

intouch

Issue No 174
November 2017
ISSN 1393-4813 (Print)
ISSN 2009-6887 (Online)

**More
progress
on class
size**



into 

Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

150

Keeping InTouch

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



Democracy in action at last month's Regional Conference as tellers count the votes.

GENERAL SECRETARY'S COMMENT

Progress on class size

Last month's budget contained welcome progress on two of the INTO's key demands – a reduction in class sizes from next September and an increase in administrative time for teaching principals. The former is welcome news to graduates from colleges of education, the latter will provide some additional space and time for teaching principals to carry out administrative work.

Neither of these would have happened without the planned and co-ordinated work of INTO members throughout the country. The key message is – lobbying works.

Last June, most TDs and senators attended the INTO's national lobby day in the National Library where the union's pre-budget demands were outlined and explained in detail. This was followed up in constituencies by union members and at national level by INTO officials and elected office holders. In September, the union's email campaign, supported by members, ensured that all elected members of Dáil Éireann were reminded of primary priorities for Budget 2018.

Our thanks are due to the many union members who took an active part in this work. As a result of their efforts, class sizes in Ireland will be at an all-time low next year.

However, they remain high by international standards so there is no room to rest on laurels. Irish classrooms are the second most overcrowded in the EU, a ranking set to slip with Brexit. We must continue our work on this issue and build on this year's success.

A more pressing challenge will be to ensure that we have the teachers in place when and where needed.

Headline grabbing announcements dressed up as responses to the supply and retention crisis in Irish schools do nothing to resolve matters. The facts are the failure by government to address pay inequality is increasing the exodus of Irish teachers. Supply panels to regularise substitution work is another solution currently being ignored. Problems in the housing sector which mean teachers cannot live in urban areas where there are teaching posts must be addressed.

Foreign governments recognise the worth of Irish teachers. The Irish government must do likewise.

The work goes on!

Sheila Nunan

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

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

InTouch is published by the Irish National Teachers' Organisation and distributed to members and educational institutions. *InTouch* is the most widely circulated education magazine in Ireland. Articles published in *InTouch* are also available on our website www.into.ie. The views expressed in this journal are

those of the individual authors and are not necessarily endorsed by the INTO. While every care has been taken to ensure that the information contained in this publication is up to date and correct, no responsibility will be taken by the Irish National Teachers' Organisation for any error which might occur.

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

intouch CONTENTS



KEEPING INTOUCH

3 Editorial

Progress on class size

7 Stay connected

10 thing you should know

INTO NEWS

9 Budget 2018

Education elements of recent budget

10 Regional Conference on Droiched

Report from recent INTO conference in Croke Park

13 New entrant pay talks

INTO engaging with Government on pay equality issue

Storm Ophelia

Information for members in the aftermath of the storm

14 Considering job-sharing?

Make contact with potential partners through INTO's free online register

Training for safety representatives

November training sessions for school safety representatives

Teachmeet/Researchmeet at INTO Education Conference

Want to present? Find out how

15 INTO Principals' and Deputy Principals' Conference

Three pages of reports and pictures from last month's conference

18 INTO President's Dinner

INTO leader calls on politicians to tackle unequal pay

19 Where your INTO subscription goes

Information for members on branch and district funding

National Committee elections

Seeking election to a national committee? Here's how.



20 Special education supports

Review of special education supports where there are exceptional circumstances or needs arising in a school

Finding a sub?

Information on employment of registered teachers

21 Striking the balance

Teacher supply

Minimum entry requirements for teaching

Changes for the 2018/19 academic year

22 Around the branches

INTO president visits branches around the country

23 News in brief

- Joint INTO/CARPE (DCU) project
- Polasaí done oideachas gaeltachta
- Fire safety in schools

24 INTO meets with IPPN

Teacher supply, principals' release days and other education issues discussed

INTO LGBT Teachers' Group

Information on upcoming meetings

25 In the media

Recent news coverage

26 Solidarity

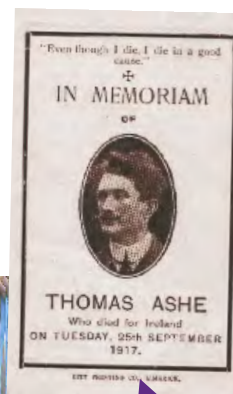
Mellon Educate Teaching Blitz

27 INTO remembers Thomas Ashe

Event commemorating Thomas Ashe held in Teachers' Club

28 Retirements

INTO honours retired members



Cover: Teacher, Elaine Casey and pupils from Divine Word NS, Marley Grange, Rathfarnham, Dublin 16. Pic. Moya Nolan



31 Tributes

Members pay tribute to deceased colleagues

INTO ADVICE

29 Making a will

Some general tips from the INTO

30 Parent-teacher meetings

How to prepare, as well as tips for the meeting



40

NEWSDESK

33 Resilience and wellbeing

DES roll out programmes to DEIS schools

34 Cumann na mBunscol

Embracing social media

35 Growing up in Ireland

National study of nine-year-olds

Dóchas Awards 2017

Global Citizenship School makes it to final

36 Managing aggression and violence in schools

Comhar Linn draw winners

37 Junior Painter Awards

Creative Schools

ACAE announce Creative School Awards



62

Five Christmas hampers to be won

Universal Children's Day

How to get involved

LIFE

39 Online subscription traps

Consumerhelp advises on how to free yourself from online subscription traps

40 Travel

Authentic Christmas markets

41 Food

Foodoppi on... two ways with Avocado

FINISHING TOUCHES

61 Noticeboard

Upcoming events

62 Comhar Linn Bumper Crossword

Win a Christmas hamper from Comhar Linn

63 Scoilnet Panel

Plus chess for learning

TEACHING MATTERS

43 Digital resources for the classroom and home

World Book Online is now free to use anywhere in Ireland

45 Luke Kelly

Balladeer, musician, activist, trade unionist and Dubliner

46 How does your garden grow

Eileen Nolan writes about the family learning programme in St Ursula's NS



46

49 'Best' practice?

Some thoughts on the term 'best' practice from Dr Frank Walsh

51 Transition from primary to second-level

Growing up in Ireland say strong maths skills and positive student-teacher relationships are the key

52 Anxiety in primary school children

Barbara Deasy outlines some causes and what teachers can do to help?

54 Women and men in Ireland

Some of the latest statistics from the CSO

56 The 12 days of Christmas

Visual arts tips from Michael O'Reilly

58 Irish resources

Some tips from COGG

59 Reviews

Books, music and bingo cards!



56

DAYS OF CHRISTMAS

Keep in touch with the INTO

Stay up-to-date with latest education news and events



www.facebook.com/INTOnews/



@INTOnews



Get updates to your inbox. Subscribe to the INTO e-newsletter at www.into.ie/ROI/Publications/E-Newsletter/Subscribe/

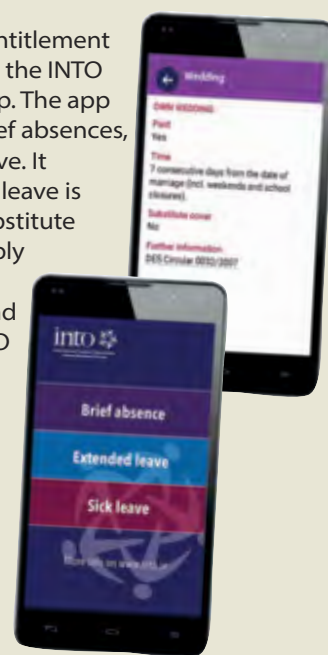
Check your leave entitlement in seconds

Download the INTO Guide to Teachers' Leave app

INTO members can check entitlement to leave in seconds through the INTO Guide to Teachers' Leave app. The app contains information on brief absences, extended leave and sick leave. It outlines whether or not the leave is paid or unpaid, whether substitute cover is allowed, how to apply for leave and much more.

Download from iTunes and Google Play. Search for 'INTO guide to teachers leave', ensuring software on iPhones or Android devices is up-to-date before downloading.

Links to relevant circulars and websites are contained in the app, allowing members to access additional information on leave entitlement.



Tell us what you think



InTouch welcomes your letters. Have your 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 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.

10 things you should know

- 1 Some key details of Budget 2018. Page 9
- 2 Regional Conference decides INTO Droichead policy. Page 10
- 3 Where your INTO subscription goes. Page 19
- 4 Job sharing. Page 14
- 5 Health and safety training. Page 14
- 6 National Committees – will you stand for election? Page 19
- 7 Gender differences in education. Pages 54–55.
- 8 Advice in making a will. Page 29
- 9 Full details of recent Principals' and Deputy Principals' Conference. Pages 15–17
- 10 New entry requirements for teacher education programmes. Page 21

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

Budget 2018

Additional teachers to reduce overcrowded classes

Last month's Budget contained progress on a key demand of the INTO

The INTO welcomed the announcement in the Budget of additional teachers to tackle Ireland's overcrowded classes in primary schools. The move will see more than 300 additional primary teachers appointed to reduce class sizes in the most overcrowded schools.

The staffing schedule in primary schools will be reduced from 27:1 to 26:1.

Currently, Irish classes at primary level are among the largest in the EU, second only to the UK. Irish classes have an average of 25 pupils compared to an EU average of 20 per class. Around 100,000 pupils in Ireland are in supersized classes of 30 or more.

This measure is in addition to the appointment of a similar number of teachers to provide for increases in enrolment and the replacement of retiring teachers.

Reducing class sizes in primary schools was a key priority of the INTO's pre-budget campaign.

Teaching posts in primary schools – 2018

| | |
|---|---------------|
| Projected numbers at end 2017 | 36,960 |
| Primary staffing schedule change | 305 |
| School demographics | 145 |
| Resource teachers | 30 |
| Special schools | 35 |
| Special classes | 128 |
| Projected numbers at end 2018 | 37,603 |

Progress on administrative time for teaching principals

Further progress was also achieved by the INTO on increased non-teaching time for teaching principals to enable them to better administer small schools. €0.4 million was allocated in the Budget to increase the number of release days available to teaching principals.

The INTO understands this will enable this time to be increased as follows:

| September 2017 | September 2018 |
|-----------------------|-----------------------|
| 15 days | 17 days |
| 20 days | 23 days |
| 25 days | 29 days |

This measure was acknowledged by the union as further progress on a stated objective of the INTO.

Special educational needs

Funding is being allocated to provide for the recruitment of over 1,090 new special needs assistants in 2018, including some 130 posts which will be filled in the period between January and June next year, with the remainder being appointed from September 2018.

One hundred additional resource teachers will be appointed from September 2018 to meet the needs of new and rapidly developing schools. Funding will also be provided to meet the costs of around 230 teaching posts in special classes and special schools.

Funding of €2 million will be allocated to develop and implement a pilot model of in-school speech and language therapy.

Other measures

Funding will also be allocated to provide for the recruitment of 10 additional psychologist posts in the National Educational Psychological Service.

A further €1.5 million will be allocated to provide for the further expansion of the DEIS Plan to deliver equality of opportunity in schools, building on the €15m additional funding for DEIS in last year's Budget.

€4.5 million additional funding will be allocated to specific policy initiatives, including foreign languages, STEM policy and digital learning.

Over €1 million will be provided to continue the rollout in 2018 of the Policy on Gaeltacht Education 2017-2022.

€1 million will be allocated in 2018 to fund initiatives in the education sector as part of the Government's Creative Ireland programme.

Lobbying works!



INTO President, John Boyle, with Thomas Byrne TD and Mary Mitchell O'Connor TD at INTO lobbying activities, and below, an extract from INTO's pre-budget campaign leaflet



Budget 2018 – Primary Priorities



INTO Regional Conference on Droichead

A regional conference of the INTO was held last month (Saturday, 21 October) in Croke Park. Over 500 delegates attended.

The purpose of the conference was to discuss a motion on Droichead submitted by a number of district committees and decided by Standing Orders. It was convened on the requisition of the specified number of district committees under Rule 20 to consider a matter relevant to members in the Republic of Ireland and was therefore, under rule, a Regional Conference. Under rule a regional conference has the same decision-making power as Annual Congress.

The following motion was passed: Congress demands that participation in PST must be properly resourced, funded and remunerated.

Further information on Droichead

Members are reminded that, in May 2017, the CEC lifted the INTO directive which prohibited co-operation with Droichead. *That decision was taken on the basis that the revised Droichead policy is fundamentally changed from the version opposed by the INTO.*

The revised Droichead policy sees probation replaced by a positive, supported induction system which will serve the interests of newly-qualified teachers and of schools. It is a non-evaluative process. There are enhanced specific supports. Principal teachers are not obliged to be part of the PST and there is a gradual introduction of the revised system. Droichead takes account of the extension to initial teacher education and the extended periods of school placement.

It was the view of the CEC that, on balance, the directive had served its purpose in bringing about significant changes to Droichead and it was time to ensure NQTs, and those in special education settings who had been awaiting resolution, had a pathway to full registration.



John Boyle, INTO President, chairing the conference

Induction for NQTs in SEN and 24+ class teacher schools

Since September 2017, Droichead is the mechanism to complete induction for teachers in SEN settings and in schools with 24 or more mainstream class teachers. In these schools probation has been replaced by Droichead.

A primary teacher in these schools will normally undertake Droichead when employed as a mainstream class teacher. Paid employment in a permanent, temporary or substitute capacity is eligible. A job-sharing teacher cannot apply for Droichead.

Where an NQT is the most appropriate teacher s/he may complete Droichead in: a special class in a mainstream school; class in a special school; full-time resource post for pupils with low-incidence disabilities; full-time learning support post; combined LS/RT post and SET (post 2017).

How does Droichead work?

There are three elements to the process:

School-based strand

The NQT is required to engage with the PST at school level. During the course of Droichead, an NQT has a number of interactions/professional conversations

with experienced colleagues on the PST. Observations are a feature of Droichead including arranged observation by the NQT of more experienced teachers' practice and observation of the NQT's practice by the PST.

Additional professional learning activities

NQTs are required to engage in one cluster meeting per term, in a local education centre facilitated by the NIPT. NQTs should also engage in one other professional learning activity, identified by themselves in accordance with their professional learning needs, in consultation with the PST.

Concluding Droichead

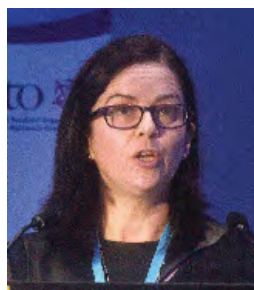
On completion of the school-based strand the NQT confirms s/he has engaged with school based induction, attended a cluster meeting and one other professional learning activity, engaged in reflective practice and states that they believe they are ready to move to the next stage of professional learning.

The NQT and PST jointly declare that they believe the information given by the NQT is accurate, and that they have participated in a quality teaching and learning process, and ask the Council to reflect that on the register.

On receipt of this, the Council will lift the condition relating to induction from their registration.

Applying for Droichead

NQTs can apply by sending Form DR 1 to the Teaching Council www.teachingcouncil.ie within five working days of commencing employment in a Droichead school in an eligible post of minimum 60 consecutive school days. Full details of Droichead are available on the Teaching Council website www.teachingcouncil.ie/en/Teacher-Education/Droichead



Fidelma Sheridan



Bob Allen



Catherine Dooley



Aoife Doyle



Seamus O'Connor

New entrant pay talks

Last month, the INTO, along with ASTI and TUI, joined other public service unions in talks on pay for post-2011 entrants to the public service.

All three teacher unions, because of their membership of the Irish Congress of Trade Unions, are comprehended as being covered by the agreement and are participating in the new entrant pay talks.

In September, general secretary Sheila Nunan said teachers voted to reject the agreement, not because of what's in it, but because of what's not in it. "It fails to address pay inequality," she said.

The Public Service Stability Agreement provides for an examination of the remaining salary scale issues in respect of post January 2011 recruits to be undertaken within 12 months of the commencement of the agreement.

Ms Nunan called for an immediate commencement of this engagement to resolve the pay equality issue and provide a clear pathway for pay equality within a defined timeframe. This was conceded and the INTO announced it would participate in the pay equality talks.

The first session of the pay equality talks was held on 12 October 2017. It was

Main provisions of the Public Sector Stability Agreement

The Public Service Stability Agreement provides for pay restoration totalling 5.75% between 2018 and 2020 and a reduction in the so called pension levy. The agreement also preserves the value of public service pensions.

| | |
|-------------------|---|
| 1 January 2018: | 1% pay adjustment |
| 1 October 2018: | 1% pay adjustment |
| 1 January 2019: | Pension levy threshold up from €28,750 to €32,000 (worth €325 p.a.) |
| 1 January 2019: | 1% pay adjustment for those earning less than €30,000 |
| 1 September 2019: | 1.75% pay adjustment |
| 1 January 2020: | Pension levy threshold increased to €34,500 (worth €250 p.a.) |
| 1 January 2020: | 0.5% pay increase for those earning less than €32,000 |
| 1 October 2020: | 2% pay adjustment |

agreed at the meeting that detailed updated data is required to inform the process

Report of INTO Project Team on Pay Equality

The report of the INTO Project Team on pay equality was presented to Annual Congress 2017. It is available for members to read in the Members' Area of the INTO website under Congress 2017. It continues to inform the CEC's approach to the pursuit of pay equality.



Storm Ophelia

Appreciation

The Minister for Education and Skills Richard Bruton thanked principals and teachers for their co-operation with the safety measures announced in relation to the unprecedented weather alert. The DES acknowledged that schools ensured the safety of those in their care and gave due consideration to this when making a decision to re-open.

Damage to school buildings

The DES announced that schools requiring repairs should in the first instance contact their insurance providers before contacting the DES for emergency funding. Following this, schools should contact the DES Planning and Building Unit directly. For phone queries the number to contact is 057-9325379/5414. Email: emergency_works@education.gov.ie

Exceptional closures and the payment of substitutes

The INTO received confirmation from the DES that, if there was an expectation that a substitute teacher would be working on an exceptional closure day, they can be paid for the day. Principals were asked to note that this needed to be inputted on the OLCS system prior to the school recording the days as closure days on the system.

Making up time lost

Schools were not directed by the DES to open for additional days to compensate for days lost because of Storm Ophelia. Members should note that there is guidance in place to deal with unforeseen closures in Circular 09/2017.

INTO Head Office closure

INTO Head Office closed on

Monday 16 October 2017 at 11 a.m. to allow staff time to travel home safely. The office was able to open on the following day as usual.



INTO social media

During last month's weather event INTO Facebook and Twitter accounts were able to provide up-to-date, accurate information to members on school closures, the payment of substitutes and INTO meetings that were cancelled and rescheduled due to the weather.

Considering job-sharing?



If you wish to be included in the INTO's free online job-share register, log onto the Members' Area of www.into.ie and complete the form available at www.into.ie/ROI/MembersArea/JobShareAdvertisements/

The closing date for applications to your board of management is 1 February 2018. The full terms of the job-sharing scheme are outlined in Chapter 9 of the *Terms and Conditions of Employment for Registered Teachers in Recognised Primary and Post-Primary School* web book.

Job-share adverts will be published online from Wednesday 8 November and will be regularly updated thereafter. INTO members can view these by accessing the Members' Area.

Job-sharing adverts will not be accepted by phone or by email. If you want to amend or remove your advert from the register please email carak@into.ie.

Please note

You will need to create an account when accessing the INTO Members' Area for the first time.

The purpose of the register is to facilitate teachers to make contact with potential partners. The INTO has no role in matching or approving job-share arrangements.

Training for safety representatives

The INTO, ASTI, and TUI have organised two training sessions for school safety representatives. The aim of the training is to raise awareness of the role of the safety representative and to examine the contents of the safety statement. This is a pilot initiative which will be reviewed in the new year.

The training will commence at 5 p.m. and end with dinner at 7 p.m. on:

- ◆ Tuesday, 14 November in the Silver Springs Hotel, Cork, and
- ◆ Wednesday, 29 November in the Clayton Hotel, Galway.

Places are limited – safety representatives (or potential

safety representatives) should register by contacting Georgina Glackin at gglackin@into.ie.

Agenda

| | |
|-----------|---|
| 5.00 p.m. | Introductions and welcome |
| 5.15 p.m. | The legislative framework |
| 5.35 p.m. | Applying the requirements to schools |
| 5.55 p.m. | Discussion and questions |
| 6.15 p.m. | (i) The safety statement |
| | (ii) The role of the safety representatives |
| 6.35 p.m. | Discussion and questions |
| 6.55 p.m. | Wrap up and evaluation |
| 7.00 p.m. | Dinner |

Invitation to Teachmeet/ Researchmeet at INTO Education Conference

The INTO and Teachmeet Ireland will jointly organise and host another Teachmeet and Researchmeet at the Education Conference 2017 in the Mount Errigal Hotel, Letterkenny, on Friday 17 and Saturday 18 November. The INTO encourages delegates nominated to attend the 2017 conference to present at Teachmeet and/or Researchmeet.

As the theme of the 2017 Conference

is 'ICT in Education', Teachmeet is calling on delegates to share good practice, practical ideas and personal insights into the use of ICT in their teaching. Delegates can opt to present a nano (two minute) or a macro (five minute) presentation.

Researchmeet offers delegates to the conference an excellent opportunity to share their research findings with other teaching colleagues. This year, we are

particularly interested in hearing from teachers who are completing/have completed research in the broad area of ICT in education.

If you are interested in presenting at Teachmeet and/or Researchmeet, please forward a short expression of interest to Ciara at ciarapreilly@gmail.com by Friday, 10 November at 5 p.m. or call 01-8047776 for more details.

INTO Principals' and Deputy Principals' Conference 2017

Effective working between principals and deputy principals – two flints to make a fire.

Following on from its work on in-school management for the 2015 Consultative Conference, the INTO Principals' and Deputy Principals' Committee (PDC) identified the importance of the relationship between principals and deputy principals in the leadership dynamic of primary schools.

In preparation for the conference the PDC reviewed research carried out in the context of Irish primary schools which, in general, points to the dearth of research on this matter. However, a number of researchers have considered the role of deputy and/or distributed leadership in primary schools and have looked at relationships between principals and deputy principals, or the two roles.

One aspect of Terry Allen's research was specifically focused on the relationship between principals and deputy principals. His study indicated a generally positive relationship between the principals and deputy principals and identified collegial relationships of consultation, negotiation and teamwork as workplace practices that occurred in relation to assignment of duties, curriculum, co-ordination and on-going meetings between the principal and deputy.

Research by Anna Jennings noted that principals rely on their deputies for various reasons, and view them as a crucial part of their leadership team, acting as a sounding board, advice giver, leader and conduit between the staff and the principal. She reported that evidence suggests that there is an expectation that deputy principals would take co-ownership of leadership, be adaptable, trustworthy and dedicated.

Research by Derrick Grant looked at the complex relationship which exists between both roles and the extent to which the pervading school culture determines how much meaningful leadership opportunity is distributed beyond the principal.

What INTO members say about the relationship?

To gather the views of teachers on



Noel Ward, INTO Deputy General Secretary; Michelle Keane, District 15 and Cathaoirleach of PDC; John Boyle, INTO President and Joe Kileen, INTO Vice-President, at the conference.

effective working between principals and deputy principals, the PDC set up focus groups to discuss the issue. Each focus group, of approximately 10 participants, was made up of principals, deputy principals and promoted and unpromoted teachers from a variety of school settings.

Each focus group initially focused on the changing role of the principal and deputy principal over the past ten years. A consistent theme was the increase in

workload, arising from paperwork, statutory obligations and curricular change. There are greater demands for engagement with outside agencies, such as TUSLA, NCSE and others. It was observed that parents had greater expectations of schools and teachers. The moratorium on appointments to other posts of responsibility has devolved further responsibility and workload on principals and deputies as, in many cases, they are the only post-holders in schools. A changed focus in the role for the Inspectorate from one of advisor to one of evaluator, has left principals feeling that support or advice is not available from the DES. This is also a feature of management and administration in schools, where principals and deputies feel that they do not have access to advice on HR issues or administration. There were calls for clear definition of both roles. The difficult role of the teaching principal, or teaching deputy/vice-principal in larger schools was also highlighted.

The characteristics of a good relationship between principal and deputy principal were also examined. The most consistent response to this question, and one which recurred in various guises, was good communication. The importance of a



Sheila Numan, INTO General Secretary, speaking at the conference

INTO Principals' and Deputy Principals' Conference 2017

shared vision was also teased out – the need for both principal and deputy principal to be 'on the same page'. It was also stated that the principal and deputy principal should model the school ethos in their working relationship.

Working as a team was also highlighted as a characteristic of a good relationship. Trust was also mentioned as a key element of effective working. A good relationship also allowed for the seamless transfer of responsibilities, for example, in the case of a sudden absence.

In an effective working relationship, the deputy principal is aware of all matters in the school. The issue of principal and deputy principal challenging each other in a professional manner was also explored. One participant stated that "principals need brilliant deputies to stop them making big mistakes".

On the reverse side of the coin, it was felt that lack of communication was the

main cause of conflict between principals and deputy principals. Some participants felt that this could arise where the deputy didn't 'step up' to responsibilities, while others focused on a reluctance by some principals to delegate in a meaningful way.

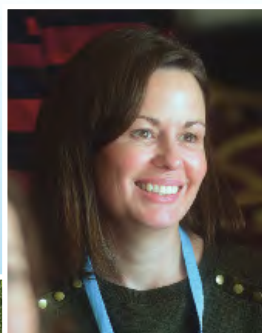
In summary, the research and the focus groups outline the importance of the relationship between principals and deputy principals. It seems that there is a clear view emerging about how principals and deputy principals can and should work effectively together. The extent to which that view is practised in schools and the supports required from the system were discussed at the conference.

Workshops

On Saturday morning, delegates participated in a range of workshops. Anne Marie Ireland of Chillout Ireland, gave practical guidance on dealing with stress and building resilience. Dr Anna

Logan, DCU, looked at the role of the SNA and how effective working relationships with SNAs can be fostered. Siobhan Allen, principal of Our Lady of Good Counsel Special School in Cork, shared the experiences and good practices of her school in managing serious challenging behaviours from pupils with special needs. Dr Deirbhile Nic Craith and Maeve McCafferty from INTO's Education Section looked at developments in primary curriculum and trends in education while Anne McElduff and David O'Sullivan from the INTO's Legal Section discussed legal developments relevant to schools and principals. John O'Brien and Niamh Cooper from INTO's Conditions of Employment team spoke about the operation of the teacher's sick leave scheme and recent developments such as the introduction of a partial return to work (PRW) and 'reasonable accommodation'.

Snapshots from the conference



Pictured at the conference were Sean Staunton, Prim-ed Sales Representative; Deirdre O'Connor, INTO Assistant General Secretary; John Boyle, INTO President; Tony Holland, Prim-ed Sales Manager; Michelle Keane, Chair PDC and Clare Geoghegan, Prim-Ed Marketing Executive

See more pictures at
<https://www.flickr.com/photos/irishnationalteachersorganisation/>

View webcast and read conference reports at <http://bit.ly/2gJLKhn>

The best schools – where principals and deputy principals work together

Keynote presentation from Jacinta Kitt

"Principals and deputy principals have a responsibility to challenge behaviours that cause a negative atmosphere in the staffroom", according to Jacinta Kitt, keynote speaker at the recent INTO Principals' and Deputy Principals' conference in Mullingar.

Jacinta Kitt, a lecturer, organisational advisor and author of *Positive Behaviours, Relationships and Emotions: The Heart of Leadership in a School*, was speaking about leadership for a positive and effective work environment in our schools.

"Schools are not like ordinary workplaces," said Ms Kitt, "The people around you are your constant companions and they are the ones that determine the quality of your day."

"Interpersonal difficulties are the biggest stressors in teaching, greater than any of the task element(s) of the job and stay with teachers even after the school day ends. A tense atmosphere in a school can come down to as few as one person," she told delegates.

"School leaders have a major role in the creation and maintenance of a positive environment in the school. They also have a responsibility to challenge behaviours that negatively impact this but should do so in an appropriate way," according to Ms Kitt. "Principals must be assertive and address difficulties in an open, honest

and direct way on an incident-by-incident basis but without personal comment. We can only hear anything about ourselves if it's not presented in a personal way."

"It is not enough to challenge the negative; principals and deputies must encourage the positive. You can't take positivity, enthusiasm or commitment for granted," she said. "You have to encourage it and support it. In the face of even one negative staff member, the enthusiasm of a new teacher can be knocked out of them."

She noted that encouraging the positive wasn't about positivity for positivity's sake but is about providing the highest quality of educational service to every child, irrespective of their potential. However, this cannot be done without a good atmosphere in your school.

Ms Kitt said the atmosphere in an effective workplace was one of respect, collegiality, sharing ideas, helping and supporting each other. "While primary teaching was once a very 'individualistic' profession, where you went into your classroom, 'closed the door and did your own thing,' in modern schools that is not the case."

"It's all about collegiality and collegiality is about support and learning from each other," said Ms Kitt, "The best schools that I go into are ones where the principals and deputy principals work

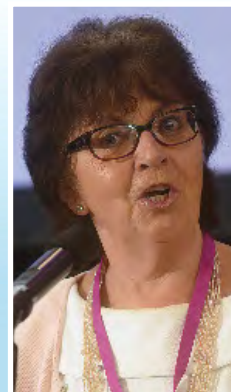
together, where they ask for each other's opinions, views and reservations."

Looking at different styles of leadership, Ms Kitt said that good leadership balanced tasks and people. "The optimal leadership style is the one that knows that you can't get the job done unless you bring the people with you."

An effective school leader should have a modicum of psychology, emotional intelligence, self-awareness and humility combined with "a bucketful of common sense," she told her audience. "Principals also need to have 'conflict competence' and should be able to help 'teachers to classroom manage', so conflicts can be prevented or defused rather than escalated."

"Positive interpersonal behaviour is not an optional extra," said Ms Kitt, concluding her well-received presentation, "but is key for preventing interpersonal stress, creating a psychologically safe environment and even for maintaining good health."

Jacinta Kitt



INTO leader calls on politicians to tackle unequal pay

Last month, INTO president, John Boyle, paid tribute to the work members of the Central Executive Committee have done for their fellow members, particularly throughout the last decade which he described as "one of the most challenging eras for the INTO, north and south."

Addressing guests at the annual INTO President's Dinner, he said members valued the commitment the CEC gave to the Organisation outside of their teaching hours and the loyalty district representatives show to individual teachers. "I believe that the vast majority of our members have a deep trust in their CEC reps – and that's no surprise because the trust is earned."

"Teachers," he said, "by their nature exude hope rather than cynicism. They see the art of the possible and take responsibility for creating brighter futures. The INTO has been mirroring that hope for nearly 150 years."

But, he warned, in recent years a number of forces had been determined to create divisions and to cause damage to the union. However, he said the INTO had gone from strength to strength overcoming much bigger challenges than those forces. He quoted President Michael D. Higgins who said about the trade union movement at the ICTU Biennial Conference in Belfast: "Yours is a great tradition. Yours is a powerful, emancipatory, genuinely progressive force, capable of engaging all challenges and bringing what is struggling to be born into being."

He described the disparaging of professional issues like teacher induction, curriculum development and professional development as worrying. The union had

Positive influence of the union in difficult times outlined

gained huge respect, nationally and internationally, for being constructive and forward-thinking regarding professional issues. He said it was inevitable in the battle to protect jobs and incomes that the pace of work on professional matters would slow down, "Our union has very positively influenced Irish educational practice in a variety of ways and I sincerely hope that we will continue to do so."

He said the past few years had been a very difficult time and he outlined the union's work to protect the best aspects of our education system from the wrecking ball of austerity. He said those who genuinely wanted to be part of a successful union had worked tirelessly to support and protect fellow members, many of whom had large mortgages, children in third-level education and family members unemployed or emigrating. He called on politicians to take unequal pay and workload seriously, as the concept of a world-class Irish education system would not materialise without buy-in from INTO members, members who are treated with respect and dignity by the state, valued and supported from the beginning of their careers to the end.

He particularly praised the work of the union in reducing class sizes and increasing resources for special education. Acknowledging the many losses to teachers and to the system, and the inevitable effect that these losses had on the internal

politics of the organisation, he said on balance the Organisation has played a very significant part in Ireland's recovery.

He said that 51 years ago, "in this very room" Donogh O'Malley, TD, had announced free secondary education stating that: "We will be judged by future generations on what we did for the children of our time." Mr Boyle said the message was as important now as it was then.

I urge all of you to help your union to realise our dream of a 21st century education system. If we spent as much money on the primary system as we do in the later stages, we would see enormous benefits. The top down approach to funding is utterly flawed. All research tells us that early investment is wise investment in education.

He called for increased investment to deliver equal pay, smaller classes, parity for primary principals with their post-primary equivalents, parity between primary and post-primary school budgets, full resourcing for children from educationally disadvantaged backgrounds and children with special educational needs. He said all INTO members, north and south, should be paid a rate befitting the status of the profession.

Describing his 31 years of membership of South County Dublin Branch and his long involvement within INTO District 8 as an absolute pleasure, he said there hadn't been a day in that time that he regretted his participation in the INTO. John also thanked his colleagues at St Colmcille's JNS for their support.

JOHN BOYLE was speaking at the INTO President's Dinner in the Royal Marine Hotel, Dun Laoghaire.



Over 350 INTO members and guests gathered in Dun Laoghaire to honour INTO president John Boyle. John is pictured here with members of the district organising committee.



John with his wife Carmel and members of his family.

Where your INTO subscription goes

Part 3 in our series on how INTO members' subscription is spent

Funds for local use

Every INTO member is a member of a branch. The 180 branches, north and south, are each included within one of the 16 INTO districts. Both branches and districts are funded through the membership subscription.

Of the main subscription rate (€13.35 per fortnight), €2.22 (17%) is allocated for local use at branches and districts. While a small amount (€0.11) is retained at Head Office to provide IT support to branches/districts, there is an allocation per member per fortnight to each district committee of €0.52 and to each branch of €1.60. Because the INTO has a minimum funding rule, finance received by branches and districts may vary slightly but the above are the overall amounts allocated. In addition, district committees are paid up to €5,600 each per annum for training activities.

Branch funding

Each branch accounts for its funds to members of the branch, in the first instance. INTO Rules 96 to 99 set out good financial practice, including local reporting.

Branch secretaries present, at the branch AGM in January, a copy of the branch accounts for the previous calendar year. These accounts must be audited by two members of the INTO branch who are appointed as auditors each year.

Similarly, in the case of district committees, Rule 69 provides for an annual report on district financing to the district AGM.

€2.4 million in local accounts

There are approximately 200 INTO accounts across branches and districts which hold some €2.4 million of INTO funds. This accounts for more than half of all INTO cash assets.

In addition to local controls, the INTO requires both branches and district committees to make financial returns on an annual basis to Head Office. Almost all do so in a timely fashion but, where financial returns are late, the next allocation to the branch or district in question is held at Head Office. Funding of the branch/district resumes only in the

quarter in which the late accounts are received.

On the recommendation of the INTO's external auditors, branch and district officers who deal with finance are, this year, being asked to sign a protocol setting out their commitment to abiding by INTO rules and practices in handling members' funds. Overwhelmingly, the management of and accountability for funds at local level continues to be efficient and appropriate.

Spending

Branches and districts use their resources for a range of INTO activities. These typically include booking venues for meetings, supporting branch/district officers and delegates to INTO Congress and other conferences/events, occasional functions for branch members and other appropriate uses as determined by the branch/district committee.

The next article in this series will look at the INTO's capital spending (buildings etc.) and at the Publications Fund.

National Committee Elections 2018

The attention of members is drawn to Rule 40 of the *INTO Rules and Constitution*, which governs elections to the offices of president, vice-president, district representatives on the Central Executive Committee, Education Committee, Benefit Funds

Committee Divisions 3, 4 and 5, and National Appeals Panel Divisions 3, 4 and 5 and Northern Committee.

Rule 40 states that a member may not be nominated for the above positions "unless that member has given notice in writing

of intention to be a candidate to the general secretary not later than 17:00 on the first working day of December proceeding, for publication in the bulletin issued prior to the branch AGMs".

A full list of members who have indicated their intention to be

candidates in accordance with Rule 40 will be published on the INTO website in December.

Current members of national committees who do not intend seeking re-election are requested to give ample notice to the branches in their respective districts.

INTO Education Committee – new term

The Education Committee (EDC) advises the CEC on educational matters. Its members are the president, vice-president and one representative elected by the members of each of the 16 INTO districts. The EDC is elected for a term of three years, and a new term will begin at Congress 2018. If you would like more information about the work of the Education Committee, contact your current district representative on the Education Committee. Contact details are in the INTO diary.



INTO
Education
Committee
2015 - 2018

Review of special education teacher supports

—where there are exceptional circumstances or needs arising in a school

The National Council for Special Education has set out procedures for schools seeking a review of their special education teacher allocation and the utilisation of that allocation, on the grounds that very exceptional circumstances have arisen in the school.

The following are examples of circumstances which may be considered grounds for review:

- A family with four children who have very complex special educational needs have moved to a rural area. All of these children enrol in a small school

where the overall level of special education teaching allocation in this school clearly does not have capacity to meet this additional need and severely impacts upon the school's resources.

- Very significant and immediate changes to the local population in a short space of time, such as a resettlement programme, where a large number of children with special educational needs enrol in a school, and where the overall level of special education teaching allocation in this school clearly does not have capacity to

meet this additional need.

- Very significant additional enrolments of children with very complex special educational needs in a small school, due to exceptional circumstances such as the closure of a special school or capacity issues arising in a local special school, resulting in additional enrolments in the mainstream school, and where the overall level of special education teaching allocation to the mainstream school clearly does not have capacity to meet this additional need.

Full details on www.ncse.ie

Teacher shortage

Hiring retired teachers

Circular 31/2011, issued at a time when substitute teachers were readily available, states: "as far as practicable ... unemployed teachers should be offered employment in preference to those who have retired."

This is clearly not the case today with schools looking for subs.

DES policy is, therefore, very clear: recruiting a retired teacher is entirely appropriate in circumstances where efforts to recruit a teacher who is not retired have been unsuccessful.

The contribution of retired teachers has always been essential in meeting the short-term substitution needs of schools that arise at short notice.

For the record, the following is the order in which subs should be sought:

- Registered primary teacher – vetted through the Teaching Council (TC).
- Retired registered primary teacher – vetted through TC.
- Registered teacher (not appropriately qualified) – vetted through TC.
- On an exceptional basis, an unregistered person – for non consecutive periods of no more than five consecutive school days – vetting through TC not available – record in writing that person is "competent and capable of acting in place of a registered teacher".



The INTO highlighted the failure of government to ensure all children are taught by qualified teachers at the start of this year.

Entitlement to work as substitute while on career break

Cap now 90 days

The INTO has agreement from the DES to raise the cap on subbing while on career break to 90 days. The Department will amend the OLCS to reflect this change and substitutes will be paid at their non-casual rate from day 41 and beyond of their substitute service during a school year. Teachers will not accrue incremental credit for substitute work done while on career break.

INTO SubSearch

INTO SubSearch is designed to help teachers find substitute work – while principals can search for registered subs in their area. Schools are asked to ensure that their geographical location is correct on SubSearch

Register at subsearch.into.ie



Too many or too few ... but never enough

An imbalance between teacher supply and demand is a persistent and consistent feature of the Irish education system. Periods of over-supply result in long periods of job insecurity, unemployment and wage insecurity for teachers. They also create difficulties meeting Teaching Council registration requirements and severely impact on teacher mobility.

The difficulty caused for individual teachers is highlighted by the statistic stating that, in the 2014/15 school year, only 14.9% of substitutes worked for 170 days or more. A staggering 40.8% of substitutes were employed for fewer than 50 days. Behind each of these statistics is a story of wage insecurity, job uncertainty and high stress levels for newly qualified teachers.

Incredibly, only 64% of substitutable absences were filled by schools. This left pupils without teachers when teachers were looking for work. Clearly, matching teachers looking for work with schools looking for teachers would benefit both teachers and pupils.

Over-supply also has a negative impact on the education system, causing problems for redeployment panels and leading to high levels of immigration. On the other hand, periods of under-supply place pressure on schools looking for substitute teachers to cover sick leave, CPD courses and other absences. It is in the interests of all the partners in education to find a solution to the teacher supply issue.

A recent Teaching Council report called *Striking the Balance* highlights the need for immediate action to address the teacher supply issue. It specifically recommends the introduction of a teacher supply panel at primary level. It is

hard to believe that the DES has failed to respond in any meaningful way to this recommendation. The current situation will leave pupils without teachers on many school days and may lead to a situation where some small schools cannot open because the teachers are on sick leave and no substitutes are available.

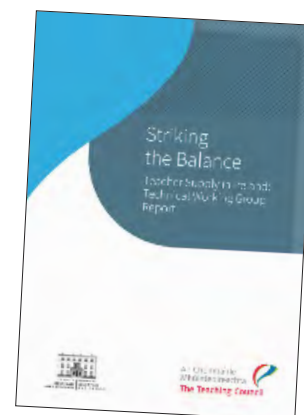
It is, in effect, a Ryanair approach to rostering. As we have seen, that approach does not benefit anybody.

The report also highlights the problems created for the State by the combination of public and commercial providers of teacher education. The report identifies a risk to the stability of planning if one

“... a Ryanair approach to rostering”

educational provider can deliver an unlimited supply of teachers in any given year. It recommends setting out annually the expected levels of recruitment at primary and post primary levels.

Interestingly, *Striking the Balance* looks at the issue of teacher retention. It questions the prevailing assumption that teaching does not have a retention problem. In fairness, the Technical Working Group which prepared the report urges caution when interpreting the statistics regarding the movement of teachers. Nonetheless, the report is unequivocal in stating that at least some of the dramatic decline in teacher numbers in the 31-45 age group is caused by teachers leaving the profession. We have seen from other countries that ‘teacher exodus’ can very quickly cause



problems at school and system level.

There is no room for complacency on this issue. It is imperative that teaching continues to attract and retain teachers of the highest calibre. Greater employment options, both in other sectors and other countries, will surely lead to an increase in the number of teachers leaving Irish schools in the coming years. Responding to this challenge will involve ensuring that conditions of work are attractive enough to compete with these attractions.

In summary, the report confidently states that the problems of teacher supply at primary level can be solved. It suggests immediate actions such as the establishment of supply panels from 2017/18 and the creation of a standing group for teacher supply needs. It rightly highlights the need for the co-ordination and management of teacher supply.

The report concludes that the teaching and learning needs of Irish students require that significant priority should now be given to these matters.

Joe McKeown, CEC Representative, District 10

Changes to minimum entry requirements announced

Changes to the minimum entry requirements for primary initial teacher education programmes for the 2018/2019 academic year have been announced by the DES.

In addition to the points required for entry to programmes of primary initial teacher education, the DES specifies minimum entry

requirements in Mathematics, English and Irish.

Last month, the DES set higher minimum entry standards for Leaving Certificate Mathematics and English at Ordinary Level and Irish at Higher Level.

The changes are as follows:

| Subject | 2018 Grade % | 2019 & 2020 Grade % |
|---------|----------------------------|----------------------------|
| Irish | H5 50<60 | H4 60<70 |
| English | O5 50<60 or H7 30<40 | O4 60<70 or H7 30<40 |
| Maths | O6 40<50 or H7 30<40 | O4 60<70 or H7 30<40 |

Further changes to the minimum entry requirements from 2021 onwards will be considered in the light of experience, relevant policy developments and following consultation with relevant stakeholders.

Around the branches...



INTO president John Boyle recently visited Castleblayney Branch. He is pictured with members of the branch and Catherine Flanagan, CEC representative for District 5.



...with members of Birr/Banagher Branch



Chairperson of Youghal branch, Anne Bleacher, presenting INTO President John Boyle with a memento of his visit to the branch.

More photos on INTO Flickr at
www.flickr.com/photos/irishnationalteachersorganisation/

Joint INTO/CARPE (DCU) Research Project

Members of the INTO/CARPE Research

Steering Group analyse the preliminary findings of the recent survey of teachers on 'The Use of Standardised Tests in Schools'. A final report of the findings will be published in spring 2018. Pictured (l to r): John Boyle (INTO President); Maeve McCafferty (INTO Official); Siobhan Lynskey (EDC, District VI); Deirbhile Nic Craith (Director of Education and Research, INTO); Prof Michael O'Leary (Director, CARPE); Deirdre Fleming (EQC, District X); Luke Kilcoyne (former PDC, District III); Catherine Flanagan (CEC, District V).



Polasaí don oideachas gaeltachta

D'fhoilsigh An Roinn Oideachais agus Scileanna polasaí don Oideachas Gaeltachta Deireadh Fómhair 2016. Tugadh cuireadh do scoileanna lonnaithe sa Ghaeltacht aitheantas a lorg mar Scoil Ghaeltachta agus leagadh amach critéir teanga. Léirigh 78% de na bunscoileanna sa Ghaeltacht spéis páirt a ghlacadh sa phróiseas aitheantais.

Ní mór do scoileanna an próiseas féinmheastóireachta scoile (FMS/SSE) a úsáid chun plean gnímh a chur le chéile roimh dheireadh Eanáir 2018. Beidh tacaíocht ar fáil do scoileanna a ghlacann páirt sa phróiseas.

Tá Treoir Chumann Múinteoirí Éireann maidir le Féinmheastóireacht scoile (FMS/SSE) fós i bhfeidhm. Mar sin ní féidir le scoileanna úsáid a bhaint as an próiseas FMS/SSE faoi láthair.

Shoiléirigh an Lárchoiste Feidhmiúcháin roimh an Samhradh nár chuir Treoir an Chumainn maidir le FMS/SSE bac ar scoileanna spéis a léiriú sa phróiseas.

Ba mhaith leis an Lárchoiste a shoiléiriú do scoileanna nach gcuireann an Treoir maidir le FMS/SSE bac ar aon scoil Ghaeltachta: (i) páirt a ghlacadh sna cuairteanna comhairleoireachta ón chigireacht

atá ag tarlú faoi láthair (ii) páirt a ghlacadh sna laethanta eolais/ inseirbhíse atá á n-eagrú ag an gComhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) i rith an téarma seo

Cé nach féidir le scoileanna úsáid a bhaint as próiseas FMS/SSE faoi láthair, níl aon chosc ar scoileanna réamhphlé a dhéanamh ar na critéir teanga agus ar chomhthéacs na scoile a bheas mar bhunús leis an bPlean Gnímh.

Déanfaidh an Lárchoiste Feidhmiúcháin cinneadh maidir leis an Treoir in am tráth.

Fire safety in schools

Last month the DES announced a package of measures to ensure fire safety measures in schools meet best practice.

It is important to note that the DES does not consider there are issues regarding fire safety with schools generally. Rather, the measures are viewed as an added precaution by the DES which describes its approach in this area as "an abundance of caution".

Specifically the DES will:

- Appoint a fire safety expert to undertake a complete audit of all school buildings constructed by Western Building Systems (WBS).
- Commission fire safety audits of a representative sample of up to 25 schools constructed over the last 20 years.
- Contact representative professional associations to re-iterate the responsibilities of design teams to fully engage in a complete and comprehensive way with inspection and certification requirements.
- Write to all design teams working on buildings currently under construction to remind them of responsibilities to ensure that all buildings comply with fire certificates awarded by the local authority.
- Issue a new circular to all schools bringing the attention of the school authorities to their obligations in relation to fire safety management protocols.
- Appoint a clerk of works to all future major building projects.
- Establish an internal fire safety committee in the DES.
- Notify a BOM and the fire officer in the relevant local authority when the Department receives a fire audit report which demonstrates issues in a building regarding fire safety.

INTO meets with IPPN

Last month the INTO met with the Irish Primary Principals' Network (IPPN) in INTO Head Office. The agenda for the meeting included teacher supply, principals' release days clusters, Budget 2018, staffing shortages, special education developments and posts of responsibility.

Both organisations resolved to work closely to examine issues relating to the current difficulties in the area of teacher supply. It was also agreed to increase cooperation with a view to seeking the extension of clusters of substitute teachers to cover principals release days. The meeting noted the improvements in staffing and the increased release/administration time for principal teachers secured under Budget 2018 by INTO lobbying.

The meeting discussed recent developments in special education allocations and in the partial lifting of the moratorium on filling posts of responsibility



Pictured at the recent meeting in INTO Head Office were Pairic Clerkin, Chief Executive Officer, IPPN, Sheila Nunan, INTO General Secretary, Deirdre O'Connor, Assistant General Secretary, INTO, David Ruddy, IPPN President and John Boyle, INTO President.

Opportunities to meet with the INTO LGBT Teachers' Group

The INTO LGBT Teachers' Group travelled to Sligo in late September to hold their first group meeting following the summer break. The meeting took place on the banks of the Garavogue River in the beautiful Glasshouse Hotel.

Following the meeting, the group visited the Eala Bhán restaurant for dinner, enjoying the best of Sligo's locally produced artisan food. INTO LGBT were delighted to see some new faces, as well as familiar ones at Sligo's meeting and social evening.

"There are no strangers here, only friends you haven't met yet"

W.B. Yeats

Inspired by Yeats, the group hopes to continue these regional meetings during the 2017/2018 academic year, giving LGBT INTO members all over the island an opportunity to attend meetings and engage with the work of the group. Five group meetings are held every year, as well as a number of

social events. New members are always welcome!

Information about upcoming meetings and events can be found in *InTouch*, through the INTO LGBT Teachers' Group Facebook and Twitter accounts and through email. Contact intolgbtgroupsecretary@gmail.com to be added to the mailing list.

Meetings offer an opportunity to chat with other LGBT teachers as well as contribute to discussions about the current and future work of the group (should you so wish).

The group's AGM will take place on Friday 17 November at 7.30 p.m. in the Central Hotel, Dublin 2. INTO LGBT will mark the beginning of the festive season with a social night in Harry's on the Green, Dublin 2 on Friday 1 December, also kicking off at 7.30 p.m. Platters and finger food will be provided on the night. Please RSVP (via either email or Facebook) to confirm your attendance.

Dates for your diary



INTO LGBT Teachers' Group – AGM

17 November 2017 at 7.30 p.m.
in The Central Hotel,
Exchequer Street, Dublin 2



INTO LGBT Teachers' Group – Christmas Social Night

1 December 2017 at 7.30 p.m.
in Harry's on the Green, Dublin 2.

In the media

In the papers

Department defends decision to close schools for second day

... The country's biggest teachers' union, the Irish National Teachers' Organisation, also threw its weight behind the decision. "The Department made absolutely the right call. They had to take into account the safety of principals and teachers who would have been required to check last night if schools were able to open today," said Peter Mullan of the INTO. "Many schools are finding today that they have no electricity or running water, or that debris on the roads is making access difficult ..."

The Irish Times, 17 Oct 2017

Reaction to Budget 2018

... INTO general secretary Sheila Nunan said it was a "welcome step towards bringing Irish class sizes into line with other countries. This is the first move to tackle over-crowding by this government. Irish primary schools will see this as progress towards a fairer deal for children ..."

Irish Independent, 11 Oct 2017

Nearly 1,300 extra teachers promised

... With a record €10bn to be invested next year, including capital spending of €745m, the Department of Education will pay for over 300 extra teachers in primary schools from September 2018 to help bring down class sizes. This will be facilitated by a reduction in the mainstream pupil-teacher ratio from one classroom teacher for every 27 pupils to a 26:1 allocation ...

Irish Examiner, 11 Oct 2017

Donegal's INTO president

The INTO Press Office welcomes contact from teachers who might be willing to highlight issues in the media in the form of a case study. This could relate to any number of issues including employment, home ownership or salary, or school issues such as class size, funding or resources. If you are willing to talk to a journalist please email pmullan@into.ie in confidence.

calls for equal treatment for new teachers

... The president of the INTO, Donegal man John Boyle, has called on the Education Minister to give equal treatment to new entrant teachers, to primary school leaders and to the primary education system ...

Donegal Daily, 9 Oct 2017

Teacher shortages: Why are so many teachers emigrating?

Lack of regular hours and permanent contracts is a major issue for young graduates... "There has been a significant increase in teacher emigration over recent years," said president of the INTO John Boyle ...

The Irish Times, 5 Oct 2017

Unions call for local-authority led programme to generate 50,000 social housing units

... Congress President Sheila Nunan said that government must now take the lead on social housing provision, through the local authorities. "The housing crisis now defines our society, for all the wrong reasons and in all the wrong ways. Ceding control of the housing market entirely to the private sector has utterly failed. The state must now step in ... assume responsibility for social housing

provision in order to rebalance the broken housing market and vindicate the citizen's basic right to a home and shelter ..."

Irish Examiner, 20 Sept 2017

Teachers who reject pay deal 'will not receive salary increases'

... The INTO executive is expected to consider issues surrounding the pay deal at a meeting later this week. Both the INTO and the TUI called for an immediate engagement with the Government on the issue of pay equality. INTO general secretary Sheila Nunan said teachers voted to reject the agreement, "not because of what's in it, but because of what's not in it." "It fails to address pay inequality," she said ...

The Irish Times, 18 Sept 2017

Call for financial support for trainee teacher placement

... A survey to establish the extent of the problems for trainees is being carried out by the ASTI, INTO and TUI. They want to put the issues to Education Minister Richard Bruton, who is coming under further pressure to address the issue of equal pay for equal work for those who entered the profession since 2011 ...

Irish Examiner, 16 Sept 2017

Radio/TV/Web

Have kids? Here's what Budget 2018 means for parents

... The increase in teachers plus additional career guidance counsellors is estimated to cost €46 million... The INTO also welcomed the change, saying that around 100,000 pupils in Ireland are in "supersized classes of 30 or more", and are well above the EU average of 20.

thejournal.ie, 10 Oct 2017

Positive reaction to budget measures in education sector

... The general secretary of the INTO, Sheila Nunan, welcomed today's budget announcement on reducing class sizes, saying: "This is the first

move to tackle overcrowding by this government. Irish primary schools will see this as progress towards a fairer deal for children..."

Newstalk.com, 10 Oct 2017

Pupil-teacher ratio drops as education funding hits record levels

... A total of 1,300 additional teaching posts will be created in 2018, to both reduce class sizes and to cater for continued demographic growth. The INTO said it welcomed the measures to reduce the pupil-teacher ratio in primary schools. "This is the first move to tackle overcrowding by this Government," said INTO general secretary Sheila Nunan...

rte.ie, 10 Oct 2017

Mellon Educate Teaching Blitz

Aidan O'Shea travelled to Cape Town in July

With support from the INTO Solidarity Fund, I travelled to Cape Town, with 52 others, for two weeks in July 2017.

The South African Education system is in disarray. The latest *Trends in International Mathematics and Science Study* (TIMSS) places South Africa at or near the bottom of all of its different rankings. Another research study found that just 6% of homes have additional reading material like newspapers and magazines. 5% of parents read to their children, 4% of South Africans buy books regularly and the majority of 10 year olds cannot read for meaning.

Mellon Educate aims to provide better standards of education to 100,000 children in South Africa. To date, the charity has built 12 new schools and renovated many more, providing over 10,000 young children with a better chance at life. I was one of a team of 12 teachers placed in a school called Happy Valley, situated in the Blue Downs township on the outskirts of Cape Town. It was an experience that I will never forget.

To welcome us, the entire school gathered for a whole-school assembly. Videos played on two large screens, with music, songs and dancing. I was impressed to see that the school had a hall big enough to hold whole school assemblies. Some classrooms were equipped with data projectors and we were shown the large media room with computers and a well-stocked library.

I began to wonder why we were there? They appeared to be well-resourced. After we settled in reality took hold. The teachers told us all about the hardship these children face on a day-to-day basis.

Many children live in one-bedroom shacks where numerous family members, of ranging ages, share the same space. The families depend on small government grants to survive. Often, parents go hungry to make sure that there will be enough food for their children. According to the South African Broadcasting Corporation (SABC), one in every three children are victims of sexual violence or physical abuse before the age of 18. The walk to school is so dangerous for some children that parents set up a 'Walking Bus' supervision system to make sure the children were able to travel safely.

Mellon Educate organised for us to



Above: Aidan outside Happy Valley School.

Left: Pupils enjoying the open space outside the school

visit a family in Happy Valley. This humbling experience was one of the most poignant moments of the trip but helped to drive the team. Many of us were overcome with emotion on seeing and hearing the struggles that the family endures on a daily basis. Despite all these struggles, the importance of family and

“... we did help to inspire and motivate the South African teachers”

supporting each other was very clear.

This galvanised our team and made us work even harder. Our time in Cape Town was short so we had to fit in as much as we could. School started at 8 a.m and I spent most of my school day paired with one teacher who specifically asked for IT assistance. Together we planned out lessons, we co-taught and then she tried the lessons for herself. It was really exciting to see her confidence grow. She went from not wanting to turn on her computer, to being confident enough to show me a lesson she planned by

herself. When school finished, the team delivered workshops to the teachers. Themes included literacy, numeracy, SEN and mindfulness.

During our initial observations, we noticed that the children were constantly sitting down and had very little opportunities for movement. Our team decided to show the South African teachers how they could incorporate movement into their day. The school was fortunate enough to have a large open space outside so we made use of this. Through the use of stations, the children were taught dances and games. The look of joy on their faces as they engaged in the tasks was a sight to behold. The South African teachers were taken aback by how easy and effective this was.

The overarching feeling I have from my time in Happy Valley is PRIDE. Our team was never going to transform the entire education system in two weeks, nor were we going to alter the children's home life or background, but we did help to inspire and motivate the South African teachers. By sharing knowledge, experience and ideas we all learned from each other. Travelling to Cape Town was one of the best things that I have ever done.

AIDAN O'SHEA, Scoil na Lanáí Glasa, Clontarf, Dublin.

INTO remembers Thomas Ashe

Thomas Ashe, school principal and INTO member, died aged 32 on 25 September 1917 in the Mater Hospital, following injuries sustained under forced feeding in Mountjoy prison.

Ashe, one of the leading nationalist figures of his time, was commemorated at an event organised in the Teachers' Club on 25 September, 100 years to the day since his death.

School memories

Anna McKeown, principal teacher of Corduff NS (Lusk, Co Dublin), where Thomas Ashe had been principal between 1908 and 1916, outlined how the school has commemorated Ashe and how his presence continues within school life. She referenced the memories of former pupils of Ashe in the area who recalled him with great fondness as an outstanding teacher.

Anna also referred to his many cultural and sporting activities in north Co Dublin and to the current pupils of the school who are aware of the former principal. Two of the children from the school spoke at the State Commemoration of Thomas Ashe at Glasnevin Cemetery on 22 September.

INTO tributes

Noel Ward, Deputy General Secretary of INTO, outlined Ashe's involvement in the union, including his membership of the INTO in Tralee and in Dublin. Ashe communicated with senior INTO figures from Lewes Prison and has been the subject of many tributes by INTO, although at the time of his death in 1917 the INTO was conflicted by his activities. This arose from different national and



Speaking at the Thomas Ashe commemoration even in the Teachers' Club were Noel Ward, INTO Deputy General Secretary, John Boyle, INTO President, Anna McKeown, Principal, Corduff NS and Conor Dodd, Historian, Glasnevin Cemetery Museum.



Pictured with John Boyle, INTO President, at the event in the Teachers' Club were (on right) Pdraig Ashe, a grand-nephew of Thomas Ashe and (on left) his son Ciaran, who is a great grand-nephew.

political viewpoints within the union.

Ashe as a potential future minister or even prime minister had he not died was raised. The more inclusive nature of memorials at Glasnevin which mention not only Ashe's volunteers who died at Ashbourne in 1916 but also the civilian and the RIC fatalities was noted.

Political funeral

Conor Dodd, historian at Glasnevin Cemetery, described the enormous public demonstration at Thomas Ashe's funeral in the context of political funerals of the time. Ashe's funeral was tightly organised and contained a large number of trade union marchers as well as Irish Volunteers and, unusually, members of the clergy. The cortege itself is estimated to have contained 30,000 to 40,000 people.

Conor spoke about the choice of location for Ashe's grave and, in particular, about Michael Collins' graveside oration which echoed that of Pearse at O'Donovan Rossa's grave two years earlier.

The Ashe commemorative event was arranged as part of the 'INTO 150' commemorations taking place this school year and throughout 2018.

An article on Thomas Ashe was published in the September issue of *InTouch*, available in the Publications section of the INTO website.



On Friday 22 September 2017, Thomas Ashe was remembered at a solemn state ceremony in Glasnevin Cemetery to commemorate the centenary of his death on 25 September 1917. Attending the state ceremony were (on left) principal Anna McKeown with pupils of Corduff NS in Lusk, Co Dublin, where Thomas Ashe was principal from 1908 to 1916, and (on the right) principal Ciaran Sheehan and teacher Margaret Walshe of Bilboa NS in Cappamore, Limerick, where his sister Nora Ashe was a teacher from 1909 to 1919.

Retirements

Pictures from branch and district functions to honour retiring members



Edenderry

Front row left to right: Mary Brereton, Branch Chairperson; Michael Shanahan; John Boyle, INTO President; Mary Hickey.
Back row left to right: Stephen Darby (MC); Majella O'Neill; Margaret Macken; Teresa Harrison; Josephine Byrne, Branch Secretary.



Letterkenny

Back row left to right: Luke Kilcoyne; Rory Reynolds, Branch Chairperson; Doreen Kennedy, Equality Committee; Rosena Jordan, INTO President 2016/17; Aiden Friel, Branch Secretary; Annraoi Cheevers, PDC.
Front Row left to right: Mary Roache; Ann Foxe; Mary McGinley; Mairead Hennessy; Mary Grant.



New Ross

Front row left to right: Brian McMahon; Geraldine Lucey; Joe McKeown, CEC Representative; Mary Stafford; Liam Collins.

Middle row left to right: Niamh King, Branch Secretary; Peggy Hill; Elizabeth Carey; Margaret Rossiter; Joan French; Marian Kehoe; Bill Cassin, Branch Chairperson

Back row left to right: Emily Stafford; Josephine O'Connor; Carmel Mackey; Eileen Waters; Rina Norris; Celia Walsh, Education Committee.



Clonmel

Mayoral reception for recently retired Clonmel Branch INTO members.

Standing left to right: Councillor Martin Lonergan; Jimmy Ryan; Moira McCausland; Catherine O'Gorman; Councillor Marie Murphy; Geraldine Meagher; Rita Kenny; Josephine Chamney, Branch Chairperson; Derek O'Brien; Councillor Richie Molloy.

Seated left to right: Reidin Condon; Mary Healy; Mayor Andy Moloney; Cecily Purcell; Aidan Gaughran, Branch Secretary.



Why should I make a will?

A will is a legal document setting out what happens to your property after you die. If you make a valid will before you die, your possessions will be divided out and distributed in the way you have set it out in your will. The law sets out some limitations which direct how your property/assets, known as your estate, can be divided and these are set out in the *Succession Act, 1965*.

If you do not make a will before you die, setting out how your estate is to be divided and distributed, you have no control over where your property and possessions will go.

If you die without making a will – known as dying ‘intestate’, provisions in the *Succession Act, 1965*, set out and govern how your property and possessions are divided out and distributed.

A valid will names your beneficiaries (those you have left gifts to under the terms of the will) and appoints your executor. An executor is someone you have chosen to manage your estate by collecting your assets, paying your debts and distributing the balance to your beneficiaries in accordance with your will. While your beneficiaries can include any persons – relatives, friends or charitable organisations on whom you wish to settle

a gift on your death – some limitations, under the *Succession Act, 1965*, apply in this regard.

You can make a will at any time, once you are over 18 years old. It is advisable to make a will if you have any property or possessions that you would wish others to have after your death. Your estate includes not just your home or a dwelling you might own but other assets such as: bank or post office accounts, credit union accounts over a certain sum, prize bonds, shares, funds, and, other personal property such as jewellery, cars, art or family heirlooms. It is important to note that your estate does not include joint property. Upon your death, your joint property goes directly to the surviving owner. Another consideration is whether or not you own property in a jurisdiction other than Ireland, which many Irish people do own. It is important to be aware of the succession laws in that jurisdiction before you settle your will, as they can differ to Irish laws and may have tax implications.

If your circumstances change, it is worthwhile revisiting the terms of your will. This can happen if you buy or sell your home or other property; you get married, enter into a civil partnership, become separated or divorced, develop an illness

and/or, any other circumstance which gives rise to a material change in your life. Similarly, one of your intended beneficiaries or your executor could die. Should there be any such changes in your life, you can change your will by amendment, known as a codicil, or you can draw up a new will. Drawing up a new will, getting married or entering into a civil partnership invalidates your previous will.

You can draft your own will or you can have one drawn up by a solicitor. The *Succession Act, 1965*, sets out some limitations as to the extent of your property going to specific persons. So, while there is nothing stopping you drafting your own will, it is generally recommended to have taken legal advice so that you can be sure that the will is valid and that your intended beneficiaries receive what you have left to them. If your assets are complex it is also generally recommended that you receive advice from a tax professional who can work in tandem with your solicitor to ensure that your assets are left in the most tax efficient manner.

Please note, the article is intended for general information purposes only. As with all legal matters, we advise that you take professional legal advice. For further information, the following may be helpful.

If you do not make a will before you die ... you have no control over where your property and possessions will go

Useful links

Citizen's Information:

www.citizensinformation.ie/en/death/before_a_death/making_a_will.html
www.citizensinformation.ie/en/death/the_deceaseds_estate/what_happens_the_deceaseds_estate.html

The Law Society of Ireland: www.lawsociety.ie/Public/Legal-guides/Making-a-Will/
www.lawsociety.ie/Public/Why-use-a-Solicitor/
www.lawsociety.ie/Find-a-Solicitor/

Revenue: www.revenue.ie



From college to classroom

Preparing for parent-teacher meetings

- ✎ Make sure that if you have important issues about behaviour or pupil progress to discuss with parent/s about

their child that this is not the first time they are hearing it from you as the class teacher.



Prepare thoroughly – have corrections/ records up-to-date and readily accessible

- ✎ Prepare thoroughly – have corrections/ records up-to-date and readily accessible.
- ✎ Gather evidence of each child's achievements e.g. copies, work samples, projects, etc.
- ✎ Prepare brief notes on each pupil outlining progress, achievements, concerns, suggestions for improvement. If you are highlighting areas which need to be worked on, then it is important that you have some suggested strategies/activities for discussion with parents.
- ✎ Talk with the resource/learning support teacher if necessary and have all information to hand.
- ✎ Know the name of the person/s coming to meet with you and their relationship to the child.
- ✎ Have times allocated which allow for an over-run but try as best you can to adhere to time allocation. Vary your allocated times, depending on the amount of time you need to allocate for discussion with different parents. If you feel extra time is needed then ask the parent to make a further appointment, in the interest of other parents who may be waiting for quite a while.

During the meeting

- ✎ Consider the tone of your voice and your body language throughout the meeting.
- ✎ Remember this meeting is not about you but about an opportunity for parents to come and discuss their child's progress.
- ✎ Beware of using educational jargon, explain everything thoroughly to the parent and always check with the parent for understanding and invite feedback.
- ✎ Listen – this is an ideal opportunity for you to find out information to supplement the developing profile of the child. Valuable insights can be gained on homework, different subject preferences and also the view

- of the child on what it is like to be a pupil in your class.
- ✎ Always start with the positive, continue with the areas that need work and support and conclude with the positive.
- ✎ Ask for the parent's advice – if you both agree targets then it is important to arrange a time when you will review progress.
- ✎ Be empathic and attentive – this may be the only time, in this particular year, that you will have an opportunity to meet with the child's parents.
- ✎ Stay focused on the purpose of the meeting.
- ✎ It is important to highlight that, by working together as parent and

- teacher, progress can be made. Be honest and truthful – try not to dilute facts just to keep a parent happy. Parents should be given accurate information but comments should be phrased in a way which is not critical of the parent or their parenting skills.
- ✎ Do not get drawn into conversations about other children or other staff members – be professional at all times.
- ✎ Make notes on actions agreed – have a grid made out with children's names and a box beside the name to record your notes.
- ✎ Always thank the parent for their attendance at the meeting.
- ✎ Make sure to follow up on actions agreed.

Tributes

PÁDRAIC CARNEY



St Louis' SNS visit to the Military Archives at Cathal Brugha Barracks in Rathmines in October 2015. Pictured left to right: Pádraic Carney, Tristan Kessopersadh, Diana Kola, Shuting Wang, Company Quartermaster Sergeant Tom Mitchell, Repository Manager; Heinz Ballebar, Solomon Traynor, Caoimhe Greene and Charlie Casey Carney.

Photo: Steve Humphreys, Irish Independent.

Pádraic Carney a force of nature, a big man in every way, larger than life and with a huge lust for life. The tsunami of Pádraic's goodness, kindness, happiness, generosity, openness and laughter has spread far and wide and affected so many people. He was loved by his family and in the school communities of Knocklyon JNS, Scoil Áine Naofa Lucan, and most recently, St Louis' SNS, Rathmines. He had so many friends through his involvement with the INTO, IPPN and GAA.

Pádraic had so many qualities ... most of them good! You had to brace yourself when you met him! It could be a sweaty bear hug, a killer handshake, or a massive

back slap. Whatever his welcome for you was, you were in better form straight away and you were smiling.

Part of his 'magic' was his split personality! As he was talking to you you'd never know who might interrupt your conversation... Reverend Ian Paisley regularly dropped in, as did Gerry Adams, Marty Morrissey, Davy Fitz, Michael D. Higgins, Roy Keane, Alex Ferguson, Jimmy Magee and so many other brilliant voices that he could mimic so well.

GAA was a huge passion of Pádraic's. He spent many hours in Croke Park as a steward so that he could attend these great matches. His knowledge of the

modern game as a result was immense, and he would analyse any match for hours with anyone who'd entertain him.

Pádraic was a funny man, a sportsman, a gentleman, a generous man, a hard-working man, a talented man but, most of all, Pádraic was a family man.

Above all other ambitions, his ambition to provide for his family and create a happy and loving home was paramount ... and that's what he did.

Pádraic Carney, ní bheidh do leithéad ann arís!

Goodbye you big beautiful man.

AIDAN KNIGHT

DEIRDRE DENNEDY NEE DURKIN

Our dear friend Deirdre Dennedy passed away peacefully, in August 2015, having put up a tremendously brave fight against her illness. Her amazing strength and courage throughout epitomised her whole approach to life.

Deirdre, a native of Ballyhaunis, Co Mayo, graduated from St Patrick's College in 1985 and started her teaching career in St Paul's primary school in Navan, where her vivacious nature and creativity left a lasting impression on both staff and children alike. Having married in 1989, she and her husband, Kenneth, took up posts in Kuwait, Saudi Arabia and London, making firm long-lasting friends at every step along the way.

On her return to Ireland, she was appointed to the staff of Tarmon NS, Co

Roscommon, in September 1998. Here, she was regarded as a consummate professional, both as a teacher and a person, dynamic and talented in her approach.

Always eager to take up a new challenge, she accepted the role of principal in Taugheen NS, Co Mayo, in October 2003. Her progressive attitude to her new post led her to seek the best possible facilities for the school. With her usual passion, she oversaw the refurbishment of the existing school and the development of an extension. What is extraordinary is that, at this time, Deirdre was already facing the difficult challenge of her illness.

During her teaching career, Deirdre was involved in a diverse range of professional activities. She took an active role in

management and served on the Tuam Diocesan Education Committee. She was deeply involved in the INTO and served as branch secretary of the Ballyhaunis/Claremorris branch. She always kept herself abreast of developments in education, and was especially interested in Irish and ICT, and worked as tutor on INTO and NCTE courses.

Deirdre's organisational skills were legendary, as those of us who attended the 25 year St Pat's reunion in 2010 can verify.

Deirdre is dearly missed by her husband Kenneth, daughters Aoife and Niamh, mother Dorothy, brothers, colleagues and many friends.

Ar dheis De go raibh a hanam dilis.

JOAN GILLIGAN



Resilience & wellbeing programmes to be rolled out to DEIS schools

The DES has announced that training in the *Incredible Years' Teacher Classroom Management Programme* is now available to all teachers in all DEIS primary schools and in the *Friends Programme* for teachers in all DEIS primary and post-primary schools.

Both programmes are supported by NEPS. Substitute cover is to be made available for teachers attending training.

The Incredible Years Teacher Programme is an evidence-based programme for teachers, partnering with parents, which reduces behavioural difficulties and

strengthens social and emotional competence in primary school-age children. *The Friends Programme* reduces anxiety and promotes coping and resilience in children and young people from 4-18 years and can be delivered by teachers, universally or to targeted smaller groups of pupils.

Teachers in all DEIS schools may apply for places on these programmes which are being delivered through the education centre network. Over the next three years, it is planned that every teacher in primary and post-primary DEIS

schools nationwide will have had an opportunity to attend this training.

To date, training in these programmes has only been available to DEIS schools on a very limited basis. *The Incredible Years Programme* has been rolled out to 1,100 teachers in 150 DEIS primary schools, and to 3,400 teachers in 450 non-DEIS schools over an eight year period. *The Friends Programmes*, over a five year period, has been rolled out to 690 teachers in 267 DEIS primary schools and to 2,479 teachers in 982 non-DEIS primary schools.

Friends

Fun Friends, *Friends for Life* and *My Friends Youth* are evidence-based anxiety prevention and resilience building programmes developed by Dr Paula Barrett in Australia. The programmes have an international evidence base and the *Friends for Life Programme* has been cited by the WHO (2004) as a prevention programme for anxiety in children that is effective at all levels of intervention.

The ten session *Friends* programmes which complement the SPHE curriculum, help students aged 4 – 16/17 years to develop resilience by teaching them effective strategies to cope with the normal everyday challenges they face and helping them to develop effective coping and problem solving skills to manage emotional distress, including worry, stress, change and anxiety.

Skills learned throughout the programme help students both now and in later life. Professor Paul Cooper and Barbara Jacobs, University of Leicester, authors of the NCSE commissioned research Report No. 7, *Evidence of Best Practice Models and Outcomes in the Education of Children with Emotional Disturbance/Behavioural Difficulties: An International Review*, recommended the *Friends* programmes as a cost-effective intervention that could be delivered by teachers in schools.

In order to deliver the programmes teachers must attend an accredited training. NEPS psychologists deliver this training over two days. Following training, teachers can register as certified facilitators with Friends Resilience based in Brisbane. They may then order materials and access resources for running the programmes in their classrooms.

Incredible Years

The *Incredible Years* programmes, developed by Dr Carolyn Webster Stratton, is a series of programmes, for teachers and parents, that are designed to reduce challenging behaviours in children and to increase their social, emotional and self-regulation skills. The *Incredible Years Teacher Classroom Management Programme* (IYTCM) focuses on strengthening teacher classroom management strategies and improving teacher-parent relationships. This leads to an increase in children's social, emotional and academic competence and reduces classroom aggression and disruptive behaviour. Research, internationally and in Ireland, supports the effectiveness of the programme in significantly improving child behaviour, classroom environment and building teacher skill and confidence.

The programme follows a collaborative model of training that makes extensive use of teacher discussion, role play, viewing vignettes of teachers in real classrooms and developing behaviour plans for individual children. Throughout the programme, teachers are supported to set and monitor goals for themselves, as well as for the children they teach, and to help each other to achieve their goals. The topics covered across the six workshops are:

- Building positive relationships with students.
- Preventing problems and being a proactive teacher.
- Using positive attention, encouragement and praise.
- Motivating children through effective use of incentives.
- Decreasing children's inappropriate behaviours.
- Increasing children's prosocial skills and building social and emotional competence.



Cumann na mBunscol embraces social media

Delegates at the autumn general meeting of Cumann na mBunscol in the Croke Park Hotel enjoyed a module entitled: 'Social Media: Its uses in promoting Cumann na mBunscol.'

"An Coiste Náisiúnta chose this theme because we feel that social media, used properly, has enormous potential in promoting the activities of Cumann na mBunscol," according to Joe Lyons, National PRO.

Seamus Lawless, a lecturer in IT in Trinity College, gave a general overview of social media. He introduced the delegates to a range of social media platforms including Snapchat, Facebook, Twitter and WhatsApp. Seamus spoke of the importance of choosing a suitable network and the necessity for providing regular postings in order to attract and retain followers. He also urged users to familiarise themselves with Webwise which provides teaching resources and advice on internet safety topics, including



cyberbullying and social media.

Stephen Mone, of Cumann na mBunscol Ard Mhacha focussed on the use of Twitter. Stephen showed examples of Cumann na mBunscol accounts on Twitter, focussing on @armaghcnmb, the Cumann na mBunscol Ard Mhacha account and @cnambnaisiunta, the Cumann na

mBunscol Twitter account. He showed how photos and results can be uploaded instantly. Stephen explained phrases such as 'trending' and the use of hashtags. Over 20 Cumann na mBunscol county units currently use Twitter to disseminate information, while many schools also use Twitter to highlight events.

Fógra: Cornmarket Cumann na mBunscol Awards 2018

The closing date for submission of projects for the 2018 Cornmarket Cumann na mBunscol Awards is Wednesday, 10 January 2018.

All details are on the Cumann na mBunscol website:
www.cnmbnaisiunta.com/news/10029700/cornmarket_cumann_na_m_bunscol_awards2018

A sporting family

Grace Murtagh, from Milltown NS in Co Kildare, played in the INTO Mini Sevens in Croke Park on the occasion of the 2017 All-Ireland Football Final between Mayo and Dublin. Grace comes from a distinguished sporting background. Her dad, Johnny Murtagh, is a well-known racehorse trainer who was Irish champion jockey on five occasions and won all the major flat race titles including the Irish and Epsom Derbies and the Prix de l'Arc de Triomphe. Her mother Orla, is daughter of Michael 'Babs' Keating who won All-Ireland hurling titles with Tipperary as a player and as manager.



Grace Murtagh with her parents Johnny and Orla

INTO GAA Mini Sevens

The INTO GAA Mini Sevens provide children with the chance of a lifetime, the opportunity to play in Croke Park on the day of the All-Ireland semi-final or final. For 30 years, children have enjoyed the Mini Sevens' experience. Already, many counties have turned their thoughts to the

2018 series as blitzes are being played all over the country. "The beauty of the Mini Sevens is that small rural schools can compete with large urban or suburban schools," according to Bernadette Ryan, Cathaoirleach, Cumann na mBunscol. In order to ensure a level playing field, there are

different age limits depending on the number of children in your school. The age limits as set out here apply to the 2017/2018 Mini Sevens competitions:

- Age limits for boys or girls.
- Total enrolment of boys only or girls only: (third to sixth class inclusive).

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



Growing Up in Ireland

National Longitudinal Study of Children

Study of nine-year-olds

What is Growing Up in Ireland?

Growing Up in Ireland is the national longitudinal study of children and young people. It has been tracing the lives of a group of 11,000 children since they were nine months of age and a further group of 8,500 children since they were nine years old. The younger children are now nine years old and the older ones are 20.

The aim of Growing Up in Ireland is to improve our understanding of the lives of children and young people living in Ireland. The study focuses on a wide range of child outcomes, in particular their physical health and development; their socio-emotional wellbeing and behaviour; and their educational and cognitive development.

From an educational perspective Growing Up in Ireland looks at the role which the education system plays in a child's development, with a view to informing policies which encourage positive educational outcomes for as many children as possible. Most importantly, the study relates to a range of personal, family, community and school characteristics to a child's success in school and later into further or higher education.

Growing Up in Ireland is a longitudinal study. This means that information from the same set of children and their families is recorded at different points in their lives. This allows for tracking of the children's development over time (particularly across major life events e.g. entry into primary or secondary school).

Interviewing in the home

Since June of this year Growing Up in Ireland has been interviewing nine-year-olds and their families in their homes. This

has involved the children and their parents filling out questionnaires.

Each child's parent was asked to sign a consent form to allow researchers to approach the child's teacher to complete a questionnaire about the child and how s/he is doing in school.

Interviewing in schools from November

From the beginning of November Growing Up in Ireland will be approaching schools to ask teachers and principals to help. Teachers of nine-year-olds who are in the study will be asked to fill out a questionnaire about the study child (or children) in their class.

There are about 8,000 nine-year-olds in Growing Up in Ireland across all schools in the country. Teachers will also be asked to complete a short questionnaire about themselves – on their gender, age, experience, teaching methods etc. A questionnaire will take about 10 minutes to complete. The school principal will also be asked to complete a short questionnaire, mostly about the school and its resources.

The co-operation of the schools and teachers of nine-year-olds who are part of the Growing Up in Ireland project is central to the study's success. Although participation in the study is entirely voluntary, the people carrying out the study would like to urge all schools and teachers to support their work.

The importance of Growing Up in Ireland cannot be overstated. The study is being used to increase our understanding of children and young people, of the ways they develop educationally and otherwise; of the requirements of children with special educational needs; or of the

factors which facilitate more positive educational outcomes. This study is helping to make a real and lasting improvement in the lives of children, young people and their families living in Ireland.

Who is funding Growing Up in Ireland?

Growing Up in Ireland is being funded by the government, through the Department of Children and Youth Affairs, with a contribution from The Atlantic Philanthropies. The study is managed and overseen by the Department of Children and Youth Affairs in association with the Central Statistics Office.

The study is being carried out by a group of independent researchers led by the Economic and Social Research Institute (ESRI) and Trinity College Dublin.

Confidentiality

ALL the information provided by respondents in Growing Up in Ireland is strictly confidential. It can be used only for statistical purposes. Confidentiality is guaranteed under the Statistics Act, 1993. This covers all questionnaires completed. Parents, for example, cannot access the information which a teacher provides about a child. The data collected in the course of the study is anonymised and is made available to policy-makers, practitioners and researchers in such a way that it cannot be identified with any child, family or individual respondent.

Growing Up in Ireland hopes teachers will be able to assist with their work from November of the 2017/2018 school year and help make a difference for all children living in Ireland.

More information on Growing up in Ireland can be found at: www.growingup.ie.

INTO Global Citizenship School makes it to final of Dóchas Awards

INTO Global Citizenship School (GCS) made the final shortlist for the Dóchas Awards 2017. GCS were nominated in the Sustainable Development Goals (SDGs) Champion Award category for outstanding work around the advancement of the SDGs.

The GCS is a voluntary group of teachers set up to encourage and support schools in learning about and acting upon global issues. See www.into.ie/ROI/GlobalCitizenshipSchool for further information.

The winner of the SDG Champion

Award for 2017 was Development Perspectives, an NGO based in Drogheda, Co Louth.

Over 50 nominations were received by Dóchas at the outset. GCS was honoured to have been selected as a finalist.

Managing aggression and violence in schools

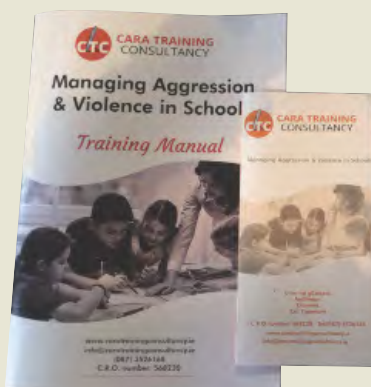
CARA TRAINING CONSULTANCY offer a very specific five-hour school-based course in 'Managing Aggression and Violence in Schools' that can be done through Croke Park hours. The course is Department of Education and Skills approved and is available in various DES education centres.

The programme covers the following topics:

- Irish law, legislation and court cases;
- absconding in schools;
- the controversial issue of dictaphones/recordings in school;
- suspension, expulsion and Section 29 appeals;
- physical interventions from an Irish legal standpoint.

The course also:

- instructs on note-taking, dealing with complaints and allegations;
- deals specifically with the issue of Autism classes in schools;
- includes the board of management in the training;
- issues a formal report to the principal/BOM after the course, with clear advice and recommendations;



- examines the school's Code of Behaviour/Discipline if required;
- helps the school create an action plan for when an incident occurs.

Cara Training Consultancy also provides a 12-month after-care service – free of charge.

All participants are provided with the following:

1. CARA Training Manual – which contains the entire Powerpoint presentation and section on Irish law relating to aggression in schools.
2. Physical Interventions document.

3. Dictaphones/recordings document.
4. Note-taking examples.

The Chief Executive Officer of Cara Training Consultancy is Mark Darmody, a native of South Tipperary and former member of An Garda Síochána, whose career ended as a result of an extreme and violent incident.

Mark is a Karate black-belt instructor and 100% advocate of the non-use of physical restraints in schools. He has also served on a national school board of management and is acutely aware of the issues that boards face on a daily basis. Mark is also father to three children, one of whom is severely autistic, so he uses the practices and legalities that he teaches on a daily basis himself.

For further information contact Cara Training

Consultancy at: Tel: 087 3526168

Email: info@caratrainingconsultancy.ie

Web: www.caratrainingconsultancy.ie



Comhar Linn draw winners

September

Car – Toyota Corolla

Micheál F. Ó Mátharbhúí,
Youghal, Co Cork.

Car – Toyota Yaris

Padraig Ó Connachtain,
SN na hAcráí, Acres, Burtonport,
Letterkenny, Co Donegal.

Cash €1,500

Margaret Cooper, Sisters of
Charity NS, Ravenswell, Bray,
Co Wicklow.

Weekends for two in Jury's Inn

Karen Treadwell, SN Muire agus
Iosef, Verbena Ave, Bayside,
Sutton, Dublin 13.
Annmarie Duff, Scoil Áine,
All Saints Drive, Raheny,
Dublin 5.

August car winner:
Pauline O'Hara,
Milltownpass NS,
Co Westmeath



Winner of a Toyota Yaris in
the September draw was
Padraig Ó Connachtain,
SN na hAcráí, Acres,
Burtonport, Letterkenny,
Co Donegal.

Ready, set...colour!

Sightsavers Junior Painter Awards returns to schools across Ireland

Sightsavers Junior Painter Awards 2018 was launched in September. Each year thousands of budding artists across Ireland create colourful artworks in the hope of being named the overall winner at the Awards Day ceremony. Embracing creativity and education are the core objectives of the competition, which is open to primary school students of all ages. This year's theme, 'Put Us In The Picture', is expected to inspire thousands of thoughtful and imaginative entries. Sightsavers advocates for people living with disability in developing countries to have the same opportunities as everyone else and invites Irish children to get their creative caps on and produce their very own masterpiece which envisions an all-inclusive world where nobody is left out.

Don't be afraid to go crazy and use vibrant colours, are tips given by the judges for this year's Junior Painter Awards. The judging panel comprises of disability



campaigner and little person Sinead Burke (aka Minnie Melange); Laureate na nÓg and illustrator PJ Lynch, and artist and director of Arts and Disability Ireland Padraig Naughton. Entrants have the chance to win cash prizes for their schools, sponsored by The Book Centre and Barker and Jones bookshop, and memberships and 'toolboxes' full of arts and crafts materials from ReCreate Ireland.

Fifteen regional winners will see their work displayed at a special Awards Day in spring 2018, where three overall national winners will be announced. Every child that enters will receive a Certificate of Participation in recognition of their artistic efforts.

The closing date for entries is Friday, 16 December. Visit the Sightsavers website to request entry forms: www.sightsavers.ie/juniormainter



Sally White (age 10, Rathfarnham, Dublin) and Finn McLoughlin, (age 11, Castleknock, Dublin) at the launch of Sightsavers Junior Painter Awards 2018. Photograph: Sasko Lazarov / Photocall Ireland

Creative Schools Award 2017/18

The Association for Creativity and Arts in Education (ACAE) is currently accepting applications for the Creative Schools Award 2017/18. Through this award, ACAE celebrates the wonderful work being done by teachers in schools throughout the country and recognises schools and teachers that use innovative and creative approaches to teaching and learning. This is an evidence-based award that promotes process rather than product and looks to foster and reward creativity, the imagination and the arts.

Projects: Teachers who wish to participate will be asked to develop their own creative project with their class. Projects might be arts-based, might incorporate other subject areas, or may be a project that centres on innovative approaches or methodologies in one or a number of curriculum areas. Teachers may choose to work together across the school and any number of teachers from a school may participate.

Registration: For further information or

to register please contact skerr@dwec.ie or call 01-4528000 before 20 November.

The Creative School Award will run from January to May 2018.

The Association for Creativity and Arts in Education, ACAE, is a national network of educators, artists and others concerned with the promotion of creativity and the development of the imagination through the arts. It is supported by Dublin West Education Centre.



Get involved in Universal Children's Day

Universal Children's Day is being celebrated globally on Monday 20 November. The day provides an opportunity for young people to celebrate being a child and for society to listen to what young people have to say. Irish organisations concerned with the rights of children are joining forces to mark Universal Children's Day in schools and beyond.

Use some of the following ideas to bring Universal Children's Day to life in your classroom/school on 20 November:

- Students present/dramatise/illustrate the 10 core rights outlined in the United Nations' Declaration on the Rights of the

Child (adopted on 20 November, 1959).

- Students create a set of rights that would apply to their school including core values such as respect, responsibility, honesty and compassion.
- Students find out how other countries celebrate Universal Children's Day.
- Learn how the other half live – students identify the differences between their upbringing and that of the children who live in other countries.
- Students consider child welfare on a global scale by debating key issues in their own 'class parliament'.
- Students create and fill a time capsule

with personal artefacts (i.e. photo, drawing) to reflect the life of a child in 2017, to be re-opened on Children's Day the following year.

- Students talk at community forums or explore ways to get the whole community involved in the celebrations.
- School intergenerational games day – Have a school games day where parents, grandparents and children learn the games that each generation played as children.

For more ideas and to register your class/school event go to www.childrensday.ie and get active online using #ChildsDayIRL.

Free yourself from online subscription traps



Click here, here and here... job done. That's a month's free subscription to a music-streaming service you have been dying to try. But wait, what if you don't like it and want to unsubscribe? When does the special offer end? Does it matter? Well yes, unless you are happy to pay for the service once the special offer ends!

There are many ways we can unwittingly be trapped into signing up for services which we then forget about but they are still costing us money. The Competition and Consumer Protection Commission (CCPC) has some steps to help you avoid these traps:

Online subscription traps – what are they?

Subscription traps are when you sign up online or over the phone for free or low-cost trials, only to find you have been unwittingly locked into costly repeat payments.

Subscription traps come in many different forms – free trials, free for the first number of months or a special introductory price but there is more than one payment needed to get the product. Another 'trap' is where you might not be aware that you automatically roll-over into a new subscription once the original one has ended. Dating services, food and health supplements, cosmetics and healthcare are a few areas where you might get trapped by unwanted subscriptions.

How do you avoid them?

The devil is in the detail, so make sure to read the terms and conditions before

signing up. Often, when you sign up to an online service, you are entering into a contract and may be giving the company permission to take money from your debit or credit card on a regular basis. If you are signing up for a free trial, find out what happens after the free trial ends. In many cases you may need to cancel the subscription, otherwise the free trial may automatically roll-over to a paid subscription where you pay a monthly fee.

Always check the company's website to make sure it has listed its contact details such as its physical address, telephone number and email address. Never provide bank details to a company you don't know without doing your research. Search for the company online to see if there are any negative reviews and don't sign up if you have any doubts. You should be wary of companies who:

- aren't upfront about additional costs such as subscription fees;
- don't clearly explain how the subscription service works;
- hide the terms and conditions away on the site in hard to read grey text or fine print;
- make it difficult to cancel unwanted services;
- use pre-checked boxes that require you to actively opt out.

How often should you review your subscriptions?

Review your monthly bank or credit card statements and work out exactly how much you are paying for regular subscriptions. Ask yourself – am I benefiting from this service or do I even

use it? If the answer is 'No' then check if you can unsubscribe from it. If you have signed up for a period of time without realising it you might not be able to cancel until the term is up. Check your bank or credit card statement regularly for unexpected payments or charges.

How do you cancel unwanted subscriptions?

Very often subscriptions are set up as a recurring charge on your debit or credit card. These are different to direct debits as you can't cancel a recurring charge through your bank – you must get in touch with the company directly. Contact the company to cancel the recurring charge. This should be done in such a way that you have proof you tried to cancel.

Review your bank or credit card statements to make sure the recurring charge you have cancelled is no longer being taken from your account. If the company continues to deduct the subscription after you have tried to cancel it you should get in touch with your bank about the possibility of getting a chargeback on your card. You might need to give your bank proof that you have attempted to cancel through the company and been unsuccessful. For example, send the bank a copy of the emails you have sent to the company.

If all else fails your last resort may be to cancel your card and apply for a new one.

For more information visit the Competition and Consumer Protection Commission website at www.ccpc.ie

Authentic Christmas markets

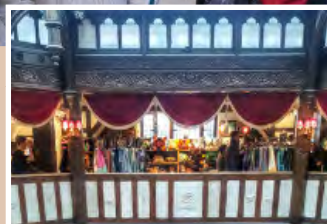
It's November and the last remaining Halloween sweets are gone. You need a distraction. Something to get you through until the Christmas break. How does the idea of exploring some Christmas markets sound? With so many to choose from, where do you begin?

Here are a few suggestions to get your Christmas shopping started early.

Let's be honest; Christmas markets, as festive as they can be, as ambient as the twinkly fairy lights are, as delicious as the wafting aroma of cinnamon and warm gluhwein is, they are just that, markets. How long are you going to spend at a market? A stroll around the plethora of traditional food stalls nestled alongside tables of artisan jams and chutneys, hand-carved wooden ornaments, decorations and hand-knit sweater gifts can keep us entertained for, at most, a couple of hours. I have included a few destinations with wonderfully authentic markets as well as a city to explore once your shopping is complete.

Where better to start the Christmas market tour than in the home of the markets themselves. Apparently Christmas markets date back to German speaking countries in the late Middle Ages and Advent is celebrated with the opening of markets and the beginning of the festive season.

Cologne, Germany: Markets open on 27 November and run to 23 December. Cologne has not one but seven Christmas markets scattered around the city. The most popular market is located in the shadow of the landmark cathedral where, as it would happen, a 'play and sing along' Advent service is held on 8 December. Children can bring their instruments and play along to the service. Under a spectacular Christmas tree, visitors can enjoy hot chocolate with a shot of amaretto, baked apples, cinnamon biscuits and a skating rink at Heumarkt. Once you are finished with the markets there are many museums, examples of gothic architecture and a chocolate museum to explore.



Above and right: Cologne Christmas market including enjoying the hot chocolater



Left and above: Winter Wonders market in Brussels

Fly direct from Dublin to Cologne from around €120, Friday afternoon to Sunday.

Belgium: Since Bruges and Brussels are only an hour apart on the train you get two for one with this visit. From 24 November to 31 December, the Winter Wonders market in Brussels opens a magical, seasonal market at the Grand Palace complete with food stalls, gift stands, a ferris wheel and carousel, as well as a light show to get you in the festive mood. This exquisite market setting really pulls out the stops and is a feast for the senses. Check out visit.brussels/fr/sites/winterwonders for a video on last year's parade and you will be scrambling to book your flights!

A Brussels Card costs €24/€32 (24/48 hours) and grants access to museums and public transport, and 50% off Hop-on-Hop-off tours. Helpful if you fancy exploring something other than the markets like the small (61cm) but iconic Manneken Pis statue and Planetarium of the Royal Observatory. Hop on the train to Bruges for about €14 and get your fill of Belgian waffles and beer at the vibrant Christmas markets in Market Square. At the time of writing, flights were under €100 return.

London, UK: For a closer to home visit why not check out Winter Wonderland at

Hyde Park. While entry is free you will find a number of payable attractions, such as Bar Hutte which is a karaoke and cocktails wooden hut with bar service. Perfect for a group of friends to while away a few festive drinks in crisp, London weather. Also check out Bar Ice, the chairs, tables and even glasses are made from ice and at a cool -10 degrees you will be thankful for the winter coat and gloves provided! There are kid friendly shows, a Santaland and fairground as well as an ice skating rink but, for skating in the city, my personal favourite is the Somerset House rink (which is featured in the opening credits of *Love Actually*). Tickets for Somerset House cost about £17 per adult for the basic skate package but there is the option to purchase a mulled wine and mince pie or champagne and chocolate fondue package. This spend can be balanced out by a visit to Regent Street, Oxford Street and Piccadilly Circus to see the always impressive Christmas lights for free.

Flights ex Dublin to London Southend cost, at the time of writing, €44 pp, not including checked luggage, Gatwick for €82.

CIARA MCNALLY teaches in Greystones, Co Wicklow. Check out Ciara's blog at mysuitcasediaries.org for more information.

Two ways with ... Avocado



Another food trend to sweep the globe is avocados. If food is fashion, then no runway would be complete without an avocado to hand. This fruit has gotten such good PR in recent years. Avocados have made a big come back and you know something is popular when it appears in

the frozen section of supermarkets. Yes, you can now buy frozen avocado.

If buying frozen avocados doesn't appeal to you, then plan your avocado eating in advance. Buy them a few days before you want them and allow them to ripen at home. Alternatively, buy them fully ripened but you will pay more for the luxury. Don't be tempted to eat them if they are hard as they lack their delicate flavour and, most importantly, their delicious creamy, buttery texture.

Why eat avocado

Avocados are packed full of vitamins and minerals. These help to fight off disease and infection. The dark green colour next to the skin is the most nutrient dense.

- ✧ They are the only fruit to contain fat, but it's 'good fat'. Monounsaturated fat helps to protect against heart disease, lowers blood pressure and helps to lower bad cholesterol.
- ✧ High in fibre, they help contribute to weight loss and reduce blood sugar spikes. Avocados have more soluble fibre than other fruit.
- ✧ Avocados contain more potassium than bananas. This nutrient helps maintain electrical gradients in the body's cells. Studies show that having a high potassium intake is linked to reduced blood pressure, a major risk factor for heart attacks, strokes and kidney failure.
- ✧ A good source of vitamin B6 and vitamin E, avocados are needed for beautiful healthy skin and to give you energy.

Avocado, mango and strawberry smoothie shots

This is a cross between a yoghurt and smoothie. Depending on the time of year, it can be made with all fresh or all frozen fruit. Makes 6–8 portions.

Ingredients

- 1 ripe avocado – fresh or frozen
- 2 tablespoons lemon or lime juice
- 1 ripe mango – fresh or frozen
- 200g frozen strawberries
- 100g vanilla yoghurt
- 3 leaves gelatine

Method

- 1 Cut the avocado in half and scoop out the flesh. Pour the lemon juice over and roughly mash it up with a fork.
- 2 Peel the mango and cut the flesh around the flat stone in the centre. Chop into cubes.
- 3 Put the avocado, mango, frozen strawberries and 50g of the vanilla yoghurt into a blender. Blend until it is very smooth.
- 4 Soak the gelatine leaves in cold water for about five minutes until they are soft. Squeeze off any excess water. Place into a small microwavable bowl and heat for 30–40 seconds until the gelatine is completely melted. Stir in the remaining vanilla yoghurt and mix until very smooth.
- 5 Add the gelatine mixture to the avocado mixture and blend for 15 seconds.
- 6 Pour into small containers and cover it with a tight fitting lid or cling film.



Avocado and cumin chicken salad

This is a quick and super simple salad to make. Serves 2.

Ingredients

- 1 chicken fillet
- 1 tablespoon rapeseed oil
- 1 teaspoon ground cumin
- 1 avocado – ripe
- 1/2 lime
- Rocket and baby spinach leaves
- 3 tablespoons natural yoghurt
- 1 tablespoon sweet chilli sauce
- Seasoning salt and pepper

Method

- 1 Cut the chicken into strips and place into a small bowl. Add in the oil and cumin until the chicken is coated. Leave to marinade for at



least 30 minutes.

- 2 Heat a non stick frying pan to medium high. Season the chicken strips, then cook on one side for 3–4 minutes, then turn them over and cook for another 2–3 minutes until they are fully cooked in the middle.
- 3 Cut the avocado in half. Then, with a spoon, scoop out the flesh and cut into slices. Squeeze the lime juice over the avocado.
- 4 Place the rocket and baby spinach leaves into a large bowl. Sprinkle in the chicken and avocado.
- 5 Mix the natural yoghurt and sweet chilli sauce together. Then drizzle over the salad. This salad can be eaten hot or cold. Eat it on its own or add some personality by adding a few extra ingredients. Here are a few ideas:
 - Add a punch of protein – crumbled feta cheese.
 - Stretch it out – orzo pasta.
 - Dress it up – crispy pancetta.
 - More texture – throw in toasted cashew nuts.
 - Need your five a day – add semi-sundried tomatoes, red onion and blanched green beans.



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.



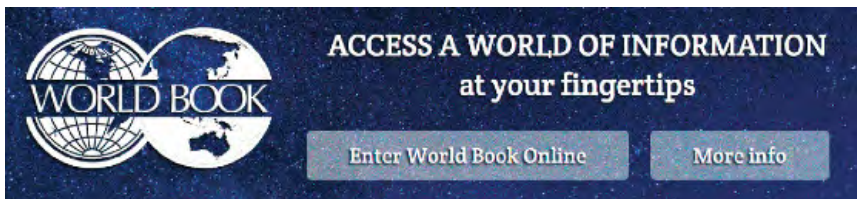
LOUISE LENNOX is a top chef and food broadcaster on TV and radio here in Ireland and has a background in nutrition and children's food media production. Aisling and Louise joined forces a few years ago and created Foodoppi.

Teaching matters

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

Providing digital resources for the classroom and home

World Book Online is now free to use anywhere in the Republic of Ireland



All schools, teachers, parents and students in Ireland have free access to *World Book Online* through Scoilnet. The online version of the encyclopaedia provides the content of the 22 traditional volumes, so often seen on the shelves in libraries and schools, along with additional multimedia elements and online tools aimed specifically at learning and teaching. World Book content is clear, easy to understand and age related to help learners master the basic concepts of many subjects.

Users accessing the service through Scoilnet will see differentiated learning platforms aimed at various age ranges.

Early World of Learning

Ages three to six

- ◆ Features interactive image-based navigation.
- ◆ Provides Lexile levels for reading.
- ◆ Contains hundreds of games, videos, printable activities, classic stories and nursery rhymes.

World Book Kids

Ages 7-11

- ◆ Includes image-based navigation along with intuitive iconography.
- ◆ Contains thousands of easy-to-read articles with a text to speech function and embedded multimedia.
- ◆ Features biographies, maps, games, explorations to introduce STEM topics and compare / contrast capabilities.

World Book Student

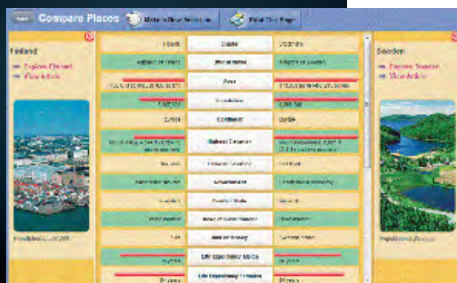
Ages 12-15

- ◆ Enhances articles with multimedia and related resources.
- ◆ Includes research tools, citation builders and how-to guides.
- ◆ Features real time current events and geographical resources.

Comparing and contrasting

One of the most popular tools within *World Book Online* is the 'Compare Places' feature which allows the pupil to compare countries, continents, US states, and dependencies. The information is presented in a clear visual manner with the differences in size, population and climate easy to distinguish and contrast.

The comparison tool is also available in the 'World of Animals' section within *World Book Kids* where it is possible to compare from a range of options, including birds, bugs, mammals, fish and even prehistoric animals. Aside from the visual display, readers also have the option of reading the main *World Book* article on the elements they are comparing.



Great for science



World Book is also fantastic for introducing pupils to the world of science. One of the main objectives of the SESE science curriculum is to develop among pupils an interest in and curiosity about the world through the study of living and non-living things. The 'Science

Projects' area within the 'Kids' section is an ideal place to start a class on their journey of scientific exploration with its mini experiments on aspects of plants, animals, the human body, matter and energy, the planet and microscopic life. Take the 'Plants' section as an example – it contains 10 experiments on topics like roots and shoots; what makes the grass green? Do plants like salt? What happens to seedlings in the dark? The experiments are laid out in a clear and child-friendly way with a simple introduction and a step-by-step guide and, most importantly, the materials needed to do them are everyday items making it really easy to set up from a teacher's perspective.

This article has only scratched the surface of how a teacher might engage with *World Book Online*. The entire service, which is updated in real time and curated for each learning level, contains almost 100,000

articles, 1,600 audio clips, 25,000 images, 7,000 maps, and 3,500 animations/videos. There is a lot there for everyone and it is completely free through Scoilnet. See www.scoilnet.ie.

Written by Patrick Coffey, PDST Technology in Education.

PDST TECHNOLOGY
IN EDUCATION

Promoting and supporting the integration of ICT in education

Luke Kelly

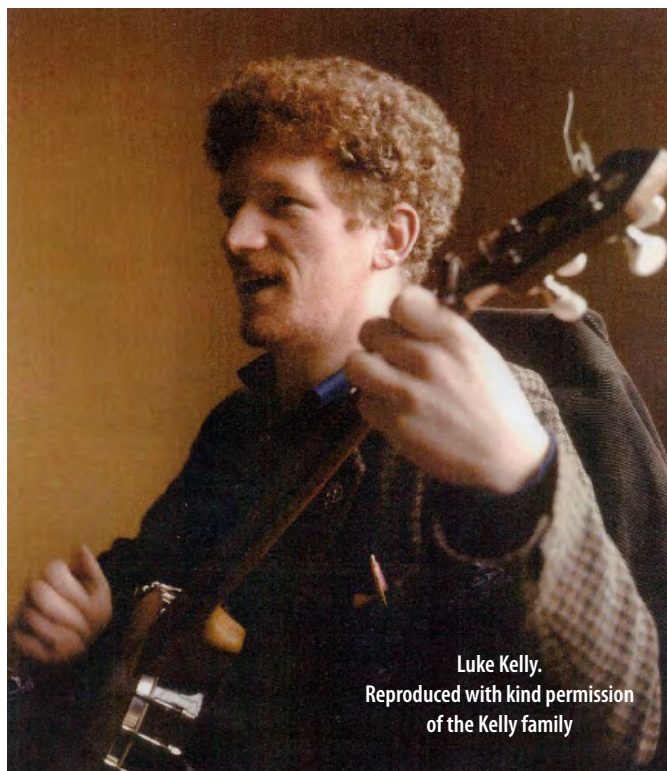
Balladeer, musician, activist, trade unionist and Dubliner

The first burial to take place in Glasnevin Cemetery was that of a young boy named Michael Carey. Unfortunately, like many of his contemporaries in nineteenth-century Ireland, Carey died from tuberculosis. His headstone sits at the old entrance to what began as a Victorian garden cemetery, and now contains 1.5 million internments (a number larger than the present population of Co Dublin). As you walk amongst the tombs, the Celtic crosses, the marble and the limestone, you come across one headstone that reads, 'Luke Kelly, Dubliner'. This month's article remembers Luke Kelly, a great balladeer, musician, activist, trade unionist and, of course, Dublin native.

Born in 1940, just off Dublin's main thoroughfare, Luke Kelly spent his childhood in Sheriff Street and later in the St Laurence O'Toole flats after his family was the first to be housed there. Kelly was the second oldest of six and was named after his father, who worked in Jacob's biscuit factory. His mother Julia had also been reared on Sherriff Street. Interestingly, Kelly's father was the youngest victim of the infamous Howth gun-running in July 1914. Aged 10, he was wounded when British soldiers opened fire on a crowd who stoned them on Bachelor's Walk.

As was the norm for many, Kelly left school at 13 and worked in a variety of jobs such as a docker, labourer and factory worker. A keen sportsman, he played for Home Farm FC and a chance offer at the club led him to a job as an apprentice house-painter. This didn't last long but, reportedly, he did manage to do some painting at Áras na Uachtaráin.

As the Irish economy floundered throughout the 1950s, Kelly became part of the emigrant throng and, in 1958, joined his brother on the building sites of Britain. Concurrently, the folk scene was gaining ground and the music,



Luke Kelly.
Reproduced with kind permission
of the Kelly family

coupled with the leftist cause of many lyrics, attracted Kelly. He learned to play the banjo and began to earn his way through gigs and busking. He became involved with the Connolly Association, a society for emigrants in England, and the Young Communist League.

On his return to Dublin in the 1960s, Kelly became a central figure in the folk scene in Ireland and the popularity of the backroom sessions in O'Donoghue's pub grew as he played alongside Ronnie Drew and Barney McKenna. These three would later be joined by Ciaran Bourke and John Sheahan. Drawing inspiration from the writings of James Joyce, they dubbed themselves 'The Dubliners'. They toured extensively and played to packed venues throughout Europe, America and Australia.

Testament to the group's talent and versatility was the variety of its material. There were well-known ballads, rebel songs and tunes such as *The Black Velvet Band* and *Seven Drunken Nights*, which was banned by RTE in 1967 for offences against public decency. Its success in Britain saw the group appear on *Top of*

the Pops. There were songs that Kelly wrote or made his own that reflected his political views. Examples include, *For What Died the Sons of Roisin?*, *Freedom Come All Ye* and the great American labour anthem, *Joe Hill*, which recounts the execution of a union leader.

Additionally, Kelly performed at many benefit performances to support causes such as trade-unionism, housing and civil rights. Then there were also more personal songs such as *Scorn not his Simplicity*, written by their manager Phil Coulter, after Coulter's son had been born with Down Syndrome. To this day, Kelly is synonymous with Patrick Kavanagh's *Raglan Road* and it is regarded by many as the definitive version. It is said that, after hearing

Kelly's remarkable voice in a pub session, the poet requested that he sing his poem and had it set to the air of *The Dawning of the Day*.

In 1980, Kelly was diagnosed with a brain tumour and underwent surgery. Throughout 1982-83, he made occasional on-stage appearances with 'The Dubliners' and the final song he recorded was *Song for Ireland*. During a tour of Germany he collapsed and later passed away in Richmond Hospital on 30 January 1984. He was just 43 years old. As Ronnie Drew stated, "I think he was the best we ever had". The words on his headstone say it all, 'Luke Kelly – Dubliner'.

MICHELLE O'CONNOR, Education Officer and Teacher Liaison at Glasnevin Cemetery Museum, Finglas Road, Dublin 11. Web: glasnevincemetery.ie. Tel: 01 8826550. Email: museum@glasnevintrust.ie



FOUNDED IN 1928

**GLASNEVIN
CEMETERY MUSEUM**

How does your garden grow?

I once read that, "... along with milk and vegetables, children need a steady diet of rocks and worms – holes need digging, water needs splashing, bugs and frogs and slimy stuff need finding". This conjures up a picture of children learning actively and in a fun way.

A visit to the school garden in Scoil Ursula, Blackrock, Cork, shows the opportunities afforded to learn in the outdoors and the value of providing this type of learning environment for children and their families.

Family Learning Programmes are initiatives used in DEIS schools and facilitated by the home school community liaison coordinator (HSCL) which aim to encourage family members to learn together and from each other. Parents and family members learn how to support their children's learning and develop confidence in their own capacity to fulfil their role as primary educators. Adults and children are united in positive educational experiences. Parents join with teachers in a true spirit of partnership, each with a common goal, namely the development of the child.

The school garden is a wonderful way to involve parents and children in a Family Learning Programme. The project aims to develop literacy and numeracy skills within families, in particular those who have had difficulty accessing education through the traditional routes. It transforms the outdoors into a classroom, connects learners with the natural world and the true source of the foods we all eat. Valuable gardening concepts that

integrate with several subjects, such as maths, science, art, health and physical education are taught. Social skills evolve when team work, social consciousness and personal responsibilities are developed. Children and family members experience learning in a friendly, informal context and develop an awareness of a more sustainable way of living that can be replicated in their own homes.

How does it work?

Parents/family members are invited by the HSCL to join a class each year and work in the garden over a number of weeks. This group works cooperatively to maintain the existing garden but also focuses on developing a new aspect to the garden annually. Specific projects to date have included:

- ✦ developing a pond;
- ✦ a fairy garden for our younger pupils;
- ✦ insect hotel and ladybird apartments;
- ✦ building a fence; and
- ✦ including certain sensory elements in the garden (to support the learning of all but especially ASD pupils).

Children, together with their parents and family members, record their learning by completing specifically designed

worksheets in garden booklets.

Over the course of four years, through the combined efforts of pupils, parents and staff, a grassy patch beside the playground in Scoil Ursula has been transformed into a beautiful garden approximately 6 by 15 metres. It houses vegetable beds, fruit bushes, apple trees and a herb garden as well as habitats created for local wildlife. Pupils hunt for bugs in the insect hotel and ladybird apartments as well as hoping that someday a hedgehog will move into the hedgehog campsite. Our wildflower patch is full of butterflies and bees during the summer and birds are fed throughout the winter. A newly constructed pond has matured over time and is a great nursery for tadpoles, most of which grow into frogs and cause havoc on the playground!

During the year, each class plants seasonal vegetables, composts their left-over lunches and uses the garden to learn all about the environment and the plants and animals we share it with. At the end of each school year, vegetables are harvested and sold. The money is used to buy new seeds for the following year's crops. Children record the weather each day using the instruments in the weather station. The garden is also used as an

" You need to know only three things to run a successful school garden:

- 1 how to cultivate people,**
- 2 how to cultivate plants, and**
- 3 where to go for help."**

Guy et al, 1996.



Working in the school garden in Scoil Ursula, Blackrock, Cork





alternative venue for reading, writing and discussions.

"You need to know only three things to run a successful school garden:

- 1 how to cultivate people,
- 2 how to cultivate plants, and
- 3 where to go for help."

Guy et al, 1996.

These three concepts are central to developing and maintaining the Scoil Ursula garden. Running a school garden requires horticultural knowledge coupled with enthusiasm, good organisation, people skills and a little common sense. Any school with even the tiniest green patch and interested personnel can develop a garden.

There are some issues that need to be addressed from the start. The following questions are ones to be considered in any school:

Who will be responsible for the garden?

The garden project can be initiated by interested individuals on the staff. A working group comprising this lead teacher, pupils in her class, the caretaker and parents supported by the HSCL coordinator started the work four years ago. This group met for an hour each week over eight weeks and began to transform the grassy patch adjacent to the school playground. Cork Education and Training Board (ETB) funded a gardening tutor. Since then, a specific family learning project runs from four to six weeks annually to develop new aspects of the garden and to ensure the garden is maintained. Our parents have a sense of ownership of the garden and willingly help out. Weeding, planting and general maintenance require constant monitoring outside the designated project period. To ensure smooth running and whole-school ownership of the garden, each class in turn volunteers to tend to the ongoing maintenance and planting on a monthly basis throughout the year.

What does a school need to start a garden area?

The garden can be anything from some Gro Bags, raised beds or a designated

green site area. Once the size is decided upon, the cost of tools, equipment, seeds, plants, etc. can be modest. Most schools have basic equipment and tools but staff and parents can bring garden tools from home. Parents used their own skills in horticulture, carpentry, construction and design to assist with building a fence, bird tables and pond, painting walls and planting. An appeal to the whole school community resulted in the acquisition of old pots, plants, timber and artefacts for décor which were recycled and upcycled. Mothers participating in a HSCL craft course designed and created ceramic toadstools for the fairy garden. Some monies from the HSCL grant and the office were also used and there were no labour costs. The total financial cost of the development of our garden over the four years to date has been €1,500.

How can the school garden be supported by the wider community?

- ✎ Local ETBs can fund environmental tutors to advise, work with parents, staff and pupils and support the project.
- ✎ Outside speakers, for example, staff from Future Orchard Trust can educate on issues e.g. apple growing and juice making.
- ✎ Native Irish trees were donated by the 'One Million Trees in a Day Project', a not-for-profit community and environmental initiative which aims to plant a million young native trees across Ireland.
- ✎ The environmental department of local councils can be approached. Our garden receives woodchip for mulching annually from Cork City Council.
- ✎ Local businesses can be approached for sponsorship or discounted materials.

How can a school garden benefit the wider community?

- ✎ Families have used the skills learned to start or develop their own gardens in the local community.
- ✎ The garden was open to the public on two occasions for the annual Cork

Lifelong Learning Festival. During these visits, a working group of parents, pupils and staff were on hand to demonstrate gardening skills.

- ✎ Post-primary students from the local school have visited the garden to supplement their home economics and biology curricula.
- ✎ Awareness of the environment is increased among our families and those who visit.

What are the outcomes of developing a school garden?

A lasting spirit of partnership between home and school is fostered with a sense of pride, pleasure and achievement evident. The garden has provided an outlet to nurture the children's curiosity to explore the outdoors. Children and their families are learning, communicating and working cooperatively, asking relevant questions, learning new skills and making scientific discoveries. The garden is linked to the school curriculum. Gentleness and respect for the soil and young plants is fostered even in the most boisterous of pupils. Above all, the garden embraces the importance of healthy minds and healthy bodies in all who are involved.

As the garden develops, we hope to instil an appreciation and interest in the environment that children and their families will carry with them into their own homes and for the future. Our aim is to impart knowledge of where food comes from and the importance of avoiding food waste, skills to grow their own fruit, vegetables and herbs, and a commitment to care for and treat wildlife with respect and to value similar spaces within the wider community.

Happy gardening to all!

EILEEN NOLAN recently retired as HSCL Co-ordinator in Scoil Ursula and Gaelscoil Mhachan, Blackrock, Cork. Eileen's ideas will be included in a new book on working in partnership with families by Dr Sandra Ryan, Mary Immaculate College and Carol Lannin, Regional Coordinator, HSCL (2006–2013). The book is due to be published later this year and is funded by the TED Project, CDU, MIC.

'Best' practice?

In the early days of my teaching career, Teacher Professional Development was known as 'inservice'. Continuing Professional Development (CPD) hadn't been invented at that point. This was an occasional day away from the classroom when all things new, shiny and modern were delivered to an audience, receptive, hungry, willing and eager to learn. There were few education centres back then and sometimes the venue could be the nightclub area in the local hotel. The stench of stale beer and cigarettes was sometimes almost as annoying as your foot practically sticking to the carpet as you walked across the floor. There was no smoking ban. The lingering odour of dead smoke emanated from the walls, floors, carpets and the odd ash tray that the cleaners had somehow missed during their 4 a.m. sweep. But, it was inservice!

At one of my first inservice days, I made my way to the local venue – an opportunity to meet with some new teaching colleagues from other schools; an opportunity to share ideas; an opportunity to learn something new; an opportunity for self-development. However, very early in the training I became fixated on two words that floated through the air like a noxious odour when it was suggested that we were being introduced to 'best practice' and that really, this was the way we should do things from then on.

That term stuck in my throat on that day and, to be honest, it still irritates me every time I hear it being mentioned today. Invariably, I still hear it quite a lot and I still interject with my thoughts on the said subject matter.

What is best practice? Well, a cursory search through a major search engine (you can guess which one) will suggest something akin to "a method or technique that has been generally accepted as superior to any alternatives because it produces results that are superior to those achieved by other means or because it has become a standard way of doing things..."

My difficulty essentially stems from the use of the word 'best'. This suggests a pinnacle, the top point, the summit – the end of the road has been reached. For me, in terms of education and improving the teaching, learning and

assessment that occurs in Irish schools and classrooms, best practice only provides a limitation on the ability to consistently improve. As educators, should we not strive to consistently change, adapt, develop, build, improvise, expand, explore, refine and improve all of the skills and knowledge required of the teaching profession? How can we do this if we are handed 'best practice'?

Additionally, where did the 'best practice' label come from? Who awarded it the quality mark? Who said it was up to standard? Did the model come from another country and does it 'fit' in an Irish context? I'm sure there are many examples of practice which qualify as 'best' in their country of origin, however,



they may not entirely be best practice in a small two-teacher school in rural Ireland.

I'm sure the making of wooden wheels may have been best practice at some stage. I'm equally sure that the quill was best practice – before the pen. Could the construction methods used in the Titanic be considered best practice? Possibly, they were at that time. But, the one thing about these examples is that they have all been superseded by something better.

Surely the term we should, or must, change to is 'leading practice' and then frame it within the learning context from which it emerged. 'Leading' suggests it is in front at the moment, it is in the lead, it is the direction that many take, but leading can also be surpassed. Using the term 'leading' would have two advantages:

- 1) It would allow professional educators to realise that the said recommended practice is leading – it is not the be all and end all. It is where professional colleagues have agreed, through evidence-based research or otherwise, that this method appears to be the most beneficial methodology at this particular point in time. It acknowledges that it is not the one and only way that this activity has to be undertaken.
- 2) It leaves room for others to manipulate, change, adapt and develop the methodology in question to suit their teaching, learning and assessment context. It provides room to improve, it gives people an opportunity to add their professional expertise to current thinking and possibly build on it to improve it even further.

I would suggest we need to stop using 'best practice' and need to adapt the flexibility to use and develop 'leading practice' to suit our classrooms and our students. I have no problem with taking proven ideas and then allowing people build, develop, share and improve on practice. Indeed, I would suggest that while evidence-based research and programmes are of immense value in the correct context, we also need to take leading practice and mould it for our use. However, we also need to develop leading practice from the ground-up. Why should leading practice be developed solely in Finland, New Zealand, Canada, or any other country? Why can't we develop leading practice here in Ireland?

Ireland is a very creative country. Through the centuries we have been responsible for giving the world such valuable inventions as the submarine, the ejector seat, colour photography, the Beaufort scale, a cure for leprosy and the world's largest telescope, to mention but a few. We obviously were not content to accept best practice; we pushed the boundaries with leading practice. In education, should we really be using best practice?

Dr FRANK WALSH, is the director of Athlone Education Centre and co-founder of Excited, the Digital Learning Movement.

Strong maths skills at primary level and positive student-teacher relationships at second level are key to transition

Growing Up in Ireland last month published a new report from the study on young people's transition from primary to second-level education: *Off to a Good Start? Primary School Experiences and the Transition to Second-Level Education*, by Emer Smyth, ESRI.

The transition to second-level education is a major landmark in young people's lives, as they adjust to new teachers, new school subjects and new friends. This report looks at the way in which primary school experiences can provide a crucial foundation for a successful transition to second-level education.

The findings are based on interviews conducted with young people when they were nine and 13 years of age, as well as interviews with their parents and questionnaires completed by their principals and teachers. The report emphasises young people's own views and perspectives, highlighting important issues for policy development and school practice.

Transition difficulties

- Most young people settle well into the new school but around a fifth are anxious about making new friends and miss their primary school friends.
- Young people become less confident about their own academic abilities as they move into second-level education and face new academic demands.
- Girls experience greater transition difficulties than boys. Transition difficulties are greater among those from more disadvantaged backgrounds and among young people with special educational needs.
- Children who were better at maths at the age of nine settle into second-level education more easily, while those who disliked their primary teacher or school subjects become less confident over the transition period.
- Social relationships play a protective role over this period of change. Young people have fewer transition difficulties if they have more friends and if they have better communication with their parents. The quality of interaction with second-level teachers plays a crucial role: those who receive frequent praise or positive feedback from their teachers settle in better while those who are 'given out to' or reprimanded more often lose self-confidence in their



ability to do schoolwork.

Attitudes to school

- Thirteen year olds are broadly positive about school; 66 per cent of girls and 57 per cent of boys like school 'very much' or 'quite a bit'.
- More negative attitudes to school and poorer levels of school attendance are found among those from families with lower levels of education and from lone parent families.
- Young people with special educational needs have more negative attitudes to school than their peers.
- Primary school experiences set the tone for later experiences; young people who were already negative about school, their teachers and school subjects at the age of nine are more likely to be negative about their experiences within second-level education. Those with low reading test scores at nine are more negative about school at the age of 13. Having low maths test scores and more negative attitudes to maths at the age of nine are found to be particularly important in shaping later engagement with the subject.
- Second-level school experiences also significantly influence attitudes to school and school subjects. Relationships with teachers are crucial, with more negative attitudes to school and school subjects found among those who received more reprimands and less positive feedback from their second-level teachers. Finding second-level subjects, especially maths and

Irish, uninteresting and difficult also seems to fuel a negative attitude to school.

- Second year students are found to be more negative about school than those in first year.

Implications for policy

- The study findings indicate the importance of providing an engaging primary school experience for all as a basis for later engagement. Early experience of maths emerges as particularly important, pointing to the potential value in rethinking approaches to maths teaching at primary level to enhance interest and skills.
- The findings point to challenges in ensuring the inclusion of young people with special educational needs in mainstream second-level schools, with significant differences from their peers in attitudes to school, academic self-image and engagement with school subjects.
- Young people's experiences and outcomes are shaped by their social background. The majority of students from disadvantaged backgrounds do not attend DEIS schools, highlighting the importance of providing some assistance for disadvantaged groups across all schools.
- The dip in student engagement found in second year reinforces the case for junior cycle reform and for the use of a broader repertoire of teaching and assessment methods to engage young people. The findings highlight the importance of underpinning such reform with a more positive school climate, with a move away from the use of more negative sanctions which appear to further alienate young people.

The INTO general secretary Sheila Nunan welcomed the publication of the report stating it showed clearly the need to invest in learning support for mathematics at primary level. She said primary teachers had been calling for such a service for years to provide support for learning difficulties in the area and thus reduce the early development of negative attitudes towards mathematics. She said the development of a fully staffed learning support service for mathematics should be a key target in the Minister's action plan for education.

Read report at www.esri.ie/pubs/BKMNEXT343.pdf

The rise of anxiety in primary

Barbara Deasy outlines some causes and what teachers can do to help?

I am a primary school teacher with more than 20 years' experience. When I began my teaching career, the job was about teaching children information and promoting their self-esteem. Now it has become a much more complex profession.

Children's anxiety levels have risen to such an extent that teachers now have to train in anxiety management. Our job as primary school teachers has always been about the holistic development of the child, promoting their talents, assisting with difficulties. However, more and more of our teaching time is now being used to aid children in coping with daily life. In general terms, children are presenting as being more fearful, more anxious and less able to deal with the ordinary problems of life. I wondered why?

I looked at published research which catalogues a rise in the anxiety levels of primary school children and seeks to find causes. Out of many possible causes, there were three which stood out for me:

- a) a common sense of powerlessness;
- b) media promotion of fear; and
- c) less face-to-face communication.

I also thought about some ways that we as teachers can help the anxious children in our care.

Much American research shows that people, generally, feel less in control of their future than was the case 50 years ago. One factor influencing this sense of powerlessness, is a pervasive feeling of fear, which is driven by a 24 hour, non-stop news feed into our homes. I wanted to find out if this caused problems for the children in our school of just over 200 children, located in the countryside.

In 2016, I conducted an informal survey on 31 fourth class students in my own school, in order to measure their levels of fear regarding news items. Nine of the children said that they were very scared of being "robbed", "taken away", or "stolen" and that this fear had stayed with them. Three children were afraid of terrorists shooting them. One child stated that he was afraid on holiday, as the family was near a country at war. Another child said that he was afraid because a man had "gone to town punching people." He feared that this could also happen to him. In essence, almost half of the class were experiencing fear related to news items.

What struck me with regard to this was that, in the case of children's fears about being abducted, for example, no one had told them how rare such an event was. The impression that they were left with was that such an event was common. The reality is that only 2% of all violent crime in the US, committed against children under the age of 18, involved kidnapping and most of those incidents involved family members.

Developing an ability to preserve one's safety is very important for all of us, along with the knowledge that all people are not good. I was concerned, however, that the other side of this equation is not often emphasised. Most people are not bad and dangerous. The world is not always a scary and terrible place.

How do we expect children to go out into the world and make their own way independently if this is the perception that they have? I believe that that fear induced by the news media, promotes a sense of powerlessness and anxiety in our children. How do we tackle this?

Rapid changes in society have also impacted on children's anxiety levels. One area in which society has changed is how we communicate. Communication is vital for the social and emotional development of all people. Talking with another person is a method of working out what we are thinking and feeling. This is why people speak with psychologists, when suffering from anxiety.

For children, talking with a trusted adult is a chance for them to show how they perceive the world around them and helps them to make sense of the world. If they are fearful, fears can be allayed. Now that many parents must work long hours due to economic conditions, time for face-to-face conversations with children is more limited than ever before. Parents are led to believe that the best thing for their children is constant activity, with little 'down time'. But, with all the activity, does anyone know how the children are feeling? Can children even express what they are feeling any more?

There are many causes of high anxiety in children but how can we as teachers help in the face of this anxiety?

One way forward for schools, is the implementation of a resilience

programme, such as the 'Friends for Life' programme, written by Paula Barrett. Resilience is the ability to recover from emotional upset and also the ability to solve problems for yourself, or recognise when you need help to solve problems.

In our school, we found this programme to be very good but in the context of an overloaded curriculum, it took too much time for us to implement. Therefore, our NEPS psychologist, Claire Costello, and I developed and piloted our own resilience programme, which was also based around the concepts of Cognitive Behavioural Therapy. We used questionnaires to measure resilience pre- and post-implementation of the programme. The children selected for the pilot programme were from sixth class and all had some difficulty coping with worry, as determined by our pre-screening measures and discussions with parents.

Our research proved that the eight week programme formulated was successful in increasing resilience in four out of five children who participated. We were particularly happy that, in those four cases, three children had increased their scores on "I am able to deal with most situations" by up to 30%. This resilience programme was introduced to fifth and sixth classes and got a very positive response from parents and teachers. Due to the fact that the children were encouraged to discuss our class work with their parents, both home and school worked together on decreasing anxiety levels in all children. Anxiety became something that was discussed openly and this, in itself, acts as an antidote to worry.

Developing some resilience aided the children in feeling more powerful. Children realised that they may not have full control over all that happens to them but that they do have some control over their reactions to these situations. Thinking about and expressing emotion was vital. Techniques were given to assist in moving on from negative emotions/ thoughts to more positive emotions/ thoughts and behaviours. Groupwork drama and discussion were included, therefore it was fun. Great opportunities were provided to communicate face-to-face with peers and understand that all people have problems.

school children

Teachers can address media induced fear, even anecdotally. Children can be reminded now and then that the media concentrates on bad news, but that there are good people in the world and good things happening in the world. They can be part of that.

The SPHE programmes, which we teach in order to keep children safe, need to be modified. Children need to be taught practical, sensible ways of staying safe, while being encouraged to feel that the world is not always, a scary, dangerous place. Pervasive fear causes anxiety but knowledge of reality can mediate that anxiety.

However, if resilience programmes are to be implemented properly and

consistently, training for teachers needs to be provided. If media induced fear is to be tackled, a module of the resilience programme needs to be about this. If SPHE is to be modified, proper discussions need to take place with the Department about what can be left out of the curriculum to facilitate tackling anxiety. A serious discussion about educational priorities needs to take place.

We, as teachers, cannot change society, the media and the fact that children will face difficulties in their lives. We can, however, influence their reactions to these anxiety inducing factors.

We do this in the hope that less anxious children will become happier adults and feel in control of themselves and their

own levels of anxiety, even if they cannot control the world around them. As teachers, we must no longer just impart information and develop self-esteem but prepare our children for a fear-filled world, with the confidence that they have the ability to cope and to thrive.

Resilience programmes, media discussions and SPHE can assist us. We sometimes forget though, to tell children occasionally that we, as teachers, can be anxious and worried and that this is ok and normal. A small comment now and then may go a long way towards making a difference to the life of an anxious child.

BARBARA DEASY teaches in Goggins Hill NS, Ballinhassig, Cork.

References

- Cohen, Lawrence J. (2013). The Drama of the Anxious Child. *Time magazine*, 26 September (2013).
- Barrett, Dr Paula (2005). Friends for Life – Pathways Health and Research Centre, Australia. Introduction to *Friends for Life Programme Manual 2005*.
- Kessler, et al. (2005). Lifetime prevalence and age-of-onset distributions of DSM4 in the National Comorbidity Survey Replication: Anxiety disorders are the most frequent mental disorders in children and adolescents. *Archives of General Psychiatry*, 62, 593-602.
- Neil and Christensen, (2009). Efficacy and effectiveness of school-based prevention and early intervention programs for anxiety. *Clinical Psychology Review*, 29, 208-215.
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 80(1), 1-28.
- Twenge, Zhang, Im (2004). It's Beyond My Control: Cross-Temporal Meta-Analysis of Increasing Externality in Locus of Control, 1960-2002. *Personality and Social Psychology Review*, (2004), Vol. 8, No. 3, 308-319.
- Wilson Barbara J. (2008). Media and children's aggression, fear and altruism. *The Future of Children Journal*. Princeton University, Vol 18, No. 1, Spring 2008.

As teachers, we must no longer just impart information and develop self-esteem but prepare our children for a fear-filled world, with the confidence that they have the ability to cope and to thrive.



Ireland: women, men and

Last month, the Central Statistics Office published *Women and Men in Ireland*.

The report helps to:

- identify important gender differences in the activities of men and women;
- assist users to identify the underlying

reasons that explain these differences;

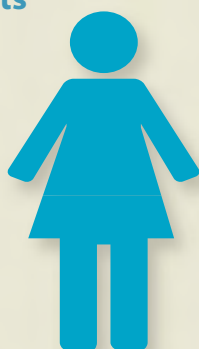
- present the situation in Ireland in an international context.

The 73 indicators used in the web-based report are presented under five themes

including society, employment, social cohesion and lifestyles, education and health.

Most indicators are presented in both a national and international context.

Some key facts



Women



Men

Irish women are more likely to have a third-level qualification than men

Less than a quarter of TDs were women in 2016

Most workers in health and education were women in 2016 ...

The vast majority (98%) of those who were looking after home/family in 2016 were women ...

... while most workers in Agriculture, Construction and Transport are men

... although the number of men looking after home/family nearly doubled in the 10 years up to 2016, rising from 4,900 to 9,200

Men have a higher rate of employment and also unemployment

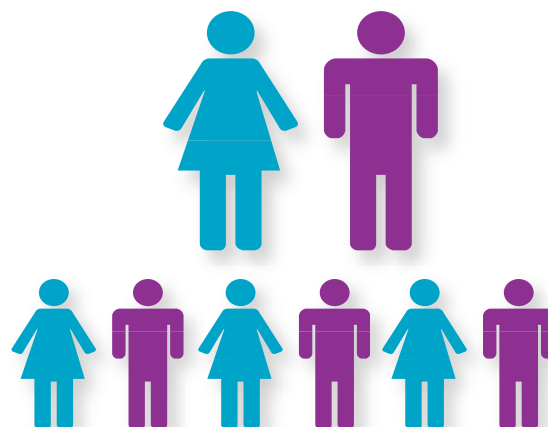
Four out of every five people in prison in 2014 were men

Education

The early school leavers' rate among women aged 18-24 in 2016 was 4.8%, lower than the rate of 8% for men.

More girls than boys sat higher level papers in the Leaving Certificate exams in English, French, Irish, Biology, Chemistry, Art, Home Economics and Music in 2016.

More boys than girls took the higher level papers in Mathematics, Physics, Construction Studies, Design and Communication Graphics, and Engineering.



more than four out of five (82.4%) graduates in Engineering, Manufacturing and Construction were male in 2016 while 79.3% of graduates in Information and Communication Technologies were male.

Women represented more than three out of four (76.4%) graduates in Health and Welfare and 71.4% of graduates in Education.

Women are more likely to have a third-level qualification, with over half (55.1%) of women aged 25-34 having a third-level qualification in 2016 compared to just 42.9% of men in this age group.

the teaching profession

Ireland: Teachers 2006–2015

Women accounted for 87% of teachers at primary level in Ireland in 2015, an increase of 4.1 percentage points since 2006.

At second level, women accounted for 71% of teachers in 2015, which was an increase of 8.9 percentage points since 2006.

Classroom teachers 2006–2015

| YEAR | ISCED* 1 PRIMARY | | ISCED 2–3 SECOND LEVEL | |
|-------------|---------------------|-------------|---------------------------|-------------|
| | MEN | WOMEN | MEN | WOMEN |
| 2006 | 17.1 | 82.9 | 37.9 | 62.1 |
| 2007 | 17.8 | 82.2 | 37.9 | 62.1 |
| 2008 | 17.2 | 82.8 | 36.3 | 63.7 |
| 2009 | 15.3 | 84.7 | 36.6 | 63.4 |
| 2010 | 15.1 | 84.9 | 35.3 | 64.7 |
| 2011 | 15.1 | 84.9 | 34.9 | 65.1 |
| 2012 | 15.1 | 84.9 | 31.7 | 68.3 |
| 2013 | 13.7 | 86.3 | : | : |
| 2014 | 13.1 | 86.9 | 29.0 | 71.0 |
| 2015 | 13.0 | 87.0 | 29.0 | 71.0 |

Source: Eurostat
*The International Standard Classification of Education

Classroom teachers and academic staff 2015

| COUNTRY | ISCED 1 Primary | | ISCED 2–3 Second level | | ISCED 5–8 Third level | |
|----------------|--------------------|-------------|---------------------------|-------------|--------------------------|-------------|
| | Men | Women | Men | Women | Men | Women |
| Denmark | 30.9 | 69.1 | 43.6 | 56.4 | 58.8 | 41.2 |
| Greece | 29.8 | 70.2 | 41.7 | 58.3 | 67.3 | 32.7 |
| Luxembourg | 24.2 | 75.8 | 46.9 | 53.1 | 62.1 | 37.9 |
| Spain | 23.8 | 76.2 | 43.1 | 56.9 | 57.5 | 42.5 |
| Sweden | 22.9 | 77.1 | 36.1 | 63.9 | 55.7 | 44.3 |
| Finland | 20.2 | 79.8 | 34.1 | 65.9 | 48.9 | 51.1 |
| Portugal | 19.9 | 80.1 | 29.9 | 70.1 | 55.6 | 44.4 |
| Belgium | 18.2 | 81.8 | 37.1 | 62.9 | 51.4 | 48.6 |
| France | 17.9 | 82.1 | 40.6 | 59.4 | 62.1 | 37.9 |
| Cyprus | 17.6 | 82.4 | 34.4 | 65.6 | 58.9 | 41.1 |
| United Kingdom | 15.9 | 84.1 | 39.9 | 60.1 | 55.7 | 44.3 |
| EU 28 | 15.4 | 84.6 | 36.0 | 64.0 | 58.4 | 41.6 |
| Poland | 14.6 | 85.4 | 30.7 | 69.3 | 55.6 | 44.4 |
| Netherlands | 13.8 | 86.2 | 47.9 | 52.1 | 55.6 | 44.4 |
| Germany | 13.2 | 86.8 | 37.6 | 62.4 | 61.8 | 38.2 |
| Ireland | 13.0 | 87.0 | 29.0 | 71.0 | 56.0 | 44.0 |

Source: Eurostat. 2014 data used for Denmark, Greece and the UK

EU: Teachers

The majority of teachers at primary and second level in 2015 were female in all EU countries. However at third level, the majority of academic staff were male in EU countries with the exceptions of Lithuania, Latvia and Finland.

- ✎ In 2015 13% of primary school teachers in Ireland were men. The highest reported levels of male participation at primary level among other EU countries were in Denmark and Greece where about 30% of all primary teachers were male.
- ✎ Lithuania and Slovenia had the lowest levels of male teachers at primary level in the EU at just 2.8%.
- ✎ In Ireland 29% of second level teachers were male in 2015, below the EU average of 36%.
- ✎ At third level in Ireland 56% of academic staff were male in 2015.

EU: School management personnel, 2015

- ✎ There were more women than men in school management positions at primary level in Ireland in 2015 with 59% of these positions taken by women.
- ✎ The proportion of primary school managers who were female in the reporting countries varied from 40.8% in Greece to 96% in Lithuania.
- ✎ In Ireland in 2015 less than half (44.3%) of second-level school management personnel were female.
- ✎ Of the EU countries for which data was available, Luxembourg had the lowest proportion of female school managers at upper secondary level at 29.5% while Lithuania had the highest at 74.3%.

EU: School management

| COUNTRY | ISCED 1 Primary | | ISCED 2 Lower secondary | | ISCED 3 Upper secondary | |
|----------------|--------------------|-------------|----------------------------|----------|----------------------------|-------------|
| | Men | Women | Men | Women | Men | Women |
| Lithuania | 4.0 | 96.0 | 20.4 | 79.6 | 25.7 | 74.3 |
| Bulgaria | 18.7 | 81.3 | 25.0 | 75.0 | 26.0 | 74.0 |
| Denmark | 27.0 | 73.0 | 32.5 | 67.5 | 31.3 | 68.7 |
| Slovakia | 12.6 | 87.4 | 13.1 | 86.9 | 38.6 | 61.4 |
| Romania | 25.3 | 74.7 | 34.4 | 65.6 | 40.3 | 59.7 |
| Slovenia | 26.2 | 73.8 | 26.6 | 73.4 | 41.3 | 58.7 |
| Poland | 21.7 | 78.3 | 31.3 | 68.7 | 41.4 | 58.6 |
| Hungary | 22.2 | 77.8 | 22.1 | 77.9 | 45.7 | 54.3 |
| Sweden | 31.7 | 68.3 | 31.4 | 68.6 | 46.6 | 53.4 |
| Italy | : | : | 15.7 | 84.3 | 47.1 | 52.9 |
| Malta | 28.8 | 71.2 | 49.6 | 50.4 | 53.9 | 46.1 |
| Finland | 52.0 | 48.0 | 55.7 | 44.3 | 54.5 | 45.5 |
| United Kingdom | 22.4 | 77.6 | 48.4 | 51.6 | 55.6 | 44.4 |
| Ireland | 41.0 | 59.0 | : | : | 55.7 | 44.3 |

Source: Eurostat



DAYS OF CHRISTMAS

Visual arts ideas for the festive season from Michael O'Reilly

On the first day of Christmas my true love sent to me ...

A partridge in a pear tree

I thought that this might be an easy way to link together a set of ideas for Christmas but, even as I begin, I'm starting to think it might not be as easy as I thought. Partridges? I can hardly start by suggesting that you bring one into the classroom and get the children to sketch it but, if we think about sketching/ drawing, we certainly could use the Christmas season as an opportunity to engage in some drawing from observation activities. Typically at this time of the

year we ask children to make many drawings but, more often than not, the drawing tasks we suggest are based on drawing from experience or from imagination e.g. draw a picture of a party you attended or a scene from the nativity. We might focus instead on drawing items associated with Christmas while actually looking at/observing these. We might include decorations, trees, Christmas plants or foliage, toys, wrapped presents, etc.

Remember the saying "most people fail to draw because they try to draw

what they know is there, rather than drawing what they see" – so, therefore, children need lots of experience of this type of drawing on a regular basis.



Two turtle doves and three french hens

You will often see the dove symbol printed on Christmas items and any of the drawings that the children do can be simplified to create good designs that might be used for printmaking activities. I would suggest that impressed printmaking is probably the simplest and quickest type of printing to explore. The designs can be simply drawn directly onto polystyrene sheets which then have ink rolled over them in order to be used as printing blocks. You will find an article outlining this technique in the resource section at www.into.ie. In line with our chosen carol you might have a go at creating 12 designs to illustrate the

12 days of Christmas and producing a set of unique cards.

We have the birds calling in our song so integrate some listening to music with your visual art work this Christmas. A particular piece that I used to love working with was *The Nutcracker* by Tchaikovsky. An online cartoon version is at www.youtube.com/watch?v=HKySM1ie2aM

Another possibility would be to create some art work based on a seasonal film such as *The Snowman*, with its wonderfully evocative soundtrack. I usually explore paint and colour here to get the children experimenting with colour mixing, talking about how certain colours are associated with certain festivals/ seasons and with making paintings based on their imaginations.



Four calling birds and five gold rings

The rings are circular so explore and experiment with snowflake patterns that you cut from various types of papers and cards. Make simple mobiles with card flakes that are slotted or glued together. Combine them with paint and colour to create interesting mixed media pieces or experiment with using them as stencils/templates for simple printing. Create interesting



greeting cards by experimenting with collage techniques using a variety of papers and card in various colours and textures. Experiment with cut-out letter shapes to make cards using a Christmas greeting in another language – Nollaig Shona, Feliz Navidad, Wesolych Swiat, etc.

**Six geese a-laying, seven swans a-swimming**

A goose was the centrepiece of festive tables in the past so explore 3D construction work with children in groups. Choose interesting Christmas themes to explore such as a selection of Christmas markets, famous Christmas poems or stories, a selection of carols or scenes from Santa's workshop. Explore the theme of celebratory food, looking at and responding to how artists have visualised food,

and creating paper collages of table scenes.

**Eight maids a-milking and nine ladies dancing**

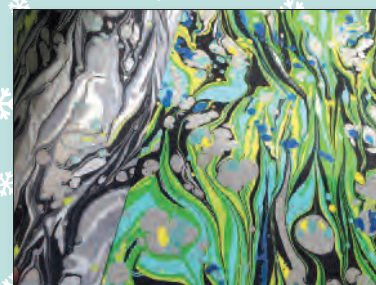
Get on your dancing costumes and explore simple fabric techniques such as wrapping fibres around card shapes to create tree decorations/seasonal jewellery or explore more complex techniques such as appliqué to interpret the traditional nativity scene. Design costumes for annual nativity plays or seasonal pageants you may be organising.



You can find lots of other creative Christmas visual art lessons and suggestions for work in the resource sections of www.into.ie, on the www.scoilnet.ie site or at www.iamanartist.ie.

Ten lords a-leaping, eleven pipers piping and twelve drummers drumming

Engage in some amount of art criticism, looking at and responding to the work of artists who design greeting cards at this time of the year. Play the game of 'choices'. Put together a small selection of greeting cards, one collection for each group in your class. Each group then has to engage in lots of talk and discussion, choose a favourite, decide why it is good and why they like a particular card best. Place the cards in order of preference if you choose and give a verbal presentation about the group debate to the rest of the class – give your expert opinion!



Use marbling techniques to create interesting gift wrapping papers. Wrap small cardboard packages with your marbled papers and tie them up with ribbons/fabric strips/threads to create interesting tree decorations. Create bell decorations by covering small containers with plaster of paris bandaging strips, painting with poster paint and suspending with ribbon.



MICHAEL O'REILLY, a worked with NCCA, PDST, ATCI and INTO on both the design and implementation of the primary arts curricula during his teaching career. He is now retired but continues to work in this field as an artist, author and course designer. If you are interested in having him deliver staff development workshops in your school contact him at oremichael@gmail.com

Drámaíocht

Le féinmhuinín na bpáistí a neartú agus le draíocht a chruthú sa seomra ranga, níl sárú na drámaíochta ar fáil. Pléimid na féidearthachtaí in eagrán na míosa seo.

Bíonn múinteoirí gnóthach an tráth seo den bhliain agus iad i mbun drámaí a léiriú agus a chur ar ardán do sheó na Nollag. Tugann an drámaíocht deis do na páistí dul ar stáitse agus a smaointe a nochtadh os comhair pobail. Bíonn gach páiste rannpháirteach agus rathúil san fhoghlaím. Is cinnte go mbíonn go leor oibre i gceist le dráma a eagrú, ach is fiú an tairbhe an trioblóid. Bíonn atmaisféar dearfach sa rang nuair a bhíonn na páistí i mbun drámaíochta. Is féidir saibhreas agus sealbhú teanga, scileanna comhoibrithe, forbairt phearsanta, foghlaim don saol agus buanna ealaíne agus ceoil a fhorbairt tríd an drámaíocht.



Draíocht le Drámaíocht

Tá *Draíocht le Drámaíocht* dírithe ar dhrámaíocht a chur chun cinn sa scoil. Tugtar smaointe le teagasc éifeachtach a chur ar bun. Is féidir leis na páistí cur lena stór focal, lena bhféinmhuinín agus le saibhreas a dteanga trí bheith gníomhach sa drámaíocht. Treisíonn na gníomhaíochtaí teagaisc, cluichí agus amhráin sa phacáiste an eispéireas.

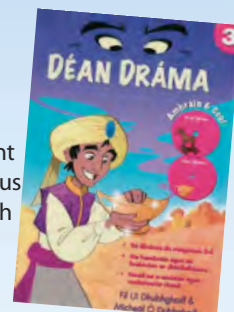
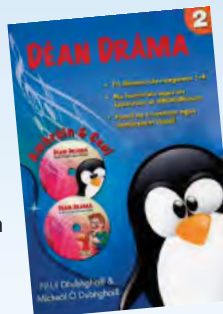
Tá sé dhráma dírithe ar aoisghrúpaí éagsúla san acmhainn seo – *Cearclann Dhaidí na Nollag*, *Mar a Fuair Plúirín Sneachta a hAinm*, *Oíche Dhraíochta sa Chathair*, *An Gairdín Dathannach*, *Carúl na Nollag*, *Páistí na Muilte*. Is féidir le múinteoirí na drámaí a leasú nó a chur in oiriúint do chumas an ranga. Tugtar treoir agus comhairle maidir le cúlra na ndrámáí, na carachtair, na hamhráin agus conas iad a léiriú.

Úsáid sa rang

- ✎ Roghnaigh dráma oiriúnach don rang – smaoinigh ar aois, suim agus cumas na bpáistí.
 - ✎ Tabhair cnámha an scéil do na páistí agus cleacht rólghlacadh. Tabhair am do na páistí machnamh a dhéanamh ar na carachtair sula dtosaíonn siad ar rólghlacadh. Is féidir leo a bheith ag obair i mbeirteanna nó i ngrúpaí le plé a dhéanamh ar na carachtair sula ndéantar trialacha aisteoireachta sa rang.
 - ✎ Tabhair deis do pháistí a bheith páirteach sa léiriúchán iomlán – criú ardáin/teicniúil, feisteas, frapaí, smideadh, cláir, póstaear.
 - ✎ Bain úsáid as pictiúr reoite le léargas níos doimhne a fháil ar scéal nó ar charachtar. Cuir ceist ar na páistí faoi eachtra nó nóiméad ar leith sa dráma m.sh 'Cad faoi a bhfuil na carachtair ag smaoineamh?'; 'Cad atá á dhéanamh acu?'; 'Cén fáth?'
 - ✎ Oibrigh tríd an téacs i mionchéimeanna agus ansin cuir le chéile iad. Déan cleachtadh ar radharc, ar ghníomh, ar an gcéad leath. Ní gá ord an dráma a leanúint agus cleachtadh ar bun.
- Ar fáil le híoslóid saor in aisce ccea.org.uk/curriculum/gaeloideachas/bhonncheim/reimsi_foghlama/na_healaiona

Déan Dráma 1, 2 agus 3

Trí leabhar drámaíochta ó Chló Iar Chonnacht le dhá dhráma agus ceoldráma i ngach leabhar. Tugtar treoracha maidir le stáitsiú agus cur i láthair. Tá dlúthdhiosca le gach dráma ar a bhfuil na hamhráin sna drámaí chomh maith le fuaimrian na n-amhrán. www.cic.ie



An Cumann Scoildrámaíochta

Eagraíonn *An Cumann Scoildrámaíochta* féilte drámaíochta chun drámaí trí Ghaeilge a chur chun cinn ar fud na tíre. Tá rogha fairsing scrípteanna do dhrámaí agus ceoldrámaí ar fáil le híoslóidáil ó shuíomh an Chumainn. www.scoildramaiocht.ie/scripteanna/

An Leon Ocrach & drámaí beaga eile

Deich gcinn de dhrámaí beaga oiriúnach do bhunranganna. Is drámaí gairide iad atá éasca a léiriú sa seomra ranga. www.angum.ie



Reviews

Primary Tin Whistle – Complete Course

Denis O'Toole has put together an attractive collection of well-known tunes, including children's songs, traditional Irish amhráin, church hymns and Christmas carols in *Primary Tin Whistle*. Each of them is presented using the standard stave in the key of D or G with the note name and includes lyrics where applicable.

There is a section that covers a cursory knowledge of musicianship as well as tin

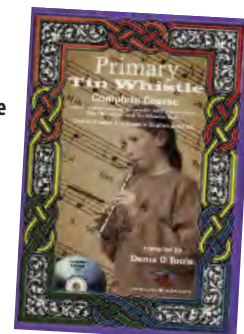
whistle fingering and how to blow effectively. As the course progresses, further musical knowledge is presented along with more challenging tunes that highlight the concept just covered.

Included in the pack is a CD that plays all the notes and tunes using a real tin whistle. This allows the learner to know what to watch out for in terms of tone, tempo and note duration and rhythm.

This product would make a lovely gift for someone starting out on their own musical journey or it may be a worthwhile addition to a school's music resources.

Ceol Tracks, ISBN 978-0-9932213-2-3, Cost: €20. Purchase from www.ceoltracks.com

Reviewed by STUART PURCELL, Co Dublin.



Cailleach Dhrogallach

Úrscéal faoi chailleach dhrogallach óg is ea *Cliona Cailleach*. Ní hionann Cliona agus na daoine eile atá ar comhaois léi. Ina cuid ranganna draíochta bíonn uirthi damháin alla, francaigh agus míoltóga a mharú chun briochtaí a dhéanamh ach ní theastaíonn uaithi neacha beo a ghortú. Féachann sí ar na feithidí agus ar na hainmhithe mar chairde léi. Ar an ábhar sin, níl a cuid múinteoirí sásta léi agus bíonn na daoine óga eile ina cuid ranganna ag magadh fuíthi. Fágtar ina haonar scoite amach í agus féachtar uirthi mar dhuine aisteach. In ainneoin é sin go léir, fanann Cliona dílis dá creideamh i leas na n-ainmhithe agus téann sí sa tóir ar bhealaí níos carthanai chun draíocht a chur i gcrích. Athraíonn a saol ó bhonn de bharr a cúraim i leith na maiteasa agus de bharr a rogha ar son na nua-aimsearthachta.



Scéalaí den scoth is ea an t-údar. Tá greann ag sní tríd an insint, ach, i dteannta an ghrinn, tá doimhneacht sa scéal agus feidhmíonn sé ar leibhéil éagsúla – mar scéal faoi chailleacha agus mar scéal faoi shaol páistí. Go deimhin, téann an t-údar i ngleic le go leor téamaí a bhaineann le saol na

n-óg. Pléitear, mar shampla, leis na difríochtaí a bhíonn ann idir clanna éagsúla agus leis an tslí a dtéann na difríochtaí sin i bhfeidhm ar dhaoine óga. Tríd an reacaireacht, moltar luachanna agus misneach na gcailíní agus cuirtear i láthair iad mar eiseamláirí do pháistí eile.

Cliona Cailleach le Gwyneth Wynn Clólar-Chonnacht. ISBN 978-1-7844411-4-2. Costas: €7.

Léirmheas leis an Dr MARIE WHELTON, Institiúid Oideachais Marino.

Bingo cards

Bingo cards are a marvellous, simple and cheap resource I discovered online which seek to make learning stimulating and fun. The resource is a range of colourful, imaginative and editable bingo cards which can be used in a variety of subject areas by a variety of ages and abilities.

Originally created for infant Irish lessons, the creator has cleverly adapted and modified them to allow for differentiation within a class. The cards are also extremely useful in teaching vocabulary to EAL students and for developing creative storytelling skills, in English and Irish, in older children.

I have seen the enjoyment the children get from using these cards and the impact they have had on language development.

The resource is very reasonably priced for such a high quality product and the variety of sets available ensure that the children get to reinforce previous learning

while being introduced to new topics in a familiar format. The creator has also included an editable form should one wish to further adapt the material.

Available to purchase on www.mash.ie/store/infant-ideas. Cost €2.50–€3.

Reviewed by Michele Brogan, Navan, Co Meath.



The summer the garden county bloomed

A Year in Wicklow with Micko, by Ciaran Byrne, teacher and former Cumann na mBunscol PRO, is a great read for any Wicklow fan wanting to relive a time when Wicklow football was at its best!

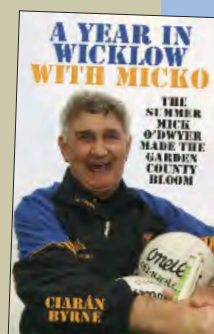
Thanks to the author being inside the dressing room and travelling with the team throughout the season, we get a glimpse of how Micko worked his magic. We also get to see and appreciate what a huge effort it takes from the panel of players to be part of the squad, travelling to all corners of the county two or three

times a week for training and matches at the weekend. We are brought along with the team for the season and almost feel a part of it thanks to the extremely detailed writing by the author.

A great read for any GAA fan, not just a Wicklow fan.

Ballpoint Press. ISBN 978-0-9932892-9-3. Cost: €15.

NICOLA KENNY, Aughrim, Co Wicklow.



Finishing Touches

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

Noticeboard



Copy date

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

The deadline for the January/February 2018 issue is 8 January.

Email copy to editor@into.ie



Schoolbooks sought

Seeking copies of *Is Féidir Liom 1:*

Cúrsa Gaeilge Don Teastas

Sóisearach, Publisher C. J. Fallon, 1995. Author Ruaidhrí Ó Báille. ISBN 0714411507, 9780714411507. Please contact Tommy at 0871174086 or email

tommy.cox@queenoftheuniversens.com

Will gladly cover any costs involved.



There Goes the Bell

New play from Cork RTAI Drama Group.

There Goes the Bell, written and directed by Cork teacher Helen Hallissey, is a hilarious comedy about a school with scenes familiar to teachers including; an attack of headlice, collecting the 'Cuntas Míosúil, the healthy eating policy, the staff night out and more.

Meet characters like the Vere Foster Medallist, the fig roll loving parish priest and the formidable school secretary.

The first two nights have already sold out but tickets are still available for Friday 17 and Saturday 18 November at 8 p.m. Venue: Cork Arts Theatre, Carroll's Quay, Cork.

Booking 021 450 5624 or book online at www.corkartstheatre.com
Tickets €15



Reunion

Coláiste Mhuire Marino

The class of '91 and the class of '92 are holding a joint reunion on Saturday 11 November at the Maldron Hotel, Portlaoise. Dinner at 7 p.m. Special hotel rates available. Book rooms directly at 057 869 5900.

Graduates and friends from other years are also very welcome.

Contact Denise Reilly 086 822 9728 or Eavan O'Donoghue 086 817 1967 for further details or to confirm your attendance.



Annual mass for deceased members

The annual mass for deceased members will be held in Club na Múinteoirí on Monday 13 November 2017. Time: 7.30 p.m. Cantairí Avondale will sing at the service. All members welcome to attend.



Tax and mortgage advice – Free seminars

Irish Tax Support and EDUC Mortgages provide professional advice and services to INTO members in the areas of taxation and mortgages.

FREE joint seminars for INTO members and their families will be held over the coming year. The following topics will be covered:

Tips on PAYE refunds
Rental income
Self-employment income
31 October deadline
Inheritance & gift tax

Tips on mortgage applications
First time buyers
Moving home
Buy to lets
Managing your mortgage better

Seminars will take place at 7 p.m. on the following dates:

Thursday 23 November – Clayton Silver Springs Hotel, Cork

Thursday 30 November – Clayton Hotel, Ballybrit, Galway

Seminars are free to INTO members and family, but advance booking is required. Please email gglackin@into.ie or ring (01) 8047745 and quote your INTO membership number or school roll number.



Youth Environmentalist Awards (YEA) 2018

Registration is now open for the YEA 2018. This Eco-Action programme recognises and rewards young people (aged 10-18) who raise awareness of local and global environmental issues.

Register online for free information pack with everything you need to know to run a successful eco-action project. Registration deadline is 24 Nov 2018. Deadline for submission of projects is 16 February 2018. www.ecounesco.ie/what-is-the-young-environmentalist-award/item/8

Comhar Linn Crossword no 185

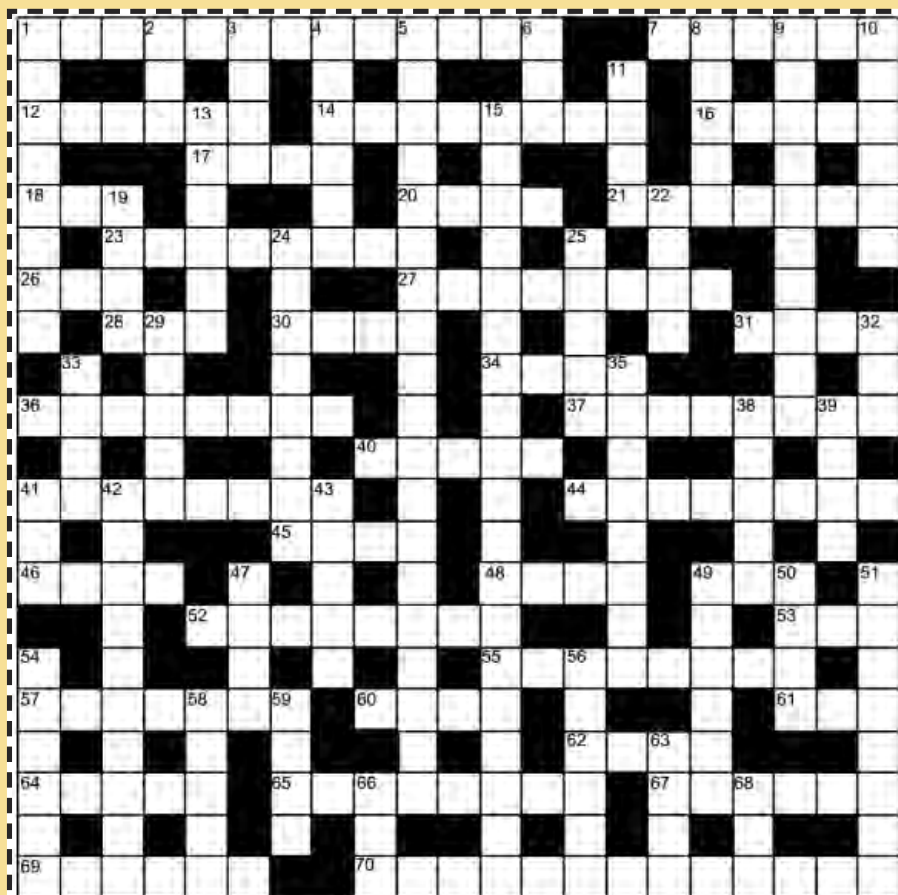
A draw for five Christmas Hampers will be made from all correct entries. Simply complete the crossword and send it to *InTouch*, 35 Parnell Square before Thursday, 7 December. To facilitate members participating in this Christmas Draw, we will accept replies by fax (one per member) to 01 8722 462 up to 5pm on Wednesday, 6 December.

Across

1. One who really digs his or her subject. (13)
7. Who's phone-box is this? (6)
12. That's a fair lob Den manufactured. (6)
14. Hire a principal in order to make progress. (3,5)
16. One involved in the undoing of seams! (5)
- 17 & 33d. This plant can be seen around the area, love. (4,4)
18. T's? Frequently. (3)
20. Beasty companion of Burke? (4)
21. Confidently delegate the weathering of a hospital department? (7)
23. About the electronic book - light it up again. (8)
26. Hard water! (3)
27. The artist surrounded by a broken statue is a soak. (8)
28. Behead an ursine creature for part of its body. (3)
30. Shot up? Rubbish! (4)
- 31 & 67a. Sanctified commands are the making of a priest. (4,6)
34. Bring back some fruit for Mr Zatopek. (4)
36. Where Hackman swims is important in heredity, it seems! (4,4)
37. Instructs transporters initially on what leaves in this container. (3,5)
40. Batman's enemy is quite a card! (5)
- 41 & 58d. No matter how long pupils continue to study this geometrical concept, they get no closer... (8,5)
44. ...to making the lazy linnet do otherwise. (8)
45. This amphibian went astray. (4)
46. Walk here and make Patrick hot. (4)
48. Old Irish king takes in article? That one is not to be believed. (4)
49. Three cardinals are involved in a stitch-up. (3)
52. Sheepish nativity character. (8)
53. 'Drink' - articles written in both English and French. (3)
55. Haughty use of tarragon. (8)
57. One takes stock of another's animal husbandry! (7)
60. The firm gets in some money. (4)
61. Rock to the right. (3)
62. Financial penalty? That's acceptable. (4)
64. Neither parent will return to wear this in the kitchen. (5)
65. Art material taken from Midas' tree? (4,4)
67. See 31 across.
69. Opposed to a bit of poetry. (6)
70. Latin hymn about a diseased fleet. (6,7)

Down

1. Such heavenly food might make Maria sob. (8)
2. Attila was one (a hot one in France). (3)
3. Ms Quinn was found in the turbulent Deel. (4)
4. Ancient tale about a foot? (6)
5. Really understand the exhibit 'Kerouac's Work'? Make it happen then! (3,3,4,2,3,4)
6. Draw a hackneyed Christmas gift. (3)
8. Acknowledge bringing up both Timothy and Father. (5)
9. May the quiet ox nod to a Cervantes' hero? (3,7)
10. The priest reforms an elf. (6)
11. Find some of the overpaid legionnaires doing nothing. (4)
13. Bring a communist up around the old ship? That's not so bright! (6)
- 15 & 39d. This might have held regal hearings. Thanks for the carol. (4,3,6,6,4)
19. It's growing right in the middle of the golf equipment. (4)
22. Short letter sent up from Eton. (4)



NAME: _____

SCHOOL ADDRESS: _____

PHONE: _____

24. This way, re-toning can be gas! (8)
25. It's characteristic of ultra-Italian content. (5)
29. Where bullfighting goes on - the area around the North. (5)
32. But yesterday everyone tried starters. (3)
33. See 17 across.
35. Get Mr Cohen to love Mr DiCaprio. (8)
38. Possess about fifty to divide thus. (5)
39. See 15 down.
41. An explosive sound from Dad. (3)
42. Using this for a barbecue make Tories rise up. (10)
43. Jumped about a plate. (5)
47. One finds the Southern garden implement on foot of this. (4)
49. Streak around with one on the rink. (6)
50. Some power demonstrated by pioneer from Western Australia. (4)
51. Thaws what the Fr. tossed out. (8)
54. Historic flotilla involved in a drama. (6)
56. Just the ticket? More than that. (6)
58. See 41 across.

59. Change gear in a fury. (4)
63. Seaweed in Japan, found in some of the minor islands. (4)
66. 43 down misses the point of pasture. (3)
68. In the end, the Geordie will be no more. (3)

In Touch Crossword No. 184 October Solutions

Across

1. Fat 3. Sparrow hawk 8. Ice cap 9. Cube root 10. Gorge
11. Tolls 13. Craft 15. Utensil 16. Marimba 21. Seals 23. Chill
24. Critique 25. Zodiac 26. Malefactors 27. Nod

Down

1. Fairgrounds 2. The prime meridian 3. Stare 4. Recital 5. Wheat
6. Apollo 7. Kit 12. Strait-laced 13. Child 14. Trade 18. Offbeat
19. Daniel Defoe 22. Skiff 23. Cross 24. Cam

Winners of Crossword No. 183

Lesley Allen, Tallaght, Dublin 24 and Joan McLoughlin, Riverstown, Co. Sligo

Winners of Crossword no 184

will be announced in the next InTouch issue.

Checkmates

Chess for learning



Comhar Linn is delighted to confirm sponsorship for the nationwide initiative 'Chess for Learning' again for 2017/2018. Last year over 10,000 pupils got involved, with 464 pupils participating in the one-day Comhar Linn finale in the Clayton Hotel in Sligo.

The programme is aimed at getting every child in every class in primary schools, north and south, involved in chess. The emphasis is on the learning, not the chess. There is no competition between schools. Although chess is a means rather than an end in itself, Checkmates' contribution to chess nationally is recognised. 'Chess for All' covers administration costs which means that schools can participate free of charge.

'Chess for Learning' is now included in the 'Peace 4 Crossborder Shared Learning' initiative run jointly by education departments (north and south) and many additional schools, north and south of the border, will be able to link into the programme. In border counties shared learning cross-community 'Chess for Learning' initiatives will be able to apply for funding under Peace 4.

Checkmates will deliver workshops to teachers in education centres on request and training for full staff will be available after school for Croke Park hours. Blackrock Education Centre is involved in organising the first teacher training workshops in Dublin.

The programme will run from November until the finale on 2 March 2018.


What can schools do?

Request training via your local education centre or apply for whole staff training after school as part of Croke Park hours. The teacher does not need to know how to play chess – a two-hour workshop will give all the required information. Event entry is by email only and involves sending a whole-class photo.


Information is available via email (checkmates@gmail.com) or twitter (<https://twitter.com/schoocheckmates>) where mini-videos will be posted.


Comhar Linn  Sponsored by Comhar Linn INTO Credit Union, the credit union for INTO members and their families
INTO CREDIT UNION LTD

scoilnet



Star site





Most viewed

The most viewed resources on Scoilnet for two weeks in October

- 1

PSSI – PRIMARY SCHOOLS SPORTS INITIATIVE
pssi.pdst.ie/strand.html
 Support materials for the five strands of the PE curriculum
- 2

BIA – SCOILNET THEMepage
scoilnet.ie/go-to-primary/theme-pages/irish/bia
 Huge collection within Scoilnet on Bia
- 3

RAINN AGUS AMHRAIN
resources.teachnet.ie/clane/2008/index.html
 Songs and rhymes based on curriculum topics.
- 4

BUILDING OF A ROUNDHOUSE IN THE IRON AGE
bbc.co.uk/history/interactive/animations/ironage_roundhouse/index.shtml
 Interactive site around the steps involved in building a roundhouse.
- 5

AG ÓRDÚ I MBLIANN
scoilnet.ie/uploads/resources/24398/24121.pptx
 Presentation and worksheets on the breakfast menu.
- 6

THE IRON AGE CELTS
bbc.co.uk/wales/celts/index.shtml?1
 Caters for various knowledge levels.
- 7

CRAGGAUNOWEN – CRANNOG IN CO CLARE
<https://www.youtube.com/embed/461QhIFau6g?rel=0>
 High-quality video. Three min duration.
- 8


CÉ MÉ FÉIN
scoilnet.ie/uploads/resources/22978/22701.pdf
 Worksheet on aspects of myself.
- 9

SKELETON LESSON WITH PRESENTATION
scoilnet.ie/uploads/resources/24653/24376.pptx
 Presentation on the topic of the human skeleton
- 10

10 MOUNTAINS, RIVERS AND TOWNS
toporopa.eu/en/uk_ireland.html
 Colourful interactive quiz.

CLOCHÁN, LEIFEAR, CO DHÚN NA NGALL
www.sntaobhoige.com
 Nice bi-lingual site with up-to-date content for parents on all aspects of school life. Nice visual calendar included.

ONES TO WATCH




CUGG.IT
www.cogg.ie
 Suíomh na Comhairle um Oideachas Gaeltachta & Gaelscolaíochta-Áiseanna a thacaíonn le teagasc na Gaeilge le híoslóidáil. Bunachar áiseanna.

OFFICE MIX
<https://mix.office.com/en-us/Home>
 Office Mix is a free extension to PowerPoint that makes it easy to turn your PowerPoint presentations into interactive online lessons.

PHONICS INTERNATIONAL
<https://phonicsinternational.com>
 Highly-organised, systematic and yet flexible online phonics programme designed for all ages.

ONES TO WATCH



CUGG.IT
www.cogg.ie
 Suíomh na Comhairle um Oideachas Gaeltachta & Gaelscolaíochta-Áiseanna a thacaíonn le teagasc na Gaeilge le híoslóidáil. Bunachar áiseanna.

OFFICE MIX
<https://mix.office.com/en-us/Home>
 Office Mix is a free extension to PowerPoint that makes it easy to turn your PowerPoint presentations into interactive online lessons.

PHONICS INTERNATIONAL
<https://phonicsinternational.com>
 Highly-organised, systematic and yet flexible online phonics programme designed for all ages.