and 2013.

For further information email [alumni@mic.ul.ie](mailto:alumni@mic.ul.ie)

#### ST PHILIP'S JNS – 40TH CELEBRATIONS/ REUNION

To mark the 40th anniversary/ opening of St Philip's JNS, Mountview, Clonsilla, Dublin 15, a reunion of all former staff will take place on 8 June.

Mass at 12 o'clock in St Philip's Church, followed by lunch and a trip down memory lane in the school.

For further details and to ascertain numbers please contact:

Jane O'Connell, Principal, at 01 821 2922

Geraldine O'Sullivan, Deputy Principal, at 087 636 7370



### Health behaviour in school-aged children

The Health Behaviour in School-aged Children (HBSC) study, is being run by the Health Promotion Research Centre in NUI Galway. This research is part of the 2018 World Health Organisation (WHO) study, which will focus on the health and health behaviours of pupils across 48 countries this school year.

HBSC collects data every four years on children and adolescent's health and wellbeing, social environments and health behaviours. Randomly selected schools will soon be invited to participate in the study.

For info: #HBSCIreland or [www.nuigalway.ie/hbhc](http://www.nuigalway.ie/hbhc)



### Copy date

Copy you wish to have considered for publication in the September issue of *InTouch* should arrive in Head Office by 13 August.

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



### Save the date – Dublin Pride

Join the INTO LGBT Teachers' Group at Dublin Pride on 30 June 2018. Meeting at 13:00.

For more information or to join: Email:

[intolgbtgroupsecretary@gmail.com](mailto:intolgbtgroupsecretary@gmail.com)

Facebook: [www.facebook.com/INTOLGBTTeachersGroup/](http://www.facebook.com/INTOLGBTTeachersGroup/)

Twitter: @intolgbt



### School textbooks

#### APPEAL FOR BOOKS

Former colleague working in primary school in Bukuru, Jos, Nigeria seeks donation of following:

Ladybird Keywords Reading Scheme (Levels 1, 2, 3 and 4 only).

Stile Trays (not Phonics books). Old Stile Trays with Spelling books.

SRA Reading Laboratory.

Email [detteoreilly@gmail.com](mailto:detteoreilly@gmail.com) who will get in touch and arrange collection.

#### FREE BOOKS

Lots of free books available to take for your school. Overstocked due to recent refurbishment. Contact [deputyprincipal@ballygunner.ie](mailto:deputyprincipal@ballygunner.ie).

#### TEXTBOOKS AVAILABLE

Second-hand, good quality. Suggested donation of €2 per book.

Multiple copies of various titles. Email: [paula.ryan@wicklowetns.com](mailto:paula.ryan@wicklowetns.com).

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

## Comhar Linn Draw winners

### March Draw

#### Car – Toyota Corolla

Cáit Bn Uí Shé, Cill Áirne, Co Chiarraí.

#### Car – Toyota Yaris

Laura Harrington, St Francis SNS,  
Priorswood, Dublin 17.

#### Cash €2,500

Una Uí Thuama, Scoil Ui  
Ghrámhnaigh, Rath Chairn, Áth Bui,  
Co na Mí.  
Clare O'Reilly, Presentation Girls PS,  
Maynooth, Co Kildare.

#### Cash €1,500

Mary-Jo McDonnell, Scoil na  
Maighdine Mhuire, Mullingar,  
Co Westmeath.



### April Draw

#### Car – Toyota Yaris

Geraldine Barnes, Padraig Naofa NS,  
St Patrick's Road, Wicklow.

#### Cash €1,000

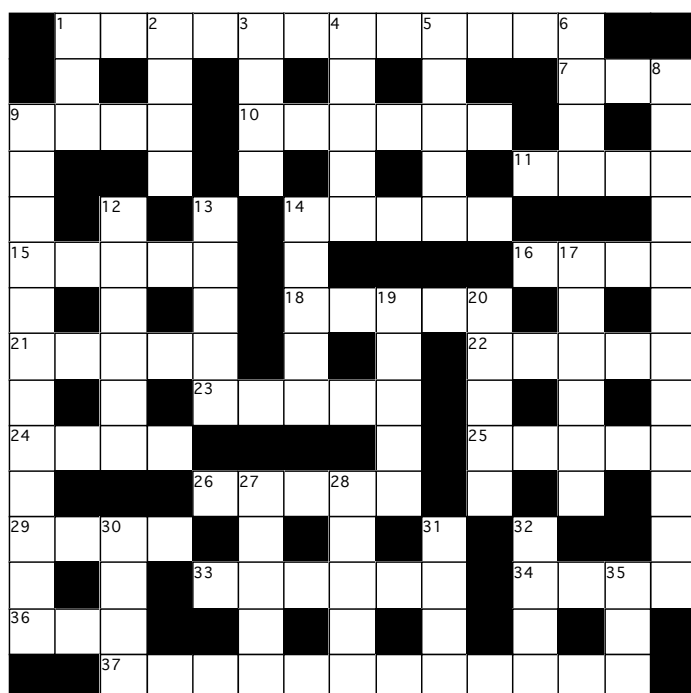
Jacqueline McHugh, Rathmullan NS,  
Drogheda, Co Louth.  
Maria Lavelle, Sandyford, Dublin 18  
Barry Lordan, SN Naomh Iosef,  
Ballybrown, Clarina, Co Limerick.  
Siobhán Scanlan, Scariff Central NS,  
Scariff, Co Clare.

Left: March 2018 car winner  
Laura Harrington, St Francis SNS.

# Comhar Linn Crossword no 190

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

Simply complete the crossword and send it to 'InTouch Crossword', INTO3, 35  
Parnell Square, Dublin 1, before Friday 17 August, 2018.



NAME:  
ADDRESS:

### ACROSS

1. Would one year for a section of the army to perform this mathematical operation? (4,8)
7. See 33 across.
9. God covered in furze, usually. (4)
- 10 & 15a. Just my retina and cornea? Nonsense - it's much more than that! (3,3,2,3)
11. Intend to find the average. (4)
14. Measure horses in them, but don't use them in soccer! (5)
15. See 10 across.
16. Train like a boxer with part of the rigging. (4)
18. Cause a commotion in "High Society". (5)
21. Judged rodent education, in short. (5)
22. Throw out part of a latex helmet. (5)
23. With such material, one took an action against a cardinal. (5)
24. Perhaps Bambi turns back at the sight of this riverside plant. (4)
25. The thank-you letter from Greece. (5)
26. It will serve to give a chap an article from France. (5)
29. The principal finds Mother at home. (4)
- 33 & 7a. Curvy French saint? (4,2,3)
34. Stone with no friend? (4)
36. Observe the diocese. (3)
37. The French miss male melodies being arranged thus. (12)

### DOWN

1. A slippery type turns up in "The Flower of Cork". (3)
2. Sniffer has been identified by no cardinals. (4)
3. One laid out a place for politicians. (4)
4. Is V.A.T. collected differently from this point of view? (5)
5. Sligo cover is dense. (5)
6. The Northern primate has some neck! (4)
8. Switches here may allow one determine where teachers are redeployed. (7,5)
9. They may help you walk, but they can make me mar fez rims. (6,6)
12. The middle of a recent disturbance. (6)
13. What one takes in, literally, about commercials. (5)
14. Hot English river dwelling. (5)
17. Hands up here if you want no strings attached! (6)
19. Stuck inside every gate, eying openings when the army won't let you out. (5)
20. TTTTTTTTT, as these may be pitched. (5)
27. Idolise what's commercial and unrefined. (5)
28. Play slowly in fast time, Love. (5)
30. That part of the agenda is a mite confused. (4)
31. Amphibians - exceptionally fine tasting, suitable for starters. (4)
32. What the cricketer may do with a piece of crockery. (4)
35. Wonder what's inside some drawers. (3)

**Gordius - In Touch No. 189 April 2018 Solutions** (winners will be announced in the next InTouch)

**Across** 1. My Fair Lady 6. Song 10. Lance 11. Tympanist 12. Caterer 15. Sheep 17. Echo 18. Tots 19. Cumín 21. Fetlock 23. Mocha 24. Agog 25. Talc 26. Clash 28. Aneroid barometer 34. Thing 35. Gale 36. Empathised

**Down** 1. Mole 2. Fantastic 3. Irene 4. Lathe 5. Dump 7. Oxide 8. Get up and go 9. Hassock 13. Rune 14. Replica 16. Stomach bug 20. Magnifies 21. Fathoms 22. Cave 27. April 29. Norma 30. Retch 31. Atom 32. Aged

**Winners of Crossword No. 188** Mary Adamson, Clonmel, Co. Tipperary and Caroline McCarthy, Ennis Co. Clare



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



## CBI recommended read – May/June

# Rabbit and Bear *Attack of the Snack*

Written by Julian Gough and illustrated by Jim Field  
Hodder Children's Books, 2018, STG£9.99 ISBN 9781444938173

Rabbit is a trifle hot-headed. He jumps to conclusions and is very fond of the sound of his own voice. But as he grows and develops as a character, he shows the reader that good friends will always allow you to redeem yourself. Bear is one of those good friends, providing a foil to Rabbit's bombastic nature. Endlessly entertaining, warm and refreshingly educational, this is a book that will be loved by younger and older readers alike. (5–8)



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

## INTO Presidential Dinner 2018


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

Date: Saturday, 20 October

Venue: The Galmont Hotel, Galway

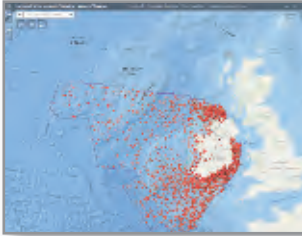
For ticket information email  
[intodistrict6@into.ie](mailto:intodistrict6@into.ie)

Tickets €80



**ST JOHN'S NS, RATHMULLEN, CO LOUTH**  
[stjohnsrathmullen.scoilnet.ie/blog/](http://stjohnsrathmullen.scoilnet.ie/blog/)  
A blog site that has a simple but extremely effective layout. Clear up-to-date information aimed at all school audiences.

**ONES TO WATCH**



**NATIONAL MONUMENTS SERVICE – WRECK VIEWER**  
[tinyurl.com/y8ncu7yz](http://tinyurl.com/y8ncu7yz)  
Displays data and locations on the known wreck locations around Ireland.

**NORTHERN IRELAND ASSEMBLY – EDUCATION**  
[education.niassembly.gov.uk](http://education.niassembly.gov.uk)  
Great timelines, guides and interactive graphics.

**AGRI KIDS**  
[www.agrikids.ie](http://www.agrikids.ie)  
Very visual farm safety education website.

**Top 10**

The most viewed resources for April

- COUNTIES OF IRELAND – INTERACTIVE QUIZ**  
[edware.ie/graphics/ireland\\_flash.swf](http://edware.ie/graphics/ireland_flash.swf)  
Identify and locate the counties of Ireland.
- WHOLE CLASS MATHS GAME – CAPACITY (FOURTH CLASS)**  
[scoilnet.ie/uploads/resources/13038/12675.pdf](http://scoilnet.ie/uploads/resources/13038/12675.pdf)  
Estimate, measure and compare.
- WORLD WAR 11**  
[britannica.com/event/World-War-II](http://britannica.com/event/World-War-II)  
Free section from Britannica and WW II
- SOLAR SYSTEM – DK INFORMATION**  
[dkfindout.com/uk/space/solar-system](http://dkfindout.com/uk/space/solar-system)  
Visual display of the solar system with clickable planets.
- THE SINKING OF THE TITANIC**  
[eyewitnesstohistory.com/titanic.htm](http://eyewitnesstohistory.com/titanic.htm)  
Eye witness accounts of the sinking in 1912.
- RAINN AGUS AMHRAIN**  
[resources.teachnet.ie/dane/2008/index.html](http://resources.teachnet.ie/dane/2008/index.html)  
Songs and rhymes based on curriculum topics.
- THE BLACK DEATH**  
[ducksters.com/history/middle\\_ages\\_black\\_death.php](http://ducksters.com/history/middle_ages_black_death.php)  
Information on the plague that killed millions in the Middle Ages.
- CAPACITY WORD PROBLEMS**  
[scoilnet.ie/uploads/resources/13194/12831.doc](http://scoilnet.ie/uploads/resources/13194/12831.doc)  
Word document on solving capacity problems in Maths – uploaded by a teacher.
- BBC – WORLD WAR 1 FOR PRIMARY**  
[bbc.co.uk/schools/o/ww1/25827997](http://bbc.co.uk/schools/o/ww1/25827997)  
My Life; My family; My town; My country – 100 years ago.
- BIA – SCOILNET THEMEPAGE**  
[www.scoilnet.ie/go-to-primary/theme-pages/irish/bia](http://www.scoilnet.ie/go-to-primary/theme-pages/irish/bia)  
Bricfeasta, Bosca Lóin, Mearbhia, Torthí, Glasraí, Bia Sháintiúil, Máirt na hInde, Ag Órdú i mBialann agus Cad é an bia is Fearr Leat?