intouch

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#WishingStones

Promoting global goals

into
Irish National Teachers' Organisation
Cumann Múinteoirí Éireann
150

Keeping InTouch

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

GENERAL SECRETARY'S COMMENT

Sheila Nunan, General Secretary, speaking at the Raise the Roof Rally in October

Budget 2019 disappoints

Last month's budget took some steps in the right direction but failed to deliver a much needed investment in our members and primary education. While there has been a modest restoration, primary school teachers and parents have been let down by this inadequate increase in the capitation grant of five per cent. Resulting from this decision, teachers will continue to have to fundraise for basic expenditure in schools and parents will still have to dig deep into their pockets to cough up voluntary contributions.

Teaching principals, especially those with special classes, will value the additional release days provided. This is a step in the right direction and INTO will continue to advocate for further release days until we secure one per week for all teaching principals.

It is disappointing that the issue of class sizes was not addressed in this budget. It is an issue that affects every pupil. Similarly, disappointing was the lack of restoration of middle management posts, 5,000 of which were cut during the recession.

I want to thank members all over the country who stepped up to the challenge and lobbied local and national public representatives. While more work remains to be done, we are a step closer because of your effort and passion.

Politically, Minister McHugh takes the helm at the Department of Education and Skills and I look forward to working with him and his team over the coming months to stand up for primary education.

The theme of this year's annual Consultative Conference on Education is 'The Teaching Profession – 150 years on', using the occasion of the 150th anniversary of the INTO to consider the changes that have been made and the changes that are to come in relation to the teaching profession. We are delighted Prof Andy Hargreaves will join us as our keynote speaker at the conference in Athlone. Prof Hargreaves is a world-renowned expert in educational change and leadership and is known for his support for greater autonomy for teachers and for articulating professional concerns about the impact of high-stakes testing.

Sheila Nunan

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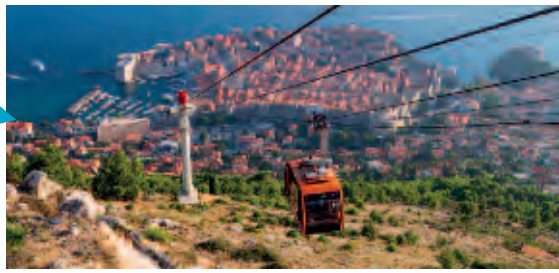

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Win a break away at Lyrath Estate, Kilkenny, see competition on page 48

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Advertorial

The Food Dudes Programme

a systematic evidence-based approach to healthy eating

With Science Week 2018 just around the corner (11-18 November), what better way to celebrate than to focus on the science behind the Food Dudes Healthy Eating Programme!

Food education is on everyone's agenda. While there are numerous initiatives to help equip children with food and nutrition education in the kitchen, and empower them with lifelong skills in the classroom, their reach and effectiveness differ greatly.

At primary level, food education runs throughout the curriculum, and is not, on its own, a dedicated subject. Children learn about nutrition and healthy eating through the Social Personal and Health Education (SPHE) curricular strand where a range of elective, private and independent education programmes are available to teachers.

One of these programmes is the Food Dudes Healthy Eating Programme, which encourages children to try fruit and vegetables and thereby increase consumption amongst school children, and now has very wide reach. The programme is funded by the Department of Agriculture, Food and the Marine, with a contribution from the EU under the school fruit and vegetables scheme and is managed by Bord Bia. A new improved programme was launched in August 2018 to include new varieties of fruit and vegetables, additional tasting days, new eco-friendly rewards and new supporting materials including DVDs and a multilingual website.

Why do children eat too little fruit and vegetables?

Today's challenge for parents and teachers is to make it 'cool' or 'trendy' to eat fruit and vegetables. This challenge is made all the greater because children nowadays have greater access to media platforms (social, digital, print), so can easily form their own opinions and decide for themselves what they choose to eat. Children are continually bombarded with very attractive marketing campaigns and exposed to readily available unhealthy foods, which compete to displace fruits and vegetables in their diet.

In addition, while availability of fruit and vegetables is, of course, necessary, it is not always sufficient. Simply giving children a piece of fruit or vegetable once or twice a week may have little impact on their overall eating habits.

The good news is that children can be helped to make healthier choices and to increase their consumption of fruits and vegetables. And while this requires concerted and effective behaviour change intervention, with efforts from both teachers and parents alike, it is but a challenge and not an impossible task.

The science behind the programme

We all know that eating habits formed in childhood are considered fundamental to health in later life. However, research shows that bringing about long-lasting improvements in children's eating habits is not easy or straightforward.

There is a great deal of interest internationally in the area of behaviour change, not least because many of modern society's ills, be they health, social or environmental problems, would be lessened if we could all change our behaviour in particular ways.

In that context, effective programmes use good scientific advice in their design with evidence-based interventions proving more effective in initiating change i.e. increasing consumption of fruits and vegetables.

Food Dudes, as an evidence-based behavioural change programme, is one of the most effective school-based healthy eating programmes there is. The programme has an intensive 16-day school-based intervention built on three pillars of scientific merit:

1. Repeated tastings

The more we taste a food, the more we learn to like it. Food Dudes offers children repeated tastings of four different fruits and vegetables, twice, over 16 days. This ensures that children are exposed to a variety of fresh produce in a fun and enjoyable way and, most importantly, in sufficient duration to enable change.

2. Role-modelling

Children are very influenced by what they see others do, either in real life or on media of various kinds. The Food Dudes programme exposes children to positive role models in two forms: animated cartoon characters and real-life peers i.e. classmates and friends, as well as teachers and parents. This is especially effective at junior level, where junior pupils somewhat look up to the senior pupils, making for latent pupil learning experiences i.e. older children seen as role models in their school.

3. Rewards

There is evidence to suggest that rewards can be highly effective in helping to bring about sustained changes in children's eating habits. During the Food Dudes intervention period, participating children are rewarded with responsibly produced items while post-intervention, as new eating habits are formed, tangible rewards are phased out and the focus switches to promoting long term consumption efforts using wall charts, certificates and social praise.

Therefore, although the effectiveness of each of the three components can be considered separately, it has been proven that multi-component programmes that combine all three, result in greater change and long-lasting success.

Evaluations

All evaluations have shown that Food Dudes intervention increases fruit and vegetable consumption and that this is sustained. A longitudinal study by University College Dublin (UCD) in 2016, showed that fruit and veg consumption increased by 20% and 42%, respectively, and 6 years later, found that the same children were found to be consuming 13% more fruit and 6% more vegetables than pre-Food Dudes intervention in 2010. The sustained increase was significant if not as high as the immediate impact after the initial intervention.

As such, it can be seen that the Food Dudes healthy eating programme has established itself as an integrated and systematic intervention in Irish Primary Schools and has successfully proven itself to have a positive impact on the healthy eating habits of Irish primary school children. If your school is interested in participating in the new programme, visit www.fooddudes.ie.

Dr Elizabeth Finnegan, Healthy Eating Programme Executive, Bord Bia
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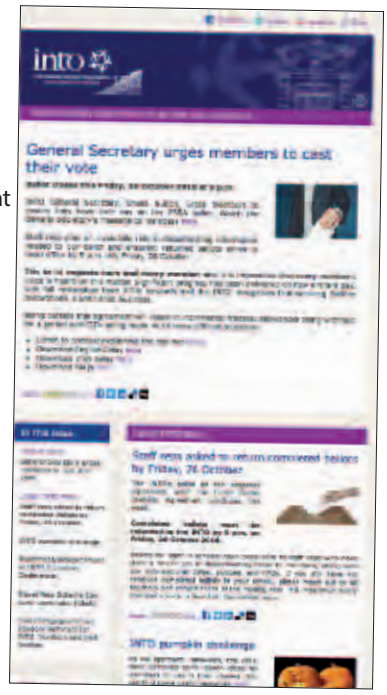
Bord Bia Irish Food Board
An Roinn Talmhaíochta, Bia agus Mara
Department of Agriculture, Food and the Marine
With financial Support from the European Union

Stay informed

E-Newsletter

INTO's weekly e-newsletter with important union news and education updates for members. Subscribe to the INTO enewsletter at into.newsweaver.ie



Social media

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

- Facebook: facebook.com/intonews
- Twitter: @intonews

Subsearch

INTO SubSearch is designed to help teachers find substitute work and to help principals find substitutes.

Schools and substitutes register on subsearch.into.ie – substitutes can register their availability on the site while principals can search for registered substitutes in their area by date or location.

Video tutorials and FAQs on how to use SubSearch are available on the website. Subsearch mobile is now available for your smartphone.

Special issue of InTouch scheduled

A special eight-page edition of InTouch will arrive in schools during the week of 12 November.

This special issue will outline details of candidates nominated by branches for the position of INTO General Secretary following the decision of Sheila Nunan to retire in 2019.

The magazine will also outline details of the ballot process.

10 things you should know

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Budget 2019 leaves primary education underfunded

Budget 2019 was announced at 1.00 p.m. on Tuesday, 9 October 2018. For the INTO, this represented the culmination of many months spent lobbying public representatives, ministers and officials.

School funding

The INTO has called for school funding to be restored to pre-recession levels, having dropped to less than one euro per pupil per day. Schools are fundraising to meet basic expenses. Parents contribute enormous amounts of money to keep schools afloat. This funding model creates unnecessary burdens on school principals and teachers. While there is a modest restoration, the Government's increase in school funding of 5% will have no noticeable impact on the crisis in school funding. School funding will continue to remain at less than one euro per pupil per day.

Minor Works Grant

Confirmation that the Minor Works Grant of €29 million will be paid in December or early January each year will help schools to better plan for this much needed work.

Posts of responsibility (PORs)

During the recessionary period, a moratorium on promotion in schools was imposed. Almost 5,000 posts of responsibility (PORs) were lost, severely diminishing management teams in our schools. These middle management posts were positive steps on the career ladder for teachers and provided much needed support for overworked school leaders. It was disappointing that further restoration of these critical posts was not included in the Budget.

School leadership

On the topic of our school leaders, the INTO campaigned for one release day per week for teaching principals who are over-burdened and over-stretched with an ever-increasing administrative workload in addition to their teaching duties. The Budget took a step in the right direction but falls well short of delivering one admin day per week for all teaching principals. The Budget provides for one additional release day for teaching principals and five additional days for those in schools with special classes.

Principals in special schools have had a particularly challenging time. The INTO acknowledges the 23 administrative deputy principal posts granted in this Budget to special schools with a principal and 15 or more class teachers. But Budget 2019 did little to alleviate the impossible workload being placed on school leaders nor to support them as education leaders.

New entrant pay

The recent proposed agreement on new entrant pay was costed and included in Budget 2019.

Class size

Finally, there was no movement on class sizes. Budget 2018 had provided some positive relief for oversubscribed classes, but the Government chose not to invest in our children's right to bloom in smaller classes.

Dublin survey on posts of responsibility

On foot of a Congress motion calling for the full restoration of all promotional posts lost under the moratorium, Tallaght Branch conducted a survey of all schools in the branch. A response rate of 93% was received.

The survey showed that, compared to 2009 levels, schools had lost 157 promoted posts in 39 schools – an average of just over four posts per school. This can be broken down into 38 AP1 posts and 119 AP2 posts.

The feedback received via the survey indicated that increased work demands, coupled with inadequate middle management teams, are significantly impacting on the running of schools. It also highlighted the lack of career progression options for teachers who wish to take on a management role. While schools with six teachers or less have had their posts fully restored, schools above this threshold continue to suffer with partial restoration only.

Raise the Roof rally

INTO joins with trade unions and other groups to demand action on housing crisis

The INTO general secretary, Sheila Nunan, led an INTO delegation to the Raise the Roof rally which took place outside Leinster House on Wednesday, 3 October. The Irish Congress of Trade Unions had called the lunchtime rally on the housing and homeless crisis.

The rally coincided with a cross-party opposition motion to be debated in the Dáil on the same day. The motion was supported by Sinn Féin, the Labour Party, Fianna Fáil, the Social Democrats, the Green Party, People Before Profit and Independents-4Change. It also had the support of a wide range of trade unions, housing agencies, and community and campaign groups representing tens of thousands of people across all sectors of our society. The motion demanded radical action on the housing crisis and strongly reflects the key points set out in the Congress Charter for Housing Rights.

The motion called for:

- A declaration of a housing and homeless emergency.
- An increase in capital spending on housing.
- An end to evictions into homelessness.
- Real rent controls.
- An increase in public and affordable housing in private developments.

Although the motion was carried, (supported by 83 votes, with one TD abstaining and 43 voting against it) it is not binding on the government.

Sheila Nunan, INTO General Secretary, speaking at the Raise the Roof rally at which INTO were part of the large attendance

RAISE the ROOF
Homes For All

Delegates passed the following resolution regarding homelessness at Congress 2017

Homelessness

Congress:

a. deplores the facts that:

(i) over 2,500 children are currently homeless in Ireland;

(ii) approximately 1,500 children are currently housed in direct provision centres;

(iii) over 1,500 Traveller families currently live in overcrowded or unsafe conditions;

(iv) many thousands of families are in danger of being made homeless;

b. believes that lack of a proper and stable home impacts severely on the ability of children to access education and learning;

c. calls for immediate investment in social housing to ensure that all the children in our schools and their families have access to adequate housing; and

d. instructs the CEC to enter an ongoing campaign to engage with other trade unions and active groupings in achieving the eradication of homelessness.

INTO Taskforce on Participation meets

The INTO Taskforce on Participation, which was established on foot of a resolution from Annual Congress in April, met in September and again in October. The Taskforce considered a wide-ranging agenda and will be proposing recommendations to Annual Congress with a view to increasing engagement and participation at all levels within the structures of the Organisation. Amongst the items discussed was INTO communications and, in particular, the use of social media along with Head Office supports. The Taskforce also reviewed the previous recommendations of various projects, initiatives and taskforces. The group considered the role of the staff representative and branch organiser as provided for by Rule. An in-depth discussion about further supports for members who undertake such roles in the context of INTO structures also took place.

Members of the Taskforce on Participation meeting in October

Teachmeet/Researchmeet at INTO Education Conference

Following on from the positive response last year, the INTO will host another Teachmeet and Researchmeet at the 2018 Education Conference in the Hodson Bay Hotel on 16/17 November. The INTO would like to encourage delegates nominated to attend the 2018 Education Conference to present at Teachmeet and/or Researchmeet.

As the theme of the 2018 Conference is 'The Teaching Profession – 150 years on', the Teachmeet is calling on delegates to share good practice, practical ideas and personal insights into their role as a teacher. Delegates can opt to present a nano (2 minute) or a macro (5 minute) presentation.

The Researchmeet offers delegates to the conference another 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 the teaching profession.

If you are interested in presenting at Teachmeet and/or Researchmeet, please forward a short expression of interest to Maeve at mmc@into.ie by Friday, 9 November at 5 p.m. or call 01-8047776 for more details.

Revolutionising play

Mary Immaculate College (MIC) and the Children's Research Network (CRN) jointly organised an international play conference in September on the theme of 'Revolutionising Play, Perspectives, Possibilities and Promise'.

The conference was attended by initial teacher education educators, primary teachers and pre-school practitioners. Professor Peter Gray, Boston College and Adam Harris, CEO AsIAm.ie provided keynote addresses.

Joe Killeen, INTO President; Áine Mc Ginley, CEC District 3; Maeve Mc Cafferty, INTO Official and Eugene Wall, President, Mary Immaculate College.

Have you eligibility for the award of a Contract of Indefinite Duration?

Teachers who have continuous service in excess of two years with the same school and who are covering a viable post for the duration of the 2018/19 school year may be eligible for the award of a Contract of Indefinite Duration (CID).

The award may be made provided that the conditions as per Circular 23/2015 are also met. The following is also useful for further information: FAQs on contracts of indefinite duration: www.into.ie/ROI/InfoforTeachers/Staffing/AppointmentofFixedTermTeachers/CID_FAQ_Feb2018.pdf

Move to a percentage-based INTO membership subscription – some examples

Following a decision of Annual Congress 2018, the INTO is changing our membership subscription from flat rates to a percentage-based amount. The percentage agreed by Congress, to apply from January 2019, is 0.75% of scale salary plus academic allowances (responsibility allowances are not included in salary for this purpose), capped at 0.75% of point 11 on the post-2010 pay scale.

This cap (point 11) currently stands at €50,499. Therefore, the main annual subscription rate will be in a range between €272.39 (0.75% of scale point 1) and €378.74 (0.75% of point 11).

Per fortnight rates

The flat rate varied over the years, following decisions of Annual Congress, with the current main rate at €347.10 per annum. Its previous level (up to 2011) stood at €386.10. The subscription appears on payslips as €13.35 per fortnight; the previous rate was €14.85 per fortnight. The rate from 2019 will appear on payslips as an amount in the range €10.48 to €14.57 per fortnight.

As set out in October's *InTouch*, the 0.75% rate is designed to maintain the INTO's annual subscription income, without either increasing or reducing it.

The new system means that members will pay the same proportion of salary in subscription, whereas a flat rate was more onerous for those earning less. The capping mechanism ensures there is a maximum, limiting the amount payable.

Examples of the revised rates

- Jonathan has just entered teaching and is on point 1 (€36,318). His subscription from January 2019 is €10.48, down €2.87 per fortnight on the current rate.
- Úna is on point 3 of the post-2010 scale (€39,501). Her INTO subscription will be €11.40 per payslip, a reduction of €1.95.
- Seán is on point 7 of the post-2010 scale (€44,162). His subscription from January is €12.74 per fortnight, down €0.61.
- Aoife is on point 9 of the pre-2011 scale with a pass degree (€47,324). Her subscription will be €13.65, up €0.30.
- Louise is on point 16 of the pre-2011 scale with an honours degree (€58,563). She also has an AP2 post which is excluded when calculating the INTO sub. Her subscription from January, limited by the cap, is €14.57, up €1.22.
- Ger is at the top of the scale with an honours allowance and is principal of a 9-teacher school (total earnings €80,352; earnings for calculation, excluding promotion allowance, are €68,114). Ger is also subject to the cap; subscription from January is €14.57, up €1.22.

No member pays more than highest previous rate

One of the guidelines adopted in setting a subscription cap was that no member would pay above the highest previous level of €14.85 per fortnight (which was in place prior to a general reduction, following pay cuts, in 2011). As seen in the examples, the maximum payable from January 2019 is €14.57 per fortnight. This is €1.22 above the current flat rate but €0.28 per fortnight below the previous maximum, and applies only where a member earns (between scale and academic allowances) €50,499 or more. Every member earning below this level pays less. And no matter how much above the cap that a member earns, their subscription cannot be more than 0.75% of point 11 of the scale.

Next month: What the percentage rate will mean for members currently on other subscription models (e.g. substitute teacher members) and how the new system will be reviewed.

Want to job-share or apply for temporary reassignment

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

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

You will be able to add your details from early November and the first version of both registers will publish on 15 November. The registers will be updated on a regular basis right up to the closing date for applications of 1 February for job-share and 1 March 2019 for temporary reassignment.

Details will not be accepted by phone or by email but if you would like to amend or remove your details from the register at any time please email carak@into.ie

The job-sharing scheme is outlined in Chapter 9 of *Terms & Conditions of Employment for Registered Teachers in Recognised Primary and Post Primary Schools* (www.into.ie/ROI/InfoforTeachers/Staffing/Downloads/Chapter9_JobSharingSchemee.pdf) and the temporary reassignment scheme is detailed in Circular 12/2018 (www.into.ie/ROI/InfoforTeachers/Circulars/Circulars2018/cl0012_2018.pdf).

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

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

INTO President's Dinner

The annual INTO President's Dinner took place in the Galmont Hotel, Galway in October. Over 300 guests attended the evening in honour of INTO president, Joe Killeen.

L-R: Tommy Greally (CEC), Siobhán Lynskey, Marion Fahey, Annette Regan, Paddy Forde, Michael Gallagher, Eoin Fenton, Ann Comyn, Orla Mhic Aogáin

Below: INTO president Joe Killeen with members of his family

INTO president, Joe Killeen, with Annette Regan, District 6 chair

Photographs by Brendan O'Dwyer

Checkmates

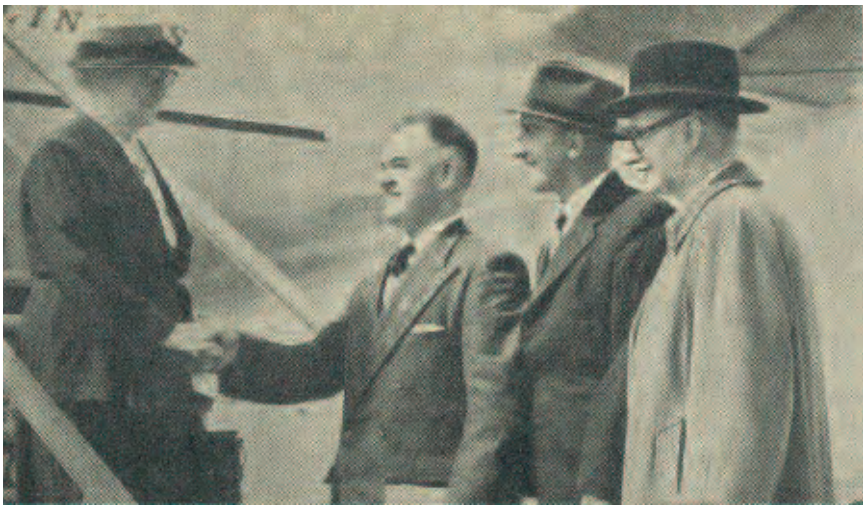
Joe Killeen, INTO President, recently took time out of his busy schedule to attend the sixth class graduation in Lough Cutra NS, Gort, Co Galway.

Joe is principal of the school and is pictured here playing a game of draughts with Darragh Bradbury at the graduation. Unfortunately for Joe, Darragh won the game!

Joe is pictured at the graduation with Darragh.

Photograph from our past

INTO President Margaret Skinnider en route to the Phillipines



In this photograph, INTO President Margaret Skinnider is on the steps of a plane at Dublin Airport en route to the Philippines for the World Conference of the Organisations of the Teaching Profession (now Education International). The president's long journey took place in the summer of 1956 and, on her return, she wrote a series of articles for the INTO journal about her impressions and her experiences of the international conference and of the Philippines.

Scottish-born Skinnider was notable for being a combatant during the Easter Rising of 1916 where she was gravely injured. Later moving to Ireland, she became a teacher in inner city Dublin, was active in the INTO and became the fourth woman president in the mid-1950s.

Those seeing the president off to Manila (in the days when airport security was clearly not what it is now) are themselves each interesting figures in the INTO story.

The man shaking hands with Margaret Skinnider is INTO vice-president Liam O'Reilly, a teacher in Ballina where a dispute which would become bitter and long running was then simmering. This concerned the takeover by Christian Brothers of a lay school, and with it the key promoted position of principal.

The man in the centre with the hat is INTO general secretary Dave Kelleher. From Co Cork, Kelleher taught in Dublin, was elected to the INTO Executive Committee and had been president for the later months of the Dublin Strike of 1946. He defeated the man in the hat beside him for the position of general secretary in an election in 1947 and remained in that office until 1967.

Finally, the man to the right is M.P. Linehan, also a Cork native and general treasurer of INTO. He had already served for almost 30 years at INTO Head Office when this photograph was taken.

Athy Branch celebrates INTO 150

Athy Branch held a celebration to mark INTO 150, coinciding with its May meeting. The branch committee invited retired members to join the celebrations for a BBQ and celebratory cake, which was jointly cut by Athy's most senior retiree (Frank McNulty) and the branch's newest member (Joy Watson). The evening was a roaring success and was marked with the launch of the Athy Branch archive. Members past and present were invited to bring stories and photographs of Congress, marches, strikes etc., which will now form part of the branch archive for members for generations to come.

An Ghaeilge agus an Múinteoir Náisiúnta

INTO 150 event in Marino Institute of Education

D'eagraigh Cumann Múinteoirí Éireann díospóireacht i gcomhar le hInstitiúid Oideachais Marino mar chuid de cheiliúradh 150 bliain Chumann Múinteoirí Éireann, ar an Máirt 16 Deireadh Fómhair i Marino. 'An Ghaeilge agus an Múinteoir Náisiúnta' an téama a bhí i gceist.

Chuir Joe Killeen, Uachtarán CMÉ agus Aodán Mac Suibhne, Ceann na Roinne Gaeilge, IOM, fáilte roimh an lucht éisteachta. B'é Páidí Ó Lionaird (TG4) a bhí sa chathaoir agus bhí deis ag an lucht éisteachta ceisteanna a chur ar an bpainéal. Ar an bpainéal bhí Teresa O'Doherty, Uachtarán Institiúid Oideachais Marino; John Boyle, Príomhoide scoile Baile Átha Cliath (iar Uachtarán INTO); Treasa Kirk, Cigire ón Roinn Oideachais agus Dónal Ó hAiniféin, Cathaoirleach, An Chomhairle um Oideachas Gaeltachta agus príomhoide scoile. Cuireadh ceisteanna ar na téamaí seo a leanas:

Conas tuismitheoirí a spreagadh le tacú le foghlaim na Gaeilge; An tionchar atá ag na meáin shóisialta; Caighdeán Gaeilge ar fhágáil an choláiste seachas caighdeán iontrála; Úsáid CLIL mar mhodh teagaisc teanga, agus An chúis a mhúintear Gaeilge nuair nach mbíonn deiseanna ag daltaí an méid a fhoghlaimíonn siad a úsáid.

Don chéad uair, deineadh an díospóireacht a chraoladh beo ar líne. Bhí deis ann ceisteanna a chur ag an bpainéal trí Twitter chomh maith.

Beidh an díospóireacht ar fáil ar line ar suíomh Youtube @INTOnews

Ag labhairt ag an ócáid bhí: Páidí Ó Lionáird, cathaoirleach na díospóireacht, Treasa Kirk, Teresa O'Doherty agus Dónal Ó hAiniféin.

Joe Killeen, Uachtarán, ag cur fáilte roimh an lucht éisteachta.

Deirbhile Nic Craith, INTO Director of Education and Research ag an díospóireacht

Changes to school admissions

The former Minister for Education, Richard Bruton TD, commenced four sections of the new Education (Admissions to Schools) Act, 2018 on 3 October 2018. The Act has been a long time in gestation with different iterations of the Bill. The Act is intended to respond to the demand from parents/the public for more transparency in schools' admissions policies and procedures and, in particular, to address what has come to be known colloquially as the 'baptism barrier'. Prior to its enactment, the matter of schools admissions had been the subject of various High and Supreme Court judgements and topical discussion – particularly in geographical areas where schools are over subscribed on a regular basis.

The sections of the Act which have been commenced are as follows:

- Section 8 – allowing, from 3 December 2018, the National Council for Special Education (NCSE) to designate a school to open a special class "following a number of steps".
- Section 9 – prohibiting the charging of fees as a condition of admission.
- Section 9 – requiring schools to co-operate in relation to admissions.
- Section 11 – prohibiting the use of religion as a criterion in admissions except in the case of a minority religion. The Education (Admission to Schools) Act, 2018 amends the equal status legislation in order to give effect to this provision.

The remainder of the Act has not been commenced and the sections not commenced deal with a range of matters including the following:

- The preparation/drafting of admissions policies.
- Annual admissions notice.
- Prioritising admissions criteria.
- The role of the principal in admissions.
- Section 29 Appeals.
- The role of the patron and the minister

INTO Head Office has commenced negotiations with Management and the NCSE in relation to the implementation of the Act and its impact for schools. In addition, the INTO's Legal and Industrial Relations Section is currently preparing a Questions & Answers Guide on the new legislation which will be published in a forthcoming issue of *InTouch*. The topic is also being covered in the current series of INTO Principals' Seminars.

INTO Learning update

INTO officers briefed on current issues

The last of five regional INTO officer training sessions takes place in Kilkenny this month for districts 10 and 11.

Last month regional training sessions were held in Sligo for districts 3, 4 and 6, in Charleville for districts 12, 13 and 16, in Tullamore for districts 7, 8 and 9 and in Mullingar for districts 5, 14 and 15.

These sessions provide INTO officers with an opportunity to discuss current issues – in particular the details of the pay deal balloted upon last month. The session also included updates on professional, conditions of employment and legal and industrial relations issues.

Officers were updated on the work of the INTO Taskforce on Participation and time was also afforded to districts to plan for local events for staff representatives and new members.

Supports for INTO staff representatives

If you are an INTO staff rep please ensure your branch secretary knows your details. Branches are currently organising local events for staff reps and new members that will afford an opportunity to get to know INTO structures and procedures, know who's who in our union and provide a space for discussion and questions.

Other supports available to staff reps include an online support course. The course comprises four modules and will remain online until June 2019:

- Module 1: Staff Representative Role and Responsibilities
- Module 2: INTO Structures and Communications
- Module 3: Teacher Employment Terms and Conditions
- Module 4: Managing Workplace Relationships

For further details see www.into.ie/ROI/INTOLearningandTraining/StaffRepresentativesCourse/

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Halfords	10% Discount	Countrywide
Moores Jewellers	10% Discount	Countrywide
Pamela Scott	10% Discount	Countrywide
Select Hotels of Ireland	10% Discount	Countrywide
Skechers	10% Discount	Countrywide
Tesco	4% Discount*	Countrywide
The Flower Factory	20% Discount	Nationwide delivery
The Health Store	10% Discount	Countrywide
Topshop	7% Discount*	Countrywide
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Keep track of the offers you have used or save new offers to 'My Offers' so you can come back to them again and again.

Leave reviews

Share your experience with other members.

Suggest venues

Let the Membership Plus team know where you would like to save with your INTO Membership Plus card – directly from the app!

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Available from the App Store for the iPhone and Google Play for compatible Android phones – simply search for 'Membership Plus'.

Membership Plus offer categories

On our website and mobile app, offers are categorised into the following: days out, eating out, fashion, health and beauty, holidays and travel, home and lifestyle, and sports and fitness.

Mulranny Park Hotel competition

Congratulations to Fiona Morrissey!

Fiona was the winner of two nights' luxurious accommodation in a Deluxe Suite in Mulranny Park Hotel which overlooks Clew Bay and the majestic Croagh Patrick mountain. A full Irish breakfast is included each morning.

Fiona also won a breadmaking cooking demonstration and a ticket to the Gala Gourmet Dinner in the hotel in April. This includes accommodation for one night with a full Irish breakfast the following morning.

MULRANNY PARK HOTEL
- A Great National Hotel -

For competition terms and conditions contact G N Mulranny Park Hotel at www.mulrannyparkhotel.ie

#WishingStones – promoting global goals

While the national event was taking place at the Poverty Stone in Dublin's docklands, marking UN Eradicate Poverty Day and highlighting Global Goal No. 1 of the Sustainable Development Goals, primary schools all around Ireland were displaying their support through #WishingStones on Wednesday, 17 October. Schools from Faugher in Donegal, to Claregalway, Carnaross, Balbriggan and around Dublin City, sent photos through social media of their marvellous stone displays, inscribed with their wishes for the future.

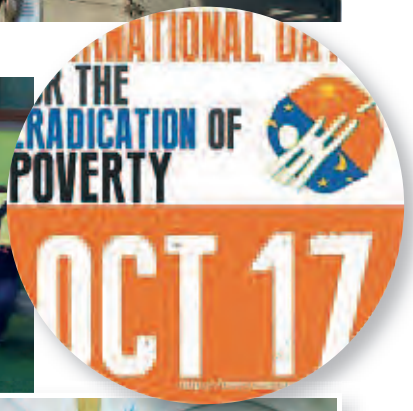
All those that posted were re-tweeted on the INTO Twitter account @INTOnews, but here is a very small selection of the wonderful efforts of all the teachers and pupils around the country.

INTO Global Citizenship school thanks everyone who made the huge effort to take part. Make it a date for next year!

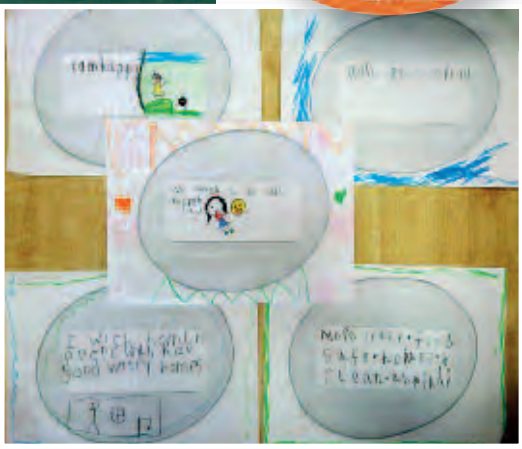
Carysfort NS in Arklow shared a picture of their stones

Gathering at the Poverty Stone in Dublin's docklands.

As a Global Citizenship School, Carnaross NS, Co Meath, wanted to show their solidarity with everyone around the world affected by poverty.



Some of the many wishes on stones from St Laurence's NS, Baldoyle.



Senior infants in Balbriggan ETNS designed stones for the International Day for the Eradication of Poverty.

A teacher's view of Palestine

An Irish teacher talks to *InTouch* about her experience teaching in the West Bank

Top right: Part of the Israeli 'security' wall surrounding the town of Bethlehem.
Top: Boys from Al Fawwar Boys' School enjoying a football tournament.
Left: Banner outside Church of the Nativity in Bethlehem (refers to figures from 2017).

Why did you choose to give up your summer break to go and teach in Palestine?

I was always very interested in disadvantaged education and that spreads beyond our own country. I was aware of children in other countries for whom education wasn't as freely available or as well resourced as it might be here. Even though I know we have our own difficulties here, I wanted to learn from working with those children and their teachers and also see if I could make a positive contribution there.

Where did you visit in Palestine?

I was in the occupied territories in the West Bank. Gaza, at the time, was blocked off to visitors and my visit coincided with a lot of trouble concerning the Al Aqsa Mosque. As we couldn't visit Gaza, we were contained in the West Bank. I spent most of the summer living in Al Fawwar refugee camp which is about eight kilometres south of Hebron, (the local people call it Al Khalil), and I travelled into Hebron each day. I also visited other towns within the West Bank because it's quite small in comparison with Ireland. We were in Ramallah, Nablus and Jericho.

Did you have any difficulty moving around Palestine as an Irish citizen?

We did, but it quickly became apparent to me that my difficulties were minimal compared to the Palestinians who lived there. Hebron is split into two areas, H1 and H2, and has been under military occupation for a long time. There are checkpoints at the end of each road. At many of these checkpoints the locals weren't able to pass through, but we were as we had foreign passports. However, you might be kept waiting for up to an hour in 50° heat. You could be held at gunpoint and questioned repeatedly. Also, you didn't know, when you passed through a checkpoint, if you'd be allowed to pass back. Those experiences just showed me how difficult it is for the people who live there. Unemployment is very high but this isn't because their skills are low. There is a high level of education there and people can be unemployed for several reasons. Trying to get to work through the checkpoints can be difficult. They might also want to go to football training or to school and can be blocked at a checkpoint. It impacts on every facet of their lives.

Was it difficult getting into Palestine?

My difficulty was getting out, because they suspected I had spent time in the West Bank. I was held at gunpoint, in the sunshine, for four hours. I was then 'randomly' selected three times for searches. I was detained and only released 40 minutes before my flight. Everything was broken in my bag, personal items, gifts etc were destroyed. It was horrific for me. They took all my personal items from my hand luggage, including underwear, and placed it on display on a table for all the Israelis to laugh at. Only myself, another white girl and any Arabs travelling were detained like this.

Why do you think, as an Irish teacher, you were subjected to that treatment?

It's my belief that I was held and treated in that fashion because I had spent six weeks in the camps. They don't like external people going in and spending time there, seeing the way people are treated, and going back and telling their colleagues which raises awareness. When you see numbers or statistics it's one thing, but when you actually see real live people and you put a face to names, people become compassionate and emotional about it. Some of my friends also had difficulty getting out, even though we had letters from the UN entitling us to be there.

When you talk about camps, can you explain what you mean?

On 15 May 1948, during Al Nakba or The Catastrophe, Palestinian people were violently expelled from their homes. In the camp that I visited, people had been refugees since that time. When they first moved to the refugee camps they were living in tents and under fabric, or whatever they could find. UNWRA (United Nations Relief and Works Agency for Palestine Refugees), went in, and set up what were intended to be short-term facilities, but they haven't been replaced since. There are schools and clinics, but they are functioning on foreign aid. This aid has been cut twice in the last few months and, just recently, the US has cut their contribution to it altogether. People live in concrete buildings that sprang up from tents. There was no planning. Water is a massive issue because the Israelis are diverting water to their illegal settlements

in the Occupied Territories. In the camp I was living in, there was no water on a regular basis. Flushing toilets is a big problem. We were only there for six weeks, what about the people living with this throughout the year?

Can you give us an idea of what it's like for a child living in these camps?

Conditions are cruel, I suppose is the word for it. The children are woken up at night regularly when the camp is shut off by soldiers. Basically, if anything happens in the Occupied Territories, regardless of the nature of it, the soldiers cut off the camp. This means that they stand at the one entrance to the camp with guns. People aren't allowed to enter or exit. This might mean that if you've a hospital appointment you simply can't attend. If you have a job, you can't go to work. Children see this. There are regular raids on the camp. For example, while I was there, one of the people we had met put up a Facebook status saying that a previous raid on the camp had been unfair. Soldiers came in and attacked his wife. He was arrested at gunpoint. He's still in prison and we still don't know what will become of him. The children witness this. There are a lot of children who are growing up without two parents in the household for this reason. Food is, to a certain degree, scarce as they can't import food because imports are blocked. They have very highly trained people, such as nurses and doctors, and the education system is very strong, but they are all working with old and very limited facilities.

What is life like for teachers?

I think life is very difficult for the teachers. They've entered into a job because they love to teach and to help children, but they're faced with the prospect of very large classes and very little financial aid. They are under pressure to help the children to attain the highest scores they can, because the parents and the children want to achieve third-level education. If a child is struggling, it is very difficult for the teacher to help them because there can be up to 60 children in a classroom. There are very little resources to begin with, there are no SNAs or classroom assistants. They are also paid incredibly poorly, which means they can find it difficult to feed their own families, whether they're from the camps or not. On top of that, sometimes their wages don't come through which is very difficult when you are already living in near poverty.

What obstacles are there for Palestinian children accessing education?

For Palestinian children who live in the camps there are the UNWRA schools. However the UNWRA schools 'financial support' has been cut so finely that it means the children can attend, but they might not get adequate books or resources. Also, I felt that there was a great pressure on the children to succeed in education because it was, possibly, their only avenue to success in the future. They want to do well and have incredible pride in who they are. There are other obstacles, such as camp being closed, the lack of basic facilities such as water or electricity. They may have witnessed their father, brother or uncle being arrested, rightly or wrongly. Many of the children have recently lost family members. In Ireland, we have resources available such as counselling and play-therapy, but these are not available over there.

The media paints a certain picture of life in the Occupied Territories. Did you witness any acts of aggression from either side of the conflict while you were there?

The West Bank is an area that is under occupation by Israeli soldiers. It is not part of Israel. But, there are a number of illegal settlements within it and they are ever-growing. The IDF were extremely aggressive towards us on many occasions. I was never treated aggressively by any Palestinians where I was. I am aware of the way that the media portray the situation. I think that it's very important to note that Hebron is under military occupation and has been now for an exceedingly long time. It makes it very difficult for students to grow up and to succeed in education, as we would all hope for our children in Ireland. I was treated poorly on several occasions by the IDF soldiers. However, I felt the opposite from Palestinian police and soldiers. They were genuinely intrigued as to why we were there.

What can we, as Irish teachers, do to help or connect our school to schools in Palestine?

It is important that, as teachers, we take an interest in this, because, as educators we want children to progress and do well and we should hope that children all over the world can do so too. These are children who are at risk.

The first thing I would recommend is to educate yourself about this topic. Read more about it and attend meetings. The Ireland Palestine Solidarity Campaign (IPSC) (and SADAKA) arrange information talks and events and teachers could attend these and bring their own perspectives to this issue. Unfortunately, it's not possible to send letters or packages. Some only received post that was withheld from them for many years. If possible, with help, principals or teachers might be interested in setting up an email system, where classes could email pictures and stories and hopefully they would get these through to the schools in Palestine.

If you are interested and want to visit a camp, to see what it is really like, I travelled with a group called Unipal (unipal.org.uk) You'll need to do an interview and they will provide training. It was an incredibly well-structured trip and I feel I gained greatly from it.

SINEAD's full contact details are with the editor

INTO and Palestine

At Congress 2018, motion 13 was passed calling on the CEC to implement a number of initiatives to inform and raise the awareness of INTO members on the ongoing humanitarian and political crisis in Palestine. The text of that motion, along with the information to be published in relation to the UN Economic and Social Commission for Western Asia report, entitled Israeli Practices towards the Palestinian People and the Question of Apartheid is available on the INTO website under the global solidarity pages www.into.ie/ROI/GlobalSolidarityNetwork

INTO support for Trade Union Friends of Palestine (TUFP)

TUFP was established by the Northern Ireland committee of the Irish Congress of Trade Unions (ICTU) in 2006 to help promote the policy adopted at its Biennial Delegate Conference in 2005 to 'Campaign in solidarity with the Palestinian people'. The ICTU was subsequently mandated by conference to also establish TUFP in the Republic of Ireland. The INTO has also supported TUFP by facilitating fringe meetings at Congress over the last two years and these events have proven very popular with delegates.

Letters

Dear Editor,
After less than two years in The White House, President Trump has already shown himself capable of deep, profound misogyny, capable of advocating moral equivalence between white supremacists and civil rights activists and capable of directing law enforcement agencies to separate mothers from their children.

Yet his vindictiveness and lack of empathy took a new twist when his administration announced that it will cut all $350 million in US funding for the United Nations Relief Works and Agency (UNRWA). For the last seventy years this agency has provided basic life saving assistance to more than five million Palestinian refugees throughout the Middle East.

For us educators the most troubling aspect of this callous cut is that over half a million schoolchildren receive education from UNRWA each day.

Please consider writing (individually or as an INTO branch) to our Department of Foreign Affairs to encourage them to continue to increase our nation's contribution to this vital agency. More so than ever decent people need to stand up to the bullies of this world.

Mise le meas,
Feargal Brougham
INTO Vice President

Dear Editor,
The cartoon you created for the INTO budget campaign was absolutely stunning. I really felt it brought the issues to life and demonstrated how we are all interconnected – teachers, principals, parents. Many of the parents I shared it with reacted in the best way possible. They asked, how can I help?

Yours,
Dawn, Dublin

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.

SubSurvey

Substitute Availability

Following a Congress 2018 resolution, the INTO is currently gathering information regarding the availability of substitute teachers. A comprehensive response is required to give a strong representation of national and regional trends, to form part of the INTO's campaign to highlight the substitute availability crisis. The initial response has been good, but we need a response from every school to have impact

The information is being gathered on a monthly basis, with the next survey issuing on Friday 30 of November 2018.

To circulate the survey, INTO are seeking one contact email address in each school. Members can register an email address on the INTO website. A designated news item will be posted on the website and shared on INTO social media.

One initial registration of a contact email address will suffice for the duration of the school year.

The INTO wishes to thank members for providing information from their school.

Retirements

Pictures from branch and district functions to honour retiring members

Dundrum

Dundrum Branch recently marked Maria O'Donoghue's retirement. Back row left to right: Marian Anderson, Anne Dalton, Brenda O'Connor, Maura Stapleton, Eileen O'Brien, Jacinta Coman, Aisling Flynn, Úna Luddy, Brendan Horan (CEC), Danny Morrissey, Katie Ryan, Aoife Tierney, Éilís McGlew, Eleanor O'Dwyer. Front row left to right: Donnacha Ó Duibhir, Sylvia White, Olivia Ryan (Branch Secretary), Maria O'Donoghue, Kevin Moran (Cathaoirleach), Minnie Comerford.

Castleisland

Back row left to right: Siobhán Kerins, Denis Griffin, Cáit Daly, Mairéad Bn. Uí Bhrosnacháin. Front row left to right: Eileen Kearney, Mary Frances O'Shea and Eileen Brosnan.

Dublin North Bay

Dympna Mulkerrins, Chairperson of Dublin North Bay Branch and Education Committee rep for D14, being honoured on her retirement at the branch's May quarterly meeting. Dympna is pictured with Sheila Nunan, INTO General Secretary.

INTO Advice

{ INTO advice for members on issues of importance }

Parent-teacher meetings

As the time for parent-teacher meetings is approaching, the INTO offers advice for teachers on how best to prepare for the meeting and promote a positive outcome for pupils, teachers and parents.

Preparation

- 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.
- 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.

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

- 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 overrun 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 on a positive note.
- 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.
- Ensure other pupils' details/reports are not visible to parents.
- 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 to record your notes.
- Always thank the parent for their attendance at the meeting.
- Make sure to follow up on actions agreed.

Nuacht CMÉ

intouch Digital edition

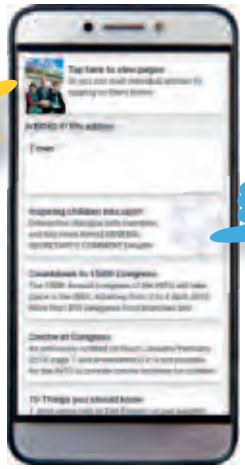
You can now read the digital edition of *InTouch* on your mobile device through the *InTouch* app or on your desktop computer via the INTO website. Follow these simple navigation instructions to enjoy your interactive digital *InTouch*.

Viewing *InTouch* on your mobile device

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

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

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



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

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

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

Viewing *InTouch* in replica mode

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

Navigate through pages by swiping (Android devices).

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

Viewing an article in text mode

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

Use this menu to view the list of articles.

Viewing *InTouch* on your desktop computer

Available at www.into.ie

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

Make it a cyber-habit

Five simple steps to staying safe online

Some steps you can take to increase your online safety – now and in the long run

1 Know the risks It all starts with the awareness of the risks along with the realisation that everybody is a potential target. The digital world is also inhabited by criminals who never miss a chance to steal fellow netizens' data or money, or both. The attackers deploy ever more advanced tools and techniques to attack their targets. While we hold no sway over attackers' capabilities and incentives, we can make their 'job' harder by acknowledging and addressing the vulnerabilities in ourselves, as well as in our devices and software.

2 Don't fall for it Attackers are keenly aware of our weaknesses. You're too trusting, curious or willing to help and so on: these are some of the most common traits in human behaviour that are exploited by phishing campaigns. Phishing scams are designed to steal your sensitive data and/or money through malicious emails, websites or text messages and these scams have been a constant threat. The key line of defence is not to blindly trust any message you receive and be careful with anything that can be clicked, such as links or attachments. Indeed, you're best-advised not to click anything in messages that arrive out of the blue or sound too good to be true, as a click or two can have far-reaching consequences. Double-check that the message and its sender are legitimate. If in doubt, throw it out and never look back.

3 Keep it current Software is not free from flaws either, so installing updates and patches for all your software as soon as they're released is a rather effortless way to reduce the number of openings that attackers can use to compromise your systems. Left unpatched, the vulnerabilities can act as an easy entry into your devices. This is doubly true for software that is known to often contain vulnerabilities exploited by cybercriminals. The easiest way to plug known holes in your software, in home settings anyway, is enabling automatic updates.

4 Play safe on social media A great deal of the internet's appeal involves connecting with people, including those we rarely see in real life, as well as with complete strangers. It's only natural that such networking commonly involves the sharing of seemingly innocuous but still rather personal information. However, the resulting (over)sharing of details from one's life can backfire if the information ends up in the wrong hands. Social platforms are a trove of valuable information for scammers, who can orchestrate effective spear-phishing campaigns that can lead to account takeovers. Additionally, if one of our friend's accounts is taken over, it can be further misused to spew out malicious messages or links to contacts or followers. Review your accounts' privacy settings on a regular basis and, ideally, limit who can see what you're up to.

5 Lock down your logins Passwords are often keys to your online identities, which alone is enough to highlight their importance. Choose strong and unique passwords or passphrases, especially for accounts that are home to sensitive information about you, such as email, social media, or banking accounts. Refrain from re-using your password, since that puts other accounts of yours at risk too. Should you fall prey to, a phishing attack and one of your accounts is taken over, having a unique and complex password for each account significantly bolsters your defences. Moreover, it's worth enabling an extra layer of security beyond the password by adding an extra authentication factor. Two-factor (or multi-factor) authentication will normally go a long way towards shielding your valued online accounts from harm.

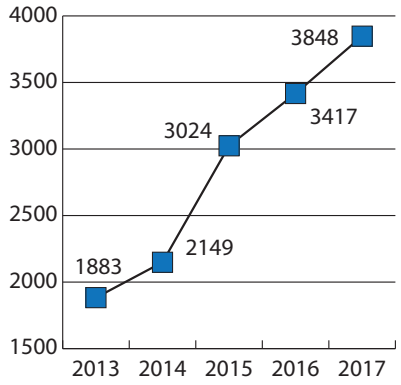
URBAN SCHROTT, IT Security & Cybercrime Analyst, www.eset.ie

Legal and Industrial Relations Section

The Legal and Industrial Relations (LIR) Section is led by Anne McElduff, Assistant General Secretary, supported by David O'Sullivan, Senior Official; Maria McHenry, Niamh Cooper, Elizabeth-Ann Kirwan and Karl King, Officials; together with Audrey Cullen, Administrative Officer; Jane Dowdall, Executive Officer; Michelle Goode and Sharon Kane, Clerical Officers and Sheila Murphy, intern. The team responds, advises and represents members on a broad range of matters, which include staff relations, child protection, parental complaints, disciplinary procedures and fitness to teach.

Front row (l to r): David O'Sullivan, Michelle Goode, Maria McHenry and Karl King,
Back row (l to r): Anne McElduff, Sheila Murphy, Niamh Cooper, Elizabeth-Ann Kirwan, Audrey Cullen, Sharon Kane and Jane Dowdall.

Advice and assistance



Lir queries 2013 – 2017

Over the past number of years, there has been an increase in members seeking the support of LIR through phone calls to the Queryline. Of the 3,848 telephone queries received in 2017, approximately 40% of the members who sought advice were principals. In accordance with the INTO service charter, we aim to respond to queries within 24 hours. Queries in relation to serious matters such as child protection and disciplinary matters are prioritised and dealt with as soon as possible.

Casework

LIR officials routinely meet with members to provide advice and support. In addition, members are represented at various fora such as before boards of management, Tusla/ the Child and Family Agency, the Disciplinary Appeals Panel, the Workplace Relations Commission and Labour Court. Since the commencement of Part V of the Teaching Council Acts 2001-2015, LIR advises and assists members on Fitness to Teach complaints before the Investigating Committee and Disciplinary Committee of the Council.

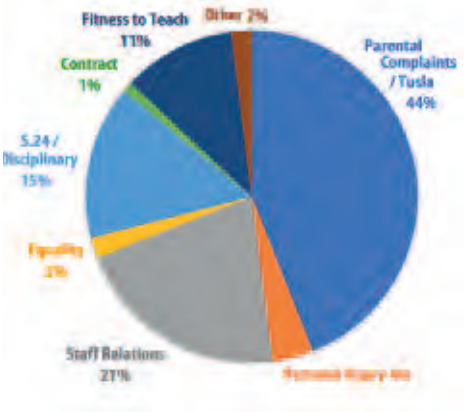
Other activities

At annual principals' seminars, LIR presents on topical developments, including child protection, new requirements introduced by the Education (Admission to Schools) Act 2018 and the impact of GDPR on schools. The purpose of the seminars is to provide practical and proactive support to school leaders in response to the changing landscape of the education sector.

To support local and national structures, LIR officials deliver training and presentations at branch, district and national levels. Following the resolution at Congress 2018, LIR is assisting the Taskforce on Participation to explore ways of improving members' engagement and participation with the INTO.

On a regular basis, LIR contributes up-to-date advice, through eNewsletters and *InTouch* magazine and recently published a supplement on GDPR.

LIR also assists the work of the Principals' and Deputy Principals' Committee.



Case categories of 2017

Strategic engagement

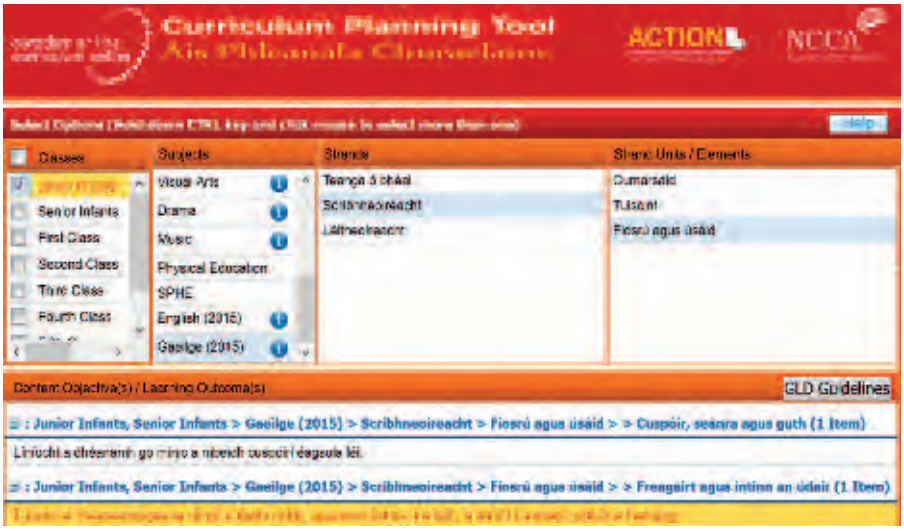
From a policy perspective, LIR engages with key stakeholders, including the Department of Education and Skills (DES), the Teaching Council, the National Council for Special Education (NCSE), Tusla, management bodies and other relevant agencies. Through strategic engagement with stakeholders, LIR officials seek to advance members' interests and influence policies and procedures.

Our team

LIR is committed to providing members with comprehensive advice from both a legal and industrial relations perspective. In this regard, the team prioritise continued professional development. The team's current key priorities include:

- Maintaining a quality service for members through queries and casework.
- Making additional resources available to schools, including on GDPR compliance.
- Engaging with the DES on members' interests, including the Child Protection and Safeguarding Inspection model.
- Engaging with the NCSE and Tusla on the new powers of designation under the Education (Admission to Schools) Act 2018.
- Reviewing the Governance Manual for primary schools.
- Reviewing Working Together procedures.
- Flexibly responding to members' needs.

Working with the Primary Language Curriculum



Getting to know any new curriculum will take time and support. In recent years, teachers have become increasingly familiar with the new Primary Language Curriculum for junior infants to second class. As teachers in these classes begin to use the curriculum, questions related to planning and teaching inevitably arise.

Spending time reading, getting to know and talking about the curriculum helps to develop an understanding of its aims, approaches and intended learning for children. The full-day school closure in this school year as outlined in Circular 0039/2018, gives an opportunity for schools to explore the curriculum further.

The move from detailed content objectives in the 1999 curriculum for English and Irish to broad learning outcomes in the new language curriculum shifts the focus from what teachers teach to what children will know and be able to demonstrate through a range of language experiences and activities. Planning experiences and activities that reflect and address children's needs, interests and curiosity are a central part of teaching. This involves thinking about a number of key questions such as:

- What aspect of the children's learning in this particular Learning Outcome am I focusing on?
- What experiences will I provide to support the children's learning?
- How will the children demonstrate what they learn?

To support teachers in working with the learning outcomes in the language curriculum, a number of resources have been developed as part of the Primary Language Toolkit at www.curriculumonline.ie. These resources include examples of children's language learning in English and in Irish which are annotated by teachers and show children's progress toward the learning outcomes. The toolkit also includes support materials which provide guidance on pedagogical approaches that support children's language learning. These include 'The Writing Workshop', 'Infusing Playfulness into Language Teaching and Learning' and 'Content and Language Integrated Learning (CLIL)' which are illustrated through images and videos from classrooms across Ireland. These different resources might help support whole-staff conversations about the new language curriculum and particularly about working with the learning outcomes.

Teachers and principals have been asking for the new language curriculum to be added to the NCCA's online planning tool at www.nccaplanning.ie. This update is now live in the planning tool with the learning outcomes incorporated and labelled as 'English (2015)' and 'Gaeilge (2015)'. In the 'planning support' section of this website additional guidance is provided for teaching the entire curriculum.

Finally, the NCCA wishes to thank the teachers and principals who completed surveys, attended seminars and participated in the Language School Network as part of the consultation on the draft Primary Language Curriculum for third to sixth class. The report on the consultation is published at www.ncca.ie/en/primary /primary-developments/language-curriculum and the findings are informing the further development of the curriculum for third to sixth classes.

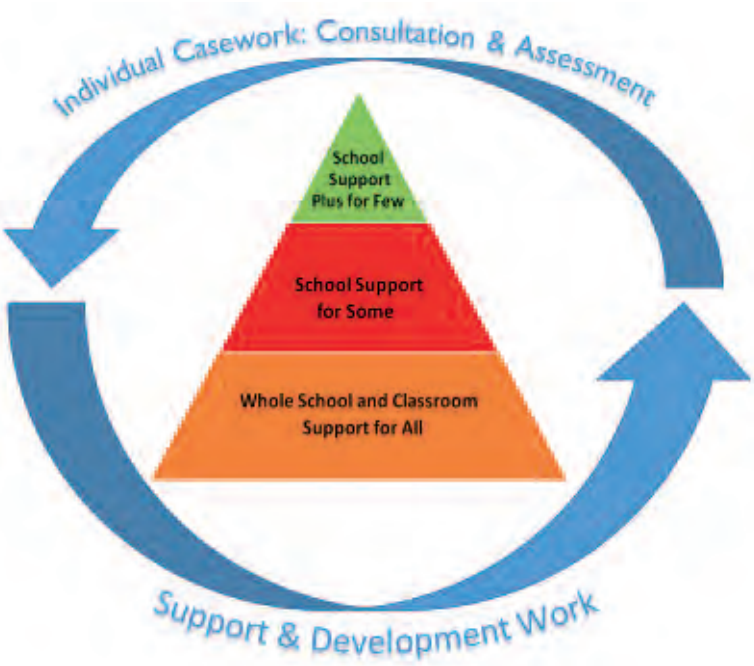
The Primary Language Team, National Council for Curriculum and Assessment

The National Educational

A psychological service to schools

The National Educational Psychological Service (NEPS) is the psychological service of the Department of Education and Skills. NEPS is organised into eight regions nationally, comprising of local teams led by a senior psychologist and a regional director. Each NEPS psychologist is assigned a list of schools and provides a psychological service designed to support the wellbeing, and the academic, social and emotional development of all children, with particular regard to those with special educational needs and those at risk of educational disadvantage. NEPS psychologists are experienced practitioners with expertise in psychological theory and practice, child development, and pedagogy.

In September 2017, the Department of Education and Skills (DES) announced changes to the way special education teacher (SET) supports are allocated to schools. The SET allocation model moved away from allocating resources based on diagnosis to a general allocation model based on each school's enrolment and educational profile. This allows for a greater focus on individual needs, irrespective of diagnostic categories. In implementing the SET allocation model, schools use the continuum of support framework to identify and respond to the diverse needs of all learners. NEPS supports schools and teachers in this process in two ways, through individual casework (consultation and assessment) and support and development work.



Working in collaboration with schools

NEPS psychologists take a holistic, developmental perspective in all the work they undertake in schools. Through their engagement in casework/consultation, they provide direct support for teachers to meet the needs of individual students. Involvement in casework follows on from work the school has already undertaken and seeks to provide a more in-depth understanding of the child or young person's strengths and needs in order to inform intervention. As part of individual casework, NEPS psychologists play a key role in supporting schools at times of transition for those students with more significant needs. This work is undertaken in collaboration with the school, parents and other professionals and agencies. Through its whole-school support and development work (CPD), NEPS aims to build capacity in schools through initiatives aimed at prevention, early intervention and the promotion of best practice.

Supporting schools through individual casework/consultation

Individual casework remains a central aspect of the work of NEPS psychologists in schools. NEPS uses a consultative problem-solving process when engaging in casework. This involves the psychologist reviewing data from different sources, and gathering information using a range of assessment approaches to better understand a child's needs (e.g. interviews, observations, checklists). It may include the use of cognitive tests, assessment of academic skills and/or emotional, adaptive and behavioural functioning, as indicated. The focus of the assessment process is to provide additional data to schools to identify areas of specific needs, to raise awareness, to inform interventions for those children with more significant and enduring needs and, where appropriate, to identify a referral pathway to other professionals and agencies.

What type of support and development work does NEPS offer schools?

NEPS psychologists offer a range of support and development initiatives to support schools in implementing the SET allocation model. This includes the provision of advice and consultation to teachers. NEPS teams also offer training and guidance for teachers on universal and targeted evidence-informed approaches and early intervention to promote children's wellbeing, and social, emotional and academic development. Initiatives such as the Incredible Years Programmes and the FRIENDS Programmes have been welcomed by schools and their impact positively evaluated. Schools may also consult with their NEPS psychologist on specific support and development needs that emerge through the planning process and casework. For example, schools may wish to consult with their assigned

Psychological Service (NEPS)

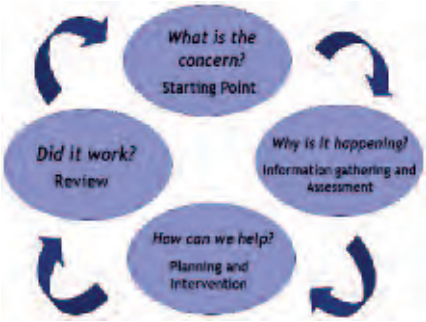
psychologist on issues which arise for them in implementing the *DES Guidelines on Supporting Student with Special Educational Needs in Mainstream Schools* (2017). Schools may also use the reflective questionnaire from these guidelines (appendix 7) to engage with their psychologist in a more in-depth consultation on aspects of best practice, for example, embedding the continuum of support process, educational planning and use of the student support file and use of evidence-informed interventions. Psychologists sometimes contribute to cluster groups/communities of practice within and/or across schools to support a joint exploration of concerns and what might help. Schools are encouraged to link with their NEPS teams on support and development initiatives that are available locally.

Critical incidents

Critical incident support is a core aspect of NEPS work in schools. The NEPS role is to support schools to plan and develop policy to enable them to respond effectively should a tragedy occur. In the event of a critical incident the primary role of NEPS is to advise and support the teachers and other adults who work with the students and know them well. The NEPS approach to responding to critical incidents is set out in *Responding to Critical Incidents*. In-service training is available at whole-school level and/or with the critical incident management team to support schools to review and develop their approach to supporting students following a critical incident.

Using a consultation model of service delivery

Whether engaged in individual casework or support and development work, NEPS psychologists use a consultation model of service delivery. This means that they work collaboratively to facilitate thinking and problem-solving with teachers and parents/legal guardians to better understand a child's strengths and needs or the needs of the teachers and their schools.



Four-stage problem solving framework

This collaborative work informs both policy and practice and helps the school to identify interventions and adaptations to the learning environment which support the development of pupils' educational and psychological wellbeing. The rights of the child are also recognised within this process and pupils are invited to contribute their views and be included in decisions and plans which concern them. It is by working together that needs can be identified, interventions planned and their impact maximised.

> NEPS psychologists take a holistic, developmental perspective in all the work they undertake in schools.

Planning in partnership with schools

NEPS psychologists begin their work in their schools with a planning process. This involves the assigned psychologist and the school engaging in consultation to consider priorities for individual casework and support and development work.

Planning in relation to individual casework/consultation focuses on the needs of children who continue to present with a high level of need, despite intervention at the school level. The planning process also allows for schools to consider its support and development needs and how the psychologist might help build school capacity to work preventatively, and to intervene early to support those who experience risk or delay to their academic, social or emotional development.

Working with others

NEPS psychologists share a responsibility for supporting children and young people experiencing social, emotional and/or learning difficulties. NEPS liaises with other DES sections and agencies in order to align practice and support a more collaborative approach to the delivery of services to schools. At a local level, NEPS teams liaise with the NCSE, and with relevant HSE and Tusla services.

NEPS publications and online resources for schools

NEPS has a range of publications and online resources for schools which are available on the NEPS section of the DES website at www.education.gov.ie.

Moving forward

The NEPS service is committed to providing a quality psychological service to schools, which is grounded in psychological theory and evidence-informed practice. NEPS psychologists place a high value on the relationships they develop with their schools and look forward to ongoing collaborative work with teachers to continue to create positive and inclusive learning environments where all of our children and young people thrive.

Dr MICHAEL CULLINANE, Regional Director, NEPS North East Region.

Global partnership for education

The Global Partnership of Education (GPE) is the only global fund and partnership focusing exclusively on education for children in the world's poorest countries.

GPE is an inclusive partnership of 67 developing countries, more than 20 donor countries, civil society organisations, teacher organisations, multilateral organisations and the private sector and private foundations.

GPE helps countries strengthen their education systems so every child can get a quality education, especially the most vulnerable. All GPE grants include support for teachers with the goal to improve teaching and learning for all children. This includes teacher training and development programs, quality teaching and learning materials and strengthening of teacher management and assessment systems. More than 400,000 teachers were trained with GPE funding in 2017.

Supporting teachers and their professional development is one of GPE's key focus areas because:

- Many teachers don't get the training they need to ensure that children learn.
- Conditions – such as overcrowded classrooms and poor facilities – make teaching difficult. In some countries there are more than 80 pupils per teacher.
- Schools have insufficient and/or inappropriate learning and teaching materials.
- Often teachers are not adequately paid and supported.

Some examples to illustrate how GPE supports teachers and quality teaching:

- **Malawi, where a GPE funded initiative has resulted in the recruitment of 8,000 teachers this year as part of a series of interventions intended to mitigate the problem of inadequate school facilities and poor training for teachers.**
- **Mauritania, where decades of low learning outcomes led the government to expand programs across the country that recruit and train top candidates to become teachers and give them the resources they need to succeed in the classroom.**
- **Nigeria, where a GPE-funded program helps to recruit and train more female teachers, which are important to give girls – who are underrepresented in too many countries – the comfort they need to go to and stay in school.**
- **Kenya, where only a few years ago, more than three children had to share one math textbook, which impeded their learning. Under the Primary Education Development program, funded by GPE, more than 7.6 million early grade math textbooks have been distributed to children in grades 1, 2 and 3 in line with the government's goal of improving numeracy skills in early grades.**
- **Nicaragua, which distributed more than 1.29 million textbooks and 16,300 teachers' guides in lower secondary schools.**

Cote d'Ivoire, which has implemented programs to construct more school buildings and train and management more teachers.

Ireland and GPE

Ireland has been a GPE partner since 2006 and contributed nearly US$90 million to the GPE Fund. For the 2018-2020 financing period, Ireland more than doubled its contribution compared to the previous period (2015-2017) to EUR 25 million. Ireland shares a seat with Finland, Norway, and the United Arab Emirates at the GPE Board of Directors. The board of the GPE will be meeting in Dublin in December.

New Minister for Education and Skills: Joe McHugh

On Saturday, 13 October 2018, an Taoiseach Leo Varadkar appointed Joe McHugh as Minister for Education and Skills.

Joe McHugh has been a TD for the Donegal constituency since 2016, and previously from 2007 to 2016 for the Donegal North-East constituency. He served as Government Chief Whip and Minister of State for Gaeilge, Gaeltacht and the Islands from 2017 to 2018, Minister of State for the Diaspora and Overseas Development from 2016 to 2017 and Minister of State for Gaeltacht Affairs and Natural Resources from 2014 to 2016. He was a senator for the Administrative Panel from 2002 to 2007.

Born in Carrigart, Co Donegal, Mr McHugh was educated at Umlagh NS and the Loreto Convent, Milford. He attended the National University of Ireland, Maynooth, where he received an honours degree in economics and sociology, and a higher diploma in education. A keen sportsman, Mr McHugh has been a member of the Carrigart Boxing Club, has played soccer in the Donegal League with Cranford FC and Bonagee United FC and

has also been a Gaelic footballer. Mr McHugh taught geography and mathematics at the Loreto Convent Secondary School, Letterkenny from 1993 to 1995. From 1995–96, he taught A-level economics in Dubai, during which time he helped establish the first GAA club in the United Arab Emirates. In 1996, he returned to Ireland and became a youth worker in the Ballyboe area of Letterkenny.

Mr McHugh was elected to Dáil Éireann at the 2007 general election. His wife, Olwyn Enright, also won re-election to the Dáil, making them the third married couple to be elected to sit in the same Dáil. Mr McHugh was appointed party Deputy Spokesperson for Foreign Affairs and the Department of the Taoiseach with special responsibility for North-South co-operation in October 2007. Mr McHugh was re-elected to the Dáil at the 2011 general election. At the 2016 general election, after a redrawing of constituency boundaries, he was elected to the new five-seater Donegal constituency on the 11th count.

On 15 July 2014, he was appointed as Minister of State with responsibility for Gaeltacht Affairs and Natural Resources at the Departments of Arts, Heritage and the Gaeltacht and Communications, Energy and Natural Resources. His appointment was met with criticism as his knowledge of the Irish language was at a basic level, although he subsequently received praise for his efforts to improve his language skills to the point where he could conduct lengthy interviews in the language.

NUI Galway study on diversity gap between student and teacher population published

Dr Manuela Heinz and Dr Elaine Keane from the School of Education in NUI Galway have carried out the first nationwide study in Ireland which explores the socio-demographic backgrounds of entrants to primary teacher education programmes. *Diversity in Initial Teacher Education National Study* was published on 24 September in *Irish Educational Studies* and looked at future primary teachers' sex, nationalities, ethnicity, first language, social class, dis/ability and religious affiliations.

The study aims to promote a diverse and inclusive teaching profession in Ireland by informing policy makers and educational practitioners about the current 'diversity gap' (between pupil and teacher populations) and by promoting discussions of the benefits and challenges associated with a more diverse teaching population, as well as the barriers that may discourage or prevent individuals from underrepresented groups from considering teaching careers in Ireland.

The key findings from the study were:

- 99% of respondents identified as White Irish Settled and 100% specified either English or Irish as their first language.
- 4.8% of undergraduate primary teacher entrants declared a disability, just over half the proportion recorded for entrants to higher education (8%). Undergraduate primary teacher entrants with physical and/or learning disabilities are significantly underrepresented compared to disabled higher education entrants.
- 82.4% of undergraduate primary teacher entrants were female and 17.6% were male.
- Initial teacher education entrants claiming Irish nationality only are significantly overrepresented compared to the general population (88.4% Irish). The total absence of individuals of non-Irish nationality is also in stark contrast with the rising percentage of residents with non-Irish nationalities in Ireland (5.8% in 2002 to 11.6% in 2016. The top ten non-Irish nationalities living in Ireland according to Census 2016 are: Polish, UK, Lithuanian, Romanian, Latvian, Brazilian, Spanish, Italian, French and German nationals).
- Roman Catholics are overrepresented (90%) and non-religious individuals (5%) are underrepresented in the undergraduate primary teacher entrant cohort compared to the post-primary student teacher cohort (86% Roman Catholic and 10% non-religious), and the general population in Ireland (78% Roman Catholic and 10% non-religious).

The study was funded by the Irish Research Council. For more information visit www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/education/research/ linktoprojects/ircdiversityininitialteachereducationditeinireland/

NUI Galway
OÉ Gaillimh

Cornmarket Cumann na mBunscol Awards top the bill at General Meeting

Br James Dormer, David Gough, Niamh O'Dea and Michael Smith at the General Meeting

Also at the meeting were Cathaoirleach Bernadette Ryan, Rúnaí Mairead O'Callaghan and Leas Rúnaí Gary Farrell

A General Meeting of Cumann na mBunscol took place in St Patrick's College in Drumcondra on Saturday, 15 September. Leas Rúnaí, Gary Farrell, made a presentation to the meeting on the 2019 Cornmarket Cumann na mBunscol Awards.

Cathaoirleach Bernadette Ryan stated: "These awards have a special place in our calendar as they give recognition to the work of Cumann na mBunscol on and off the field of play. The awards recognise the dedication and commitment of teachers in schools large or small, urban or rural. We are delighted to introduce two new categories of award to mark the INTO 150 celebrations this year and also to mark 2018 Bliain na Gaeilge."

The list of awards includes Best Public Relations, Best Large School, Best Small School, Best Publication and Promotion of Gaelic Games and Culture. The Pat Trainor Award for Lifetime Contribution to the promotion of Gaelic Games in primary schools recognises teachers who have an outstanding record of service to Cumann na mBunscol.

Mini Sevens co ordinator Gerry O'Meara takes questions from the floor

Two new categories to the awards are:

- Catagóir a Cúig: Cur chun cinn an Chultúir Ghaelaigh agus na gCluichí Gaelacha; Dhá chatagóir sa bhreis i mbliana. (Bliain na Gaeilge).
  Catagóir (A) do Ghaelscoileanna agus Scoileanna Gaeltachta.
  Catagóir (B) do Gnáthscoileanna.
  Iarrtar ar scoileanna tograí a sheoladh chugainn trí mhéan na Gaeilge chun taispeáint conas a chuirtear an cultúr agus na Cluichí Gaelacha chun cinn sna scoileanna.
- Category 6: INTO 150th Celebration Award: 1st prize €700, 2nd prize €500, 3rd prize €250. The theme of the award is the link between INTO members/ primary teachers/schools and the promotion of Gaelic games in our schools. Schools and/or Cumann na mBunscol Committees are asked to submit projects showing the promotional work and links.

The work that goes into the promotion of Gaelic Games in our primary schools is increasing year on year. Indoor hurling and camogie, Tráth na gCeist, indoor Gaelic football, blitzes for schools of all sizes from two teachers schools to large schools, not forgetting the INTO Mini Sevens. These are just a sample of activities in schools throughout the land.

Primary teachers make a massive contribution to Gaelic Games, both in the school context and beyond. Primary teachers Nickie Quaid of Limerick and Michael Dara McAuley won All-Ireland senior medals this year with Limerick and Dublin respectively. David Gough, one of the top intercounty referees at elite level, is cathaoirleach of Cumann na mBunscol Átha Cliath. The INTO has sponsored the INTO GAA Respect exhibition games for over 30 years.

Gerry O'Meara, Mini Sevens coordinator, gave a comprehensive report on the 2018 INTO Mini Sevens and thanked GAA president John Horan and INTO president Joe Killeen who attended on all six days of this year's games.

Delegates to the meeting affirmed the statement in the Constitution of Cumann na mBunscol that "Cumann na mBunscol is an autonomous national federation of primary schools promoting Gaelic Games in an educational context."

The 2019 Cornmarket Awards will be presented at a banquet in Sligo on Friday, 8 March. Details of the awards are to be found on the Cumann na mBunscol website www.cnmbnaisiunta.com.

Joe Lyons, PRO, Cumann na mBunscol.

Ciarán Crowe, recently retired principal of Patrickswell NS Limerick, was honoured at a ceremony in Limerick City Hall for his work in education and sport. Ciarán is pictured receiving the award from Mayor Daniel Butler

The Teaching Council announces webinars on inclusion and student engagement

The Teaching Council has announced two upcoming webinars. The first will be broadcast on Wednesday, 7 November at 8 p.m. on the theme of 'Inclusion for All'. The panelists will be James Cawley (post-primary teacher and policy officer with Center of Independent Living), Dr Manuela Heinz (lecturer and director of the Professional Master of Education in NUIG, and author and lead researcher on the Diversity in Initial Teacher Education project), Gemma Campion (primary teacher, PhD student and John Coolahan Research Support Framework recipient) and Dr Carol-Ann Ó Síoráin (Programme Co-ordinator of the Postgraduate Certificate/Diploma in Special Educational Needs – Autism Spectrum Disorder at St Angela's College, Sligo).

When you register for this webinar, you will be given the opportunity to submit questions for consideration by the panel.

Register at register.gotowebinar.com/register/3667413731737357057

The second webinar will be broadcast on Wednesday, 5 December at 8 p.m. on the theme of 'Student Engagement'. The panelists will be Dr Anne Moriarty (teaching principal at St Aiden's NS, Monasteraden, Co Sligo), Dr Emer Ring, (Head of the Department of Reflective Pedagogy and Early Childhood Studies at Mary Immaculate College (MIC), Limerick), Michael McGroarty (post-primary teacher at Loreto Community School, Milford, Co Donegal), Lauren Carr (Leaving Cert student at Loreto Community School, Milford, Co Donegal) and Adam Graham (Leaving Cert student at Loreto Community School, Milford, Co Donegal).

Register at https://register.gotowebinar.com/register/7906720450957903617

Both webinars will be available to view on https://www.teachingcouncil.ie/en/Research-CROI-/ shortly after the broadcast date.

Re-vetting

Failure to maintain registration has consequences for payment of salary

As notified in last month's *InTouch* the Teaching Council has begun the process of contacting teachers who have the GCVU vetting letter to inform them of the requirement to obtain a vetting disclosure from the National Vetting Bureau.

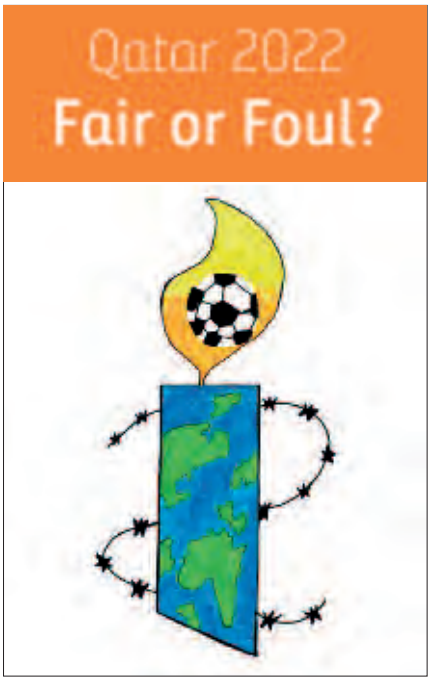
In early November the Teaching Council intends to contact teachers who have a renewal date in March 2019 – approximately 6,000 teachers – to invite them to apply for a vetting disclosure. Teachers are advised to apply promptly for re-vetting when contacted and requested by the Teaching Council in order for registration to be renewed.

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

Amnesty International launches free resource for primary school children on Qatar World Cup '22

Human rights are at the core of a sustainable future here in Ireland and across the globe. Having educated citizens to advocate in support of human rights is critical to create such a future. Amnesty International Ireland has a long record in supporting human rights education and *Qatar 2022: Fair or Foul* is another important contribution to that work. All teachers are invited to use the lessons from Amnesty's newest resource and to join Amnesty's efforts in educating children to both claim their own human rights and to stand up for the rights of others.

Qatar 2022: Fair or Foul has been developed by a working group of teachers who, following their engagement and leadership in Amnesty Ireland's 'Rights Sparks' programme, decided to take on this project in their own time and in a voluntary capacity. More than two years of hard work has gone into this resource. Amnesty Ireland would like to extend their most sincere thanks to the teaching professionals involved in the development of Fair or Foul.



We can make this world a better place, beginning in one classroom, your classroom, now.

The digital copy is available for free on Amnesty's website. You can download it at the link below or you can order a hard copy for the cost of €23 by emailing hre@amnesty.ie.

www.amnesty.ie/human-rights-education-primary-school-resource/

Tempted by Croatia?

Dubrovnik by cable car

The Dalmatian coast is the new Coté d'Azur and is rapidly becoming a popular destination for many holiday-makers. So, if you've been tempted by Croatia, come with me on a whirlwind trip along the Dalmatian Coast from Zadar to Dubrovnik to see what everyone is talking about. You won't be disappointed.

Zadar

Ryanair flies to Zadar three times a week from Dublin airport and the airport is about 20 minutes outside the city. The old town lies on a peninsula jam-packed with history, culture, charm… and a sea organ! The footfall-polished cobbles of Zadar's old town offer a variety of bars and restaurants to explore and you won't pay the higher, tourist prices of the southern coast. The city boasts one of Croatia's most recognised churches. The ninth century, Byzantine church of St Donatus now plays host to classical concerts and summer music nights. Not limited to Byzantine architecture, this city has Venetian and Roman ruins to boot. A modern installation, the sea organ is one of my favourite elements. Located on the western side of the peninsula these carved stone steps have cut out hollows and pipes feed the crashing waves into the cavity causing 'musical notes' to reverberate, making an organ-like sound. Impressive, but wait, there's more. The monument to the sun is a regular gathering spot at sunset as the solar panels light up when the sun goes down. Zadar is not to be overlooked for its more well-known sister cities.

Split

An almost three-hour bus ride from Zadar brings you to the picturesque city of Split, which reminded me of Nice in a way. The sunny, tree-lined promenade is flanked on one side by the inviting Adriatic and on the other by bars and restaurants eager to offer shade from the heat and bustle. The walled Diocletian Palace invites you in to meander through narrow lanes and admire the fortress-like structure that houses restaurants, shops, bars and concerts in the peristyle. Climb the bell tower of St Dominus to view the historic city, now part of the UNESCO world heritage monument list. The climb is not for the faint-hearted as there are steep steps at the beginning and open stairs up to the belfry. A leisurely stroll around the old town led to me stumbling upon a fresh produce market, an ideal place to stock up on basics for self-catering visitors. Fruit, cheese, honey and bread are all locally sourced and sold fresh each day. Some stalls will make up simple sandwiches and you are snack ready for the day. Split is a great base for day trips, including Krka and Plitvice national parks, Mostar and Medjugorje, as well as Hvar and the islands. If you don't have the luxury of free time to stay out on the islands during your stay, make the most of the many bus tours and ferry departures from Split's central transport stations.

Dubrovnik

Dubrovnik has been on my must-see list for a few years now and, with all of the recent talk about the city's decision to limit the influx of visitors, I felt it was time to go see it before it became nigh on impossible. Perhaps I'm being a tad dramatic, but any excuse really. I took a ferry from Hvar island to Dubrovnik which took about three hours. If you hire a car or take the bus, you will pass through the border crossing for Bosnia and Herzegovina at Neum and may need to factor in border wait times. Dubrovnik's historic centre is a beautiful, if small, example of gothic and romanesque styles living in harmony in one space. The city's prices reflect the increased popularity and, since Dubrovnik is a stop for cruise ships, it can get pretty busy. On one day last year 10,000+ visitors were recorded in a city that claims it is at capacity at 8,000. The mayor has plans to reduce the visitor number to 4,000 per day. Walking the fortified walls is a great way to view the rooftops and sparkling Adriatic from above. I felt it was a better experience than the cable car. The views from the cable car are more encompassing but, at approx €20 per adult ticket (and on a scorching summer's day those cable cars are hot), I wouldn't rush back. The walls open at 8 a.m. so go early. I queued at 7:45 at the Ploce Gate and had, for a short time, a good stretch of the walls to myself. Tickets to walk the walls cost 150kn and your ticket is valid for entry to the Fort as well. Being a major film location for the TV show *Game of Thrones* means it is difficult to avoid seeing references to it during your visit. I paid for a walking tour but I think, if you are into the show, research online beforehand and you will find the info and many scene locations for yourself.

Croatia's culinary scene reminded me of Greek/Turkish and Italian menus with plenty of pizza/pasta dishes and the Croatian cevapi (like Greek kofta) on offer. Local Croatian wines are plentiful. Try the squid ink risotto and the pasticada and soak up some of the Croatian riviera on your next trip.

CIARA McNALLY teaches in Greystones, Co Wicklow. For more detailed itineraries and information check out her website www.mysuitcasediaries.org.

Scoil Mhuire win visit from

In September's InTouch, INTO ran a competition, in collaboration with Foodoppi, to win a visit from the Foodoppi cofounders and children's food and science experts, Aisling and Louise, for one lucky school. We had an amazing response and the winner was Louise Cosgrove from Scoil Mhuire in Horeswood, Campile, Co Wexford.

Foodoppi and INTO got a warm welcome at Scoil Mhuire and Aisling and Louise cooked up some tasty treats for all the staff for both break and lunch. You will find the recipes in this issue and the December InTouch. While the Scoil Mhuire staff enjoyed their chicken noodle soup, Aisling demonstrated how quick and easy it can be to make delicious, nutritious lunches. She explained the importance of the role of the teacher in food education and how they can become such brilliant ambassadors for healthy eating for all the pupils in the school. You can watch a video of the Foodoppi demonstrations in the online version of InTouch.

Foodoppi chefs Aisling and Louise with the winning teacher, Louise Cosgrove

Foodoppi's Louise prepares Belgian chocolate roulade

Food prep and finished treats at Scoil Mhuire

Above: Foodoppi's Aisling shows staff how to make coconut and dark chocolate granola bars

Right: Foodoppi's Aisling and Louise talk staff through the break-time treats they prepared and explain how each one is simple, wholesome and sustaining.

Foodoppi

Teachers in Scoil Mhuire enjoying a cookery demonstration and a bowl of chicken noodle soup during their lunch break

Coconut and dark chocolate granola bars

These bars are the perfect break time treat for you and your students. Wholesome, natural and so filling but absolutely delicious. Makes 24.

Ingredients

- 250g rolled oats
- 90g ground almonds (optional: handful chopped almonds/nuts)
- 85g linseed/flaxseed mix
- 150g desiccated coconut or a mix of desiccated coconut and coconut flakes)
- 1/2 teaspoon salt
- 100g dates
- 90g almond and coconut butter (peanut butter will be fine)
- 150g melted coconut oil
- 180mls maple syrup
- 120g bar dark chocolate

Method

1. Line a baking tray with parchment/greaseproof paper. Preheat the oven to 160°c.
2. Combine all the dry ingredients together in a bowl – the oats, ground almonds, linseed mix, desiccated coconut and salt.
3. Blitz the dates in a food processor with a few tablespoons of boiling water. This helps to soften them down into a lovely paste.
4. Over a low to medium heat melt the nut butter with the coconut oil, maple syrup and dates (some small bits of dates will remain, that is fine).
5. Combine the wet and dry ingredients together and pour into the lined tin.
6. Put another sheet of parchment paper over the top and flatten and roll the top with a random jar or tin. (This really has a big impact on the texture of the granola bars – it keeps them together to cut into even squares).
7. Bake for 20 minutes. Allow to cool in the tin. Melt the chocolate and drizzle over the top. Sprinkle with some coconut or nuts and a little sea salt. Allow to set.
8. Cut into squares. These hold great for up to five days in an airtight tin and freeze well.

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.

Chicken noodle soup

This soup is a perfect mid-week lunch. It is light, yet creamy, mild but full of warmth and has that perfect balance of delicious asian fusion flavours. Ideal for students to bring to school too – just pop it into a keep-warm flask! Perfect for these chilly days.

Ingredients

- 1 chicken fillet
- ½ tin sweetcorn
- 2 spring onions
- 1 cloves garlic
- 1/2 chilli
- 1 tablespoon fish sauce
- 2 tablespoon soy sauce
- 1 tin coconut milk (full/lowfat)
- 100g soba/rice noodles
- 1 chicken stock cube and 1 tin water
- 1 tablespoon green/red curry paste/tom yum paste
- 1 red pepper
- Optional: Handful spiralised courgette and carrot

Method

1. Prepare some vegetables: wash and spiralise the carrot and courgette (if using). Chop the spring onions with a scissors, grate/dice the garlic, open and drain the tin of sweet corn, deseed and finely slice the red pepper and chilli.

2. Cut the chicken into very thin strips.
3. Heat 1 tablespoon oil in a saucepan.
4. Fry the spring onion, garlic, sweetcorn and chicken for 3–4 minutes
5. Stir in the curry/tom yam paste. Cook for 1 minute.
6. Add in the stock cube, fish sauce and soy sauce and allow to simmer for 10 minutes.Then add in the noodles (and spiralised carrot) and cook for a further 5 minutes.
7. Finally add in the coconut milk and water (and spiralised courgette) and simmer for 5 minutes. Add more water if too thick. Depending on the type of noodles you use, they all absorb different amounts of liquid.
8. Serve – garnish with some fresh coriander and thin slices of sweet red pepper or chilli.

MONEY MATTERS

Budget 2019 highlights

With tax and finance at the forefront of people's mind after Budget 2019, do you know what it means for you?

Budget 2019 has put some money back in people's pockets, with income tax and universal social charge changes. Here we look at how much your income might increase by and how you can put this money to work.

- Income tax standard rate band to increase by €750.
- Universal social charge (between €19,874 – €70,044) to be reduced by 0.25%.
- Parents to receive two additional weeks' paid leave within a child's first year.

Income tax

The income tax standard rate band is to increase by €750 for all earners:

- from €34,550 to €35,300 for single individuals; and
- from €43,550 to €44,300 for married couples.

Universal social charge

- €0 – €12,012 at 0.5% (no change).
- €12,012 – €19,874 at 2% (ceiling raised from €19,372 to €19,874).
- €19,874 – €70,044 at 4.5% (cut from 4.75%).

Examples of increase in disposable income

Single income households

Total income	*Single, no children*	*Married, one income two children*
€35,000	*€141*	*€351*
€45,000	*€226*	*€226*
€55,000	*€251*	*€551*
€70,000	*€289*	*€289*

These examples are based on the income tax standard rate bands for single, married or civil partnership households. Those in receipt of the single person child carer credit receive an extra €4,000 on the standard rate cut-off point. Therefore, after Budget 2019, the income tax standard rate band is €39,300 for parents in receipt of the single person child carer credit and who are single, widowed or a surviving civil partner.

Two married PAYE employees with two children

Total combined income	*Married, two incomes, two children*
€50,000	*€53*
€70,000	*€283*
€90,000	*€453*
€110,00	*€503*
€140,00	*€578*

Put your money to work

With more money in your pocket after Budget 2019, there are a number of ways you could put your money to work:

- **Put some away for a rainy day – why not start or top-up your savings with this increase in income? A little can go a long way when it comes to children's education, preparing for your future or providing for a rainy day.**
- **Protect your salary by joining the INTO Salary Protection Scheme – the scheme is designed to provide 75% of salary* if you can't work due to illness or injury. This provides vital financial support if you can't work, to help pay your mortgage, bills, rent or plans for the future.**
- **Invest in an Additional Voluntary Contribution (AVC) – an AVC allows you to build up additional savings, in a tax efficient manner, to top-up your pension benefits when you retire (e.g. maximise your tax-free lump sum).**

For more information on what Budget 2019 means for you, visit cornmarket.ie/budget-2019.

If you would like financial advice that is specific to your circumstances, or want to find out more about Savings Plans, Salary Protection or AVCs, call (01) 408 6281 to speak to one of our expert financial consultants.

*** Up to 75% of salary is paid (less any other income which you may be entitled to e.g. half pay, Ill Health Early Retirement Pension, Temporary Rehabilitation Remuneration, State Illness or Invalidity Benefit) after you have exhausted the deferred period of the Scheme. Cornmarket Group Financial Services Ltd. is regulated by the Central Bank of Ireland. A member of the Irish Life Group Ltd. which is part of the Great-West Lifeco Group of companies. Telephone calls may be recorded for quality control and training purposes. Irish Life Assurance plc is regulated by the Central Bank of Ireland.**

Please note: there may be further changes to the above information following the Finance Bill. Every effort has been made to ensure that the information provided here is accurate and up-to-date (as at 9 October 2018).

The information provided is of a general nature and may not address the specific circumstances of a particular individual. Cornmarket does not accept any liability arising from any errors or omissions.

How to stretch your money further following the Budget

Now is a good opportunity to take a fresh look at your finances and build good habits that puts your money to good use. Most of us do it every year – look back and wonder what we did with all our hard earned income during the previous year; why don't we have more savings, why didn't we get that new car etc. With a little careful planning this could be the year for your financial plans to come together. Here are some tips on where to start with the additional income that you are not used to.

There is no right answer as to what to do with the money. It depends on the stage of life that you are at. Here are our top tips on all the grown up stuff:

1 Plan your spending – now is the time to build good habits

This is the first step on the road to financial success. A budget is a simple way of looking at your income versus your spending and helping you ensure that your income is larger than your outgoings. A successful budget should include all your income as well as all your outgoings. Your budget doesn't need to be a complicated affair. It can be as simple as dividing a page in two with income on one side and expenditure on the other. Your spending side should then be split into essential spending (e.g. mortgage repayments) and into discretionary spending (e.g. lunches out).

It's important that you are realistic with yourself when recording the details of your budget.

2 Review your debt

Recent reports tell us that Irish people are again accumulating a high level of personal debt as credit has become more readily available. So a good start at sorting your finances is to review your debt. Start with personal loans, credit cards, hire purchase agreements etc. Find out the total amount of your debt and the interest rate(s) you are paying at the moment. Plan to pay off the highest interest debt first.

If you find that you're losing control of your credit card debt then maybe it's time to cut them up. If you really need to keep one for emergencies than arrange a direct debit so that your bill is cleared each month without incurring any interest charge.

3 Review your savings techniques

Are you saving and, if you are, are you getting the best possible interest rate? When it comes to saving or investing you should shop around to get the best financial advice as we all need to ensure that we are getting the best value when it comes to our money.

4 Protect your teaching salary

Most teachers are familiar with the need to protect assets such as their home and car with the right insurance, but what about protecting your ability to earn a teaching income? Each day teachers lose their ability to earn an income. This is generally due to illness as well as accidents. But it's not just major incidents you need to worry about. Even just a few months or a few years can have a major financial impact on the individual and their family. The INTO have a preferential Salary Protection Scheme that provides first class benefits. Visit www.into.ie for more details.

5 Health

If you do not have health insurance, it is something you should consider. The cost of health insurance continues to be one of the largest bills for consumers each year so before you buy shop around. Given the complexity of health insurance in Ireland, it is difficult to compare plans. The Health Insurance Authority website (www.hia.ie) is a great tool showing the benefits available across all plans on the market. However, without knowing what you're looking for, it can be difficult to find the right plan for your needs. Comparing plans for the first time is a difficult task as there are so many options available. That's why it is useful to get expert advice from a health insurance broker. Once you decide on a plan, you can change your mind up to 14 days after purchasing it.

6 Get advice

When making long term financial decisions the right financial advice can be very important e.g. protecting your income, getting a mortgage, retirement planning and investing. These are decisions which are very important to you and your family and, in most cases, require a lot of detailed knowledge to make the right decision and this is where an experienced advisor comes in. When choosing an advisor make sure the advisor is:

- Authorised.
- Able to offer you overall financial planning advice.
- Has experience of situations similar to yours.
- Gives you advice on a wide range of products and financial services to give you greater choice.

A qualified financial advisor can:

- Help you understand your own particularly needs and plan for the future
- Shop around on your behalf and save you money.
- Help you understand financial products.
- Recommend the most suitable financial products for your particular needs.

Our top four tips

You own your future so:

1. **Create your plan and start good habits.**
2. **Look closely at your daily expenses.**
3. **Insure yourself first.**
4. **Think long-term.**

If you would like financial advice that is specific to your circumstances, or want to find out more about savings plans, salary protection or AVCs, call (01) 408 6281 to speak to one of our expert financial consultants.

Ivan Ahern is a director of Cornmarket Group Financial Services Ltd.

The digital learning framework

PDST suite of supports

What is the Digital Learning Framework?

A key action set forth in *The Digital Strategy for Schools 2015-2020* is to construct a flexible digital framework to aid Irish teachers in embedding the use of digital technologies into their classroom practice to support and enhance teaching, learning and assessment. To this end, *The Digital Learning Framework* (DLF) was created. This framework, which was informed by international best practice, is also aligned with the School Self-Evaluation policy document *Looking at Our Schools 2016: A Quality Framework for Primary Schools*, and incorporates the same six-step planning process.

Are there PDST supports to help our school implement the DLF?

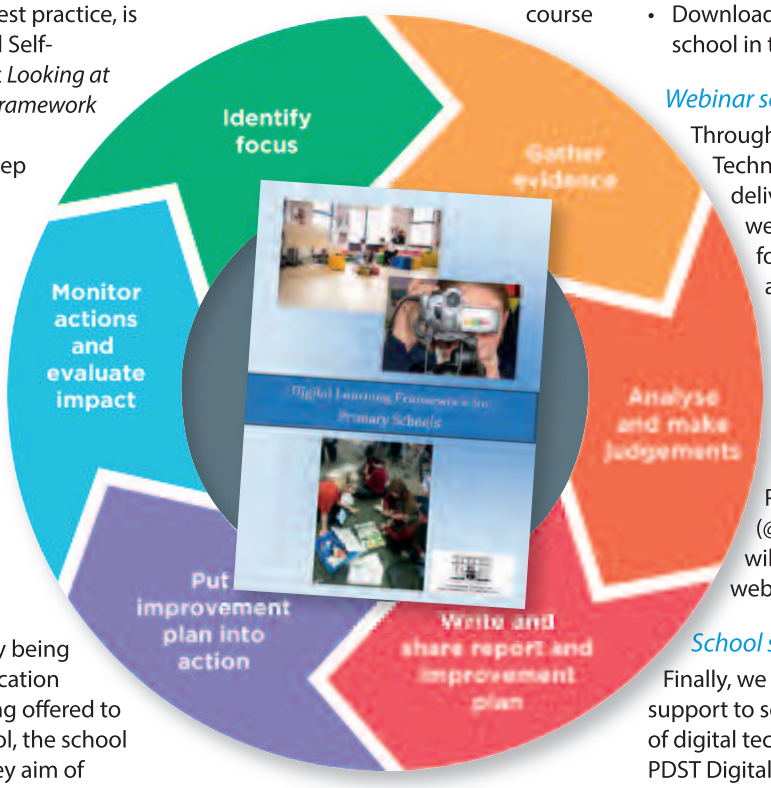
Yes. To aid schools in the effective implementation of the DLF, a number of PDST Digital Technologies / PDST Technology in Education (PDST TiE) supports are available for schools and teachers.

Full day seminars

These seminars are currently being advertised through the education centre network and are being offered to two people from each school, the school leader and one other. The key aim of these informative seminars is to explore, through the use of the six-step planning process, how the DLF can effectively enrich pupils' learning experiences through the use of digital technologies in the classroom. Through active engagement with the framework throughout the day, these seminars also aim to empower and enable school leaders and digital learning teams to effectively embed the use of digital technologies in schools, emphasising a constructivist pedagogical orientation. Please contact your local education centre for details regarding seminar dates in your locality and for bookings.

Online course

The PDST TiE team will also be providing teachers with opportunities throughout the year to engage in a 8-12 hour online course entitled 'Developing a Digital Learning Plan for your School', available on TeacherCPD.ie. Here, teachers will be guided through how to use this transformative framework effectively, as well as exploring how to practically implement the six-step planning process in their school, from the formation of their digital learning team to the creation and monitoring of their digital learning plan.



Digital learning planning website

When engaging in the digital learning planning process, schools can access all their planning materials on our newly constructed website, www.dlplanning.ie. You can:

- Access the framework in a user-friendly format.
- Download the framework.
- View good practice videos linked to each standard.
- Download digital resources to help your school in the gathering of evidence.

Webinar series

Throughout the year, the PDST Digital Technologies teamwill also be delivering a number of online webinars. Each webinar will focus upon a different stage in a school's journey using the DLF to improve their usage of digital technologies with pupils across the curriculum. The seminars will be live streamed and also available for viewing afterwards online. Please check our twitter page (@PDST_TechinEd) where we will advertise our upcoming webinar dates and times.

School support

Finally, we will be providing tailored support to schools nationwide in the area of digital technologies. To apply for a PDST Digital Technologies advisor to visit your school and support your staff in embedding digital technologies into their practice, please visit www.pdst.ie/schoolsupport.

MICHAEL McNAMARA, Team Leader, PDST Digital Technologies

Fostering skills for life

The benefits of this STEM activity

The Primary School Mathematics Curriculum (1999) promotes the use of genuine data investigations (see Hourigan, Leavy and Mc Mahon, 2012; Hourigan and Leavy, 2016; Leavy and Hourigan, 2016). These may take the form of a project or a problem to be explored across a number of lessons. This paper describes how a teacher might structure an investigation of the sugar levels in breakfast cereals. Children are increasingly curious regarding the nutritional make-up of the foods and drinks they consume. This interest comes from a growing focus on healthy eating in society and a closer examination in the Irish media. TV programmes focusing on healthy lifestyles such as *Operation Transformation* as well as relevant documentaries, namely *Sugar Crash* and *What Are You Eating,* have become increasingly popular. Schools also address this issue. It is commonplace in schools to find displays demonstrating the sugar content of various foods/drinks, particularly treats.

Image 1: Example of a school display of sugar in various drinks

As well as examining the nutritional contents of treats, it is important that children become aware of the hidden content of seemingly healthy foods e.g. fruit juices. The investigation presented in this article focuses on the sugar content of breakfast cereals. The investigation can be integrated with other curriculum areas such as SPHE or feed into a whole school initiative around health and wellbeing.

The Problem-Plan-Data-Analysis-Conclusion (PPDAC) cycle (see Leavy, Hourigan and Mc Mahon, 2012) provides an appropriate cycle of enquiry for this investigation (Wild and Pfannkuch 1999). The investigation approach outlined here can be modified for other foods/drinks.

While mathematics is the lead STEM discipline in this investigation, there is much potential to integrate the other STEM elements. The enquiry approach taken promotes a lot more than statistical literacy. This STEM investigation has the potential to develop a range of valuable skills (such as problem solving and analytical thinking) and dispositions (including curiosity, flexibility) required by pupils to reach their potential in school, transitioning to post-primary as well as in their everyday lives and futures. The investigation promotes collaboration, which in turn affects motivation positively. The investigation can also tap into pupils' technology skills and target their existing knowledge of various forms. It requires pupils to interpret and analyse data to derive appropriate conclusions. There are also multiple opportunities for pupils to communicate and justify their ideas and findings.

In this article, we map out suggested activities for each of the five stages of the PPDAC cycle. The investigation is targeted at fourth-sixth class pupils.

Facilitating the investigation

Step 1: Problem (PPDAC)

You may choose to explore one or both questions at the same time:

1. Are children's cereals so sugary they should be in the supermarket's biscuit section?
2. Do cereals marketed towards adults contain as much sugar as children's cereals?

The problem can be introduced to the pupils using newspaper articles, webpages or by using a clip from a documentary on the issue.

Step 2: Plan (PPDAC)

A number of key decisions need to be made in Step 2: the planning phase. While you, as the teacher, guide the investigation, it is essential for pupils to be involved in all decisions made.

Decision 1: categorising cereals. How do we determine what is a child's cereal? How do we determine what is an adult's cereal?

Discuss these questions with pupils. They may be aware that some cereals are marketed to children especially those which use cartoon images or advertisement campaigns that make them attractive to children. Allow pupils to bring samples from home or to use internet searches to identify some examples. If you wish, ask pupils to present cereal boxes or images and advertisement clips.

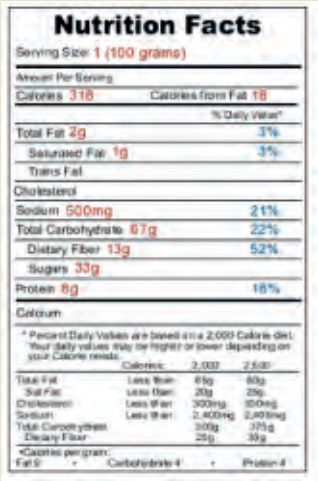
It is necessary to include a large selection of cereals (images of approximately 40 cereal types). Pupils can be given responsibility for gathering the relevant images of cereal packs. Consider a class trip to a local supermarket to retrieve the relevant information (take photos). Alternatively, pupils could source the images through online searches.

Once the cereals have been selected, it is necessary to sort the cereals into adults' and children's cereals. Use a whole class activity or alternatively group work to sort the cereals. Whichever approach is taken, pupils should be given opportunities to justify their decision. It is necessary to seek agreement. It may be possible that some cereals are considered to be both adult and children's cereal and are placed in both groups (for example, cornflakes).

The class is now ready to move onto the next big decision: How will we investigate to see if the claim in the question is true? Do children's cereals have a lot of sugar?

Decision 2: Investigating sugar levels. How do we decide what is too much sugar?

Referring to the relevant articles/web pages, allow pupils to discover the recommendations around sugar levels in cereals. A commonly used standard (the official traffic light labelling system) is that cereals that have more than 12.5% sugar (12.5g per 100g) are considered to be high



Nutrition Facts

Serving Size 1 (100 grams)

Amount Per Serving

Calories 318	Calories from Fat 18	
		% Daily Value*
Total Fat 2g		3%
Saturated Fat 1g		3%
Trans Fat		
Cholesterol		
Sodium 500mg		21%
Total Carbohydrate 67g		22%
Dietary Fiber 13g		52%
Sugars 33g		
Protein 8g		16%
Calcium		

* Percent Daily Values are based on a 2,000 Calorie diet. Your daily values may be higher or lower depending on your Calorie needs.

		Calories:	2,000	2,500
Total Fat	Less than		65g	80g
Sat Fat	Less than		20g	25g
Cholesterol	Less than		300mg	300mg
Sodium	Less than		2,400mg	2,400mg
Total Carbohydrate			300g	375g
Dietary Fiber			25g	30g

*Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Image 2: Sample nutritional information per 100g of cereal

Engaging with meaningful data

in sugar.

The class will become aware that the best way to test the question 'are children's cereals so sugary they should be in the supermarket's biscuit section?' and 'do cereals marketed towards adults contain as much sugar as children's cereals?' is to check the nutritional information on a large range of cereals (both adult and children).

Following these important decisions, the pupils are now ready to move to collect the data.

Step 3: Data (PPDAC)

Guide pupils to identify how to collect and record data from the cereal boxes. As previously outlined, the nutritional information can be sourced via internet searches. It is also be beneficial to have pupils cut the nutritional information off cereal boxes and bring it to class. This increases their awareness of the location of this information.

Divide the class into groups of 3-4 pupils. You may focus on children's cereals only or get some groups to investigate adults' cereals also in order to facilitate comparison. Provide each group with data for a selection of breakfast cereals (either adult cereals or children's cereals).

Record all information on a pre-prepared table. Each group will identify the grams of sugar per 100g of cereal for each brand. It will be necessary for some of the data to be manipulated as the nutritional information is often only given for a 30g or 40g serving.

Image 3: Sample nutritional information per 30g cereal

Invite pupils to share and discuss possible approaches i.e. if you know how many grams of sugar for 30g of cereal, how will you work out the amount of sugar in 100g? Provide calculators for such calculations if deemed appropriate. Make class decisions regarding appropriate measures e.g. 'Will we round to the nearest whole number?'

Once all the data are collected, the class are ready to move to the analysis stage.

Step 4: Analysis (PPDAC)

This step is where most of the teaching takes place and constitutes a large proportion of the teaching time. Teaching focuses on selecting and creating a graph and analysing the data.

As the data for this investigation are numerical, there are no restrictions on graphs to use. We recommend a line plot as it is easy to construct by:

- Placing the range of possible data values on the x-axis.
- For each cereal, place an 'x' above the number (on the x-axis) that represents the amount of sugar for that cereal.

This graph is also easy for pupils to interpret.

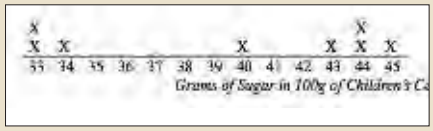


Image 4: Partially completed line plot

Once the graph is constructed, identify the following landmarks in the data:

- Clusters (where values bunch together).
- Gaps (where no data values occur).
- Outliers (a cereal with a very different amount of sugar).

Discuss what the graph communicates about the amounts of sugar in children's and adults' cereal.

To ensure appropriate challenge when exploring a data set, carefully select questions from each of the following categories:

Category 1: Reading the data

These are the simplest type of questions which require the child to locate information directly on the graph.

- What is the amount of sugar that appears most often in the cereals? [Note the answer is the mode of the data]
- What is the lowest amount of sugar found in any cereal? What is the highest amount of sugar found in any cereal? [Note the answers to these questions are the upper and lower values of the range]

Category 2: Reading between the data

These questions are more complex and require the child to interpret data presented on the graph.

- How many more grams of sugar are in the cereal with most sugar as compared to the cereal with least sugar?
- In general, how much sugar do you think there is in 100g of cereal? [Note the answer to this question is a representative or typical value for the data – a precursor to measures of central tendency (see Leavy and Middleton, 2011).

Category 3: Reading beyond the data

These questions require the pupils to extend, predict or infer from the data.

- How might we explain the differences between the adult and children's cereal?
- If we were to compare other adult and children's food products might we find similar results? Why/not?

If you chose to look at both children's and adult's cereals, then you should place one line plot above the other and spend some time allowing the whole class to identify similarities and differences in the distributions of data.

Step 5: Conclusion (PPDAC)

The conclusion provides an overview of the investigation and outlines the important decisions pupils have to make when working with data. Pupils can work in groups to respond to statements such as:

- True or False: children's cereals are so sugary they should be in a supermarket's biscuit aisle. Explain your decision.
- Do adults' and children's cereals differ in the amount of sugar? Explain your decision.
- Are there any other (interesting) analyses you could carry out on the data?

Ideally, each group can make a mini-presentation to the class, to other classes in the school or be part of an 'exhibition/presentation stand' during maths or science week. As a follow-up activity, pupils could be encouraged to write/email cereal companies or health agencies to share their insights.

MAIRÉAD HOURIGAN, ANNE O' DWYER, AISLING LEAVY, ED CORRY, MIRIAM HAMILTON, MAEVE LISTON, Department of STEM Education, Mary Immaculate College, Limerick. **Additional information, bibliography and a list of resources are available in the online version of this article in the *InTouch* section of the INTO website.**

Science Apprentice 2018 – *Learn by asking and doing*

What kinds of superpowers do our bodies naturally have? How do we make sense of the world? What's in the air we breathe, and how are the things around us made?

The latest *Science Apprentice* series of books for primary school children is on the case, figuring out the answers through hands-on workshops and augmented reality and by asking researchers in Ireland who are themselves exploring these intriguing topics.

In the illustrated books, characters Phil and Izzy explore the world around them with the help of their pets Rover and Schrodinger. Rover has a special collar that gives us special powers and insights, unlocking even more ways to prompt and satisfy curiosity.

The Wonder Panel helped create the books in the Science Apprentice Series. They were asked what they liked and what they wanted to learn about.

After last month's 'Draw a Scientist' activity, this month we have an activity to introduce (or re-introduce) your class to the Scientific Method. The Scientific Method involves six steps: (1) Ask a question, (2) gather information or observe, (3) make a hypothesis or an educated guess, (4) test your hypothesis (5) examine your results and (6) present a conclusion. Often, we skip the first three steps of the method and jump straight to implementing an experiment. This removes an important part of the process as allowing children to create their own hypothesis can deepen their understanding of a scientific concept.

To begin, write each step of the Scientific Method on a large piece of paper. Ask the children to order the steps correctly. Encourage them to justify their decisions and to try to explain what each step of the process entails. Once this is completed, present the children with a simple question, for example 'Does the colour of our food matter?' Using this question, ask the children to conduct their own research by reading or discussing it with their parents for homework.

The following day the class should work together to create a hypothesis. In this case, it could be as simple as 'The colour of our food influences how much we likeit.' To test this hypothesis, run an experiment where jelly is dyed three different colours. It is important that you use the same flavour jelly, e.g. lemon flavour, but dye it blue, red and yellow. The taste should not change.

Arrange for your class to present the jelly to other students in the school and ask them to rate it. They should record the results as accurately as possible. Remind your class not to tell the participants in the experiment that the jelly is the same.

After running the experiment, analyse the results and see whether your class can confirm their hypothesis. If the jelly has been rated differently by children, then your initial hypothesis is correct. Remind them that it is ok if the hypothesis is incorrect as that is still a scientific result.

Other simple activities such as this can be found in the *Science Apprentice* series. On Saturdays throughout November you can collect all four books with the Irish Independent in SuperValu stores. Schools and libraries can also order complete sets of the books and, in 2018, *Science Apprentice* has two additional elements specifically for teachers: a free interactive poster for your classroom and a series of four learning canvases.

The interactive poster, in the form of a large word puzzle, will be available for free alongside the first book or to download from www.ucd.ie/scienceapprentice/. The puzzle contains clues to scientific words and the answers can be found hidden across the four books. Each week the children in your class can work together to figure out the answers, after taking the time to explore the newest book. By the end of November, the puzzle will be complete, and the children will have gathered a bank of new science vocabulary while learning something from Irish scientists along the way.

Each *Science Apprentice* book is also coupled with a free Teacher's Learning Canvas. This downloadable canvas contains lesson ideas for all class levels, extension activities, at-home learning tasks and rainy-day printables. The canvas is designed to facilitate learning beyond the traditional textbook while meeting the science curriculum requirements. For each lesson plan, the specific strand and strand units are highlighted, as well as areas of cross-curricular integration. This makes it easy for teachers to add the ideas seamlessly into their existing plans.

Science Apprentice is led by University College Dublin and supported by Science Foundation Ireland and the Environmental Protection Agency. For further information or teachers resources visit www.ucd.ie/scienceapprentice

Ireland, Glasnevin Cemetery and the Spanish Flu

To date, the centenary events of 1918 have commemorated and explored a wide variety of topics and people. Still to come are the centenaries of the end of the First World War on 11 November 1918 and the 1918 General Election, which saw the extension of the vote to women over 30 and to all men over 21. These events have featured strongly in the historical narrative, and rightly so. However, as the war raged and the suffragettes campaigned, an influenza pandemic spread globally throughout the early months of 1918. This pandemic was to be the most devastating of all flu pandemics; it infected one billion people and caused more deaths globally than the First World War. Yet the devastating impact of the H1N1 influenza virus, dubbed the 'Spanish Flu', is often overlooked, given that it occurred in a year dominated by politics and war. Due to recent research, the story of the influenza pandemic in Ireland is being told to a greater extent and a new exhibition, 'Pandemic; Ireland and the Great Flu 1918-1919', will be housed at Glasnevin Cemetery Museum.

Arthur Griffith was imprisoned in Gloucester in 1918 when he caught the Spanish Flu, unlike many, however, he recovered from his illness. He later died in 1922 of a brain haemorrhage and was buried at Glasnevin.

A scene in America during the influenza pandemic. *Courtesy of the Library of Congress USA*

The term 'Spanish Flu' has its origins in the fact that the Spanish monarch, Alfonso XIII, and thousands of his closest courtiers were amongst the earliest to be infected with the influenza. This was coupled with the fact that, as a neutral country, the Spanish media were free to report on the spread and impact of the pandemic. Due to censorship, countries embroiled in the war did not have this freedom as they were unwilling to show any weakness. The pandemic hit in three waves and the ongoing war contributed to its spread as huge numbers of troops and aid were passing through different countries. Over 20,000 people were killed in Ireland; however this figure is likely much higher as the system was under such pressure that the records were not always correct, or complete.

Dublin's chief medical officer, Sir Charles Cameron, advocated for the closure of schools in a bid to combat the spread and wrote that, "teachers are daily risking their lives in a vitiated atmosphere, but still managers are adamant" (to keep classrooms open). Several school teachers were reported to have died after they contracted the disease at work. School closures eventually occurred, along with the closing of many public buildings and gathering places. The 1918 All-Ireland Senior Hurling and Football Finals were postponed until 1919; Limerick won the Hurling Final played in January against Wexford. The score was 9-5 to 1-3. Wexford were later victorious in February in the Football Final when they outplayed Tipperary 0-5 to 0-4.

The pandemic had a significant impact on Glasnevin as the largest cemetery in Ireland. The year of the influenza pandemic saw a 51% increase in burial figures when compared with the previous year. Coffins were temporarily held in vaults as the staff tried to keep up and dig new graves. As is often the case in history, the sad realities of the time are revealed most in people's individual experiences. Many children were orphaned as they lost their father in the war and their mother to the flu and often entire families were victims of the pandemic. The story of one family reveals the tragedy faced by many. In 1910, Catherine Heatley married Lance Corporal Charles Heatley of the Royal Dublin Fusiliers. He was killed on the first day of the Battle of the Somme in 1916 and Catherine died from the pandemic in November 1918. The couple left behind three young sons.

Glasnevin Cemetery Museum and Trinity College Dublin School of History and Humanities are hosting an exhibition to mark the centenary of the influenza pandemic exploring the context, impact and legacy of the outbreak from a uniquely Irish perspective. This is running until April 2019. Schools and tour groups will receive access to this exhibition as part of a tour booking. For more information on the influenza pandemic and the time in which it occurred see, *Stacking the Coffins: Influenza, War and Revolution in Ireland, 1918-1919*, by Ida Milne and published by Manchester University Press.

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

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

GLASNEVIN CEMETERY MUSEUM

Sea monitors

Learning more about Ireland's marine territory

In project SEA-SEIS (Structure, Evolution and Seismicity of the Irish offshore), scientists from the Dublin Institute for Advanced Studies (DIAS) have deployed 18 seismometers at the bottom of the North Atlantic Ocean. The network covers the entire Irish offshore, with a few sensors also in the UK and Iceland's waters. The ocean-bottom seismometers were deployed from the RV Celtic Explorer between 17 September and 5 October 2018, to be retrieved 18 months later.

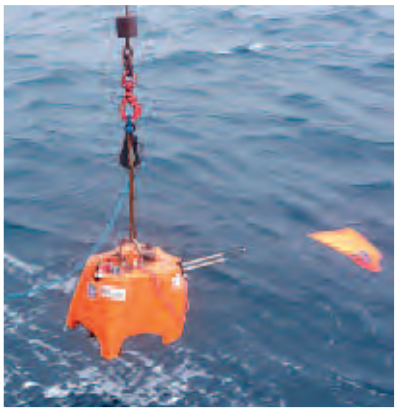
90% of the Irish territory is offshore, most of it to the west of Ireland. Hidden beneath the waves, there are spectacular mountains and deep valleys, with steep slopes and elevation drops of 3-4 km. There are many extinct volcanoes, similar to those that formed the Giant's Causeway in Co Antrim.

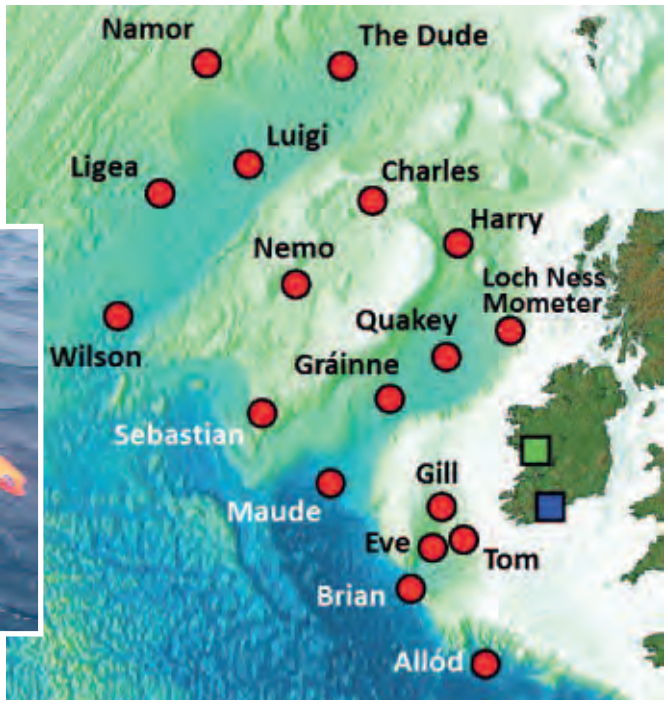
The geological evolution of the Irish offshore is fascinating, and much about it is still to be discovered. The tectonic plate that Ireland sits on was deformed and stretched to form the deep basins offshore. The plate then broke, and its parts drifted away from each other, as the northern Atlantic Ocean opened. Hot currents in the convecting mantle of the Earth caused melting of the rocks at 50-100 km depths and volcanic eruptions. These hot currents may have come from a spectacular hot plume rising all the way from the Earth's core-mantle boundary (at 2891 km depth) to just beneath Iceland.

The ocean-bottom sensors will record the tiny vibrations of the Earth caused by seismic waves, generated by earthquakes and by the ocean waves. As the waves propagate through the Earth's interior on their way to the seismic stations, they accumulate information on the structure of the Earth that they encounter. In this project, seismologists will find out how the structure of the tectonic plate varies from across the North Atlantic and what happens beneath the plates. Is there an enormous hot plume beneath Iceland, responsible for the volcanoes in Iceland today and in the Giant's Causeway in the past? This project will, hopefully, help us to find out.

Right: The SEA-SEIS seismic stations, named by students from schools across Ireland.

Below: Maude, the final seismometer being deployed





Drawing competition for primary schools

Draw one of the friendly, adventurous seismometers! Diving deep into the sea is their favourite thing to do. When there, they can hear very, very well. They will hear and record the songs of whales and they will hear earthquakes, both close and very far away, even on the other side of the Earth!

The recordings of earthquakes are called seismograms. They are like songs of the earthquakes, each of them different, and they tell scientists what is inside the Earth.

What does the seismometer look like to you? Maybe a dinosaur? robot? elephant? Draw what you think it looks like, by itself or at the bottom of the sea (where it will meet a lot of wonderful sea creatures).

The drawing competition evaluation criteria:

- **relevance**
- **artistic merit**
- **originality**

Please post entries to: SEA-SEIS Competition, Dublin Institute for Advanced Studies, Geophysics Section, 5 Merrion Sq, Dublin 2. Make sure to include your name, age, the name of your school and the name of your teacher.

The competition closes on 21 December 2018 and winners will be announced in January 2019. Fun prizes for winners and runners-up!

For more information visit sea-seis.ie.

Comhar Linn Draw Winners – August 2018

Car – Toyota Yaris

Winner details withheld by consent.

CASH €1,000

Dympna De Siún, Aughrim, Co Wicklow.
Frank Tobin, Kerry Pike, Cork
Eileen Whelan, St Columba's Con G&I, Glasnevin, Dublin 9
Fionnuala Smith, St Joseph's JNS, Ballymun, Dublin 11
One cash winner's details withheld by consent.

National Chess Month

National Chess Month (NCM), from 5 to 28 November, is a great opportunity to introduce your pupils to chess. There are many areas of the primary school curriculum that can be incorporated into your chess games including:

SPHE: Chess is a great way to encourage positive social interactions and good sportsmanship. Teachers can encourage and model playing fairly, the use of appropriate language, helping others and coping with defeat. Pupils also learn to think about their choices before they make a move.

Maths: Numeracy is required to decide the winner of some beginner games. Pupils also use problem-solving skills to identify good moves and best moves.

Predicting: For some games, pupils must predict an opponent's plan (risk) and stop it before danger arises.

The YouTube channel *ChessOssity* has short videos demonstrating how to play simple chess games (such as *Pawn Wars*, outlined on this page) that introduce the different chess pieces and how they move, in a gradual way. Pupils begin with simple 'Cat 'n Mouse' games that introduce one new chess piece at a time. In the 'Wipeout' games, pupils use the skills learned from the 'Cat 'n Mouse' games and use maths skills to determine the best moves. The next type of learner games are 'Checking' games. These games introduce a new aspect of chess – defending the king. Players learn to identify threats by predicting opponents' moves and taking precautions. The final skills games are 'Checkmate' games. For pupils who have completed all the skills games this is a short last step to playing a full game of chess.

Beginner Game: Pawn Wars

This game uses only the pawns. Pawns are the smallest chess piece. In a game of chess, each player will start the game with eight pawns. However, for this game, you may choose to reduce the number of pawns for each player.

Pawns typically move forward one square at a time. On its first move, however, the pawn can move either one or two squares forward. To capture another piece, the pawn moves one square diagonally, onto a square that another piece is occupying.

If the pawn reaches the opposite side of the board, it is promoted and the pawn is exchanged for a queen.

In *Pawn Wars* the winner is the first player to have one of their pawns promoted to a queen.

Chess games you can try at school

For demonstrations see ChessOssity's YouTube channel.

Beginner game

1. Pawn Wars

Cat 'n Mouse games

2. Rook Rampage
3. Bishop Blitz
4. Killer Queen
5. Knightmare
6. Pawn Wars with Kings

Wipeout games

7. Rook Rout
8. Total Wipeout

Checking games:

9. Bishop Battles
10. Three Check Chess

Checkmate games

11. Queen + Two Rook Checkmate
12. Two Rook Checkmate

For more information and chess ideas, see the website www.movesforlife.ie, follow @movesforlife on Twitter or contact schoolcheckmates@gmail.com

John F. Kennedy and education

22 November 2018 marks the 55th anniversary of John F. Kennedy's death. TJ Clare reflects on the former US president's lifelong love of reading and his influence on education policy in the United States.

Though his life was cut short and his presidency halted by the reverberation of gunfire in Dallas almost 55 years ago, John F. Kennedy has left a lasting imprint on modern history. A divisive figure whose policies and private life have been subject to much discussion and debate, JFK has been a symbol of both modern progress and the politics of dynasty.

In his youth, multiple incidences of illness caused the future US president to be laid up in bed. Play amongst peers, the usual hustle and bustle of sports and the to-and-fro of growing up were, at times, activities out of his reach. Young JFK quickly developed a love for reading. The content was wide-ranging and diverse.

As senator and subsequently president, various accounts from close friends and advisors reference his scientific examination of memos, his meticulous dissection of complex documents, and his eye for detail.

I am not suggesting that the ability to read countless pages is equal to intelligence. Of course, how learning and information is utilised shows real creativity and skill. Furthermore, the application of skills not available from the etched pages of a book or, as it is today, a screen or website, shows an individual's true potential and talent.

But, what of JFK's philosophy towards education?

He expressed a belief in the right of people to equal opportunity and responsibility within US society. He became president in a time of turmoil, of division, of racial divide. As president, he challenged the then governor of Alabama, George Wallace. The governor would not sanction, and actively blocked, the enrolment of James Hood in the all-white University of Alabama. Hood, a black American in 1963 America, was eventually enrolled.

The slow-turning wheel of desegregation began to turn, not only as a result of Kennedy and his advisors in The White House but, more importantly, down to the activism of those discriminated against and their supporters. Would Kennedy have been on the side of Hood without such protests? I am personally of the belief that he was ideologically in favour of equality.

"Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource."

While this standoff with a governor may have been more to do with politics than principle at the time, aspects of his policies do highlight the value he put on education. His speech writer, Ted Sorenson, noted that no other domestic issue occupied Kennedy as much as education did. Kennedy was quoted in a speech as stating:

"Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource."

In a special message to Congress on education in February 1962, Kennedy noted that the high school drop-out rate in 1960 was 27.2%. He made the argument that education is the right, the necessity and the responsibility of all. To combat the drop-out rate he outlined the building of more classrooms and increases in the training of, and for, teachers. In 1967, four years after his death, the drop-out rate had fallen to 17%.

Kennedy put an emphasis on teacher training as part of his 'New Frontier' programme. He advocated for funding to support what we would now call CPD. Interestingly, for that time in history, he also set aside funding for the education of children who were deaf, who had a disability or who were gifted.

Kennedy espoused a belief in education as a key to unlocking doors, regardless of skin colour or creed. While the American education system is not directly comparable with our own, his belief in education being the means through which we can achieve our personal goals and hopes, is something we can all share, even 55 years after his death.

TJ CLARE, Dublin North City Branch

KENNEDY HOMESTEAD, WEXFORD, IRELAND

Shaun Robinson/Shutterstock.com

Nature awareness, appreciation in the Irish primary system

"Nature doesn't only make good things better, it also makes bad things less bad." *Simon Barnes*

Nature awareness is being knowledgeable about the workings of the natural world. Why are ladybirds coloured black and red? What is the difference between a mountain ash and a common ash? What is the larval food plant of a peacock butterfly? When do primroses bloom?

Nature appreciation is being able to engage with nature using all the five senses, plus a sense of mystery, fascination and awe relating to natural phenomena. It is founded on awareness. Many poets, artists and composers have (and had) a deep appreciation of the aesthetics of nature and it is the genesis of much inspirational, creative output in the arts. Many people are imbued with a sense of the divine when they engage with nature. Wordsworth was deeply affected by a sense of the sublime in 1798 when he wrote in his poem *Lines composed a few miles above Tintern Abbey:* "And I have felt/ A presence that disturbs me with the joy/ Of elevated thoughts; a sense sublime/ Of something far more deeply interfused/ Whose dwelling is the light of setting suns/ And the round ocean and the living air."

Nature education is concerned with the quantity and quality of nature engagement which teachers facilitate for the learners under their care. Is this engagement in an outdoor setting such as a wood or indoors using the interactive whiteboard? Is an awareness and an appreciation of nature promoted where children use all their senses or is engagement practised purely on a functional level? 'Let's do an experiment to see what conditions are most favourable for a plant's growth?'

Four years' ago, I embarked on a D. Ed. research degree in Trinity College to attempt to find an answer to the question, what is the state and status of nature awareness, appreciation in the Irish primary system? I had originally intended researching plant-based education in the primary system from a scientific viewpoint, having come across an intriguing article on 'plant-blindness'? Personal observation as a teacher, lecturer and Heritage in School specialist had led me to believe that many children, student teachers and educators nowadays had limited knowledge of plants and eventually this would have consequences in the future for conservation of species and planetary protection.

However, I soon realised that researching plant-based education from a scientific approach only would not encompass engagement with nature in the broad manner that I had experienced it since I was a child. (I was lucky to have had a teacher in primary school in the fifties who connected us to the natural world almost daily and since then it has been, as it was with Wordsworth, "The anchor of my purest thoughts, the nurse/ The guide, the guardian of my heart, and soul/ Of all my moral being".)

As I researched nature in the primary school, mainly through the nature element of the science and geography syllabi, I discovered from reading the literature that the narrow 'scientific approach' advocated in the curriculum had its critics and that many eminent researchers across the world supported a more holistic, affective approach for children's engagement with nature. This approach incorporated the development of children's mental and physical well-being and their aesthetic and spiritual sensibilities. It also contributed to children's emotional development and their creativity through unstructured play and use of all their senses. Finally, it demonstrated positive outcomes for children with special needs and the development of children's sensitiveness and caring characteristics with consequential growth in their pro-environmental behaviour. It also incorporated activities such as structured games in natural settings and the acquisition of gardening skills, both of which developed their socialisation skills.

On the other hand, lack of involvement with nature could have serious consequences for children such as the development of 'nature-deficit disorder' a phrase coined by the American environmentalist, Richard Louv, in his seminal book *Last Child in the Woods.*

On the opposite page is a diagram which outlines the conceptual framework behind the research. The literature also demonstrates that the affective domain of learning where love of nature is fostered in children can lead them to value it so much that they will care for it in their own place (place-based learning), and consequentially in a broader spectrum. David Sobel, an ardent advocate of place-based learning observed: "What's important is that children have an opportunity to bond with the natural world, to learn to love it, before being asked to heal its wounds." In other words, teaching children about environmental catastrophes before they have bonded with nature is not good practice. They can feel overwhelmed by all the negative issues relating to the environment and develop a condition called 'ecophobia', a phobia described by Sobel as a "helpless sense of dread about the future".

Nature-rich school grounds incorporating wildlife areas and cultivation and contemplation zones are important for regular, inexpensive, affective immersion of children in nature and should be developed in all new schools, with generous grants provided for such grounds in established schools. My research gathered data from 219 practising teachers in Donegal, Galway, Waterford, Kildare, Fingal Council, Dublin City Council, South Dublin Council and Dunlaoire-Rathdown Council, 253 initial teacher education students, 6 Heritage in School specialists and 220 WSE reports to address the research question. I am deeply thankful to those busy teachers who responded to my online questionnaire, to the ITE students who participated in the nature-knowledge questionnaire and to the Heritage in School specialists who agreed to be interviewed for one hour on their experiences of engaging children with nature in primary schools.

The findings from the data will be published in a future article.

and education


Mysterious nature


Beauteous nature


Bounteous nature


Elegant nature

Conceptual framework behind the research

- Nature / affective domain of learning
- Nature / creativity
- Nature / gardening
- Nature / outdoors / health / sense of place
- **Nature awareness, appreciation, and education in the primary school system**
- Nature / care / EE / SD
- Nature / ADD / ADHD
- Nature / aesthetics / spirituality
- Nature / cognition / science

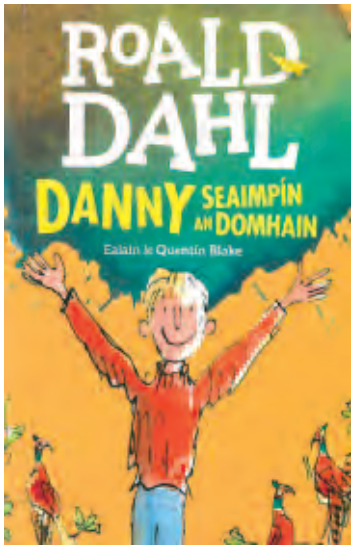
PADDY MADDEN is a Heritage in Schools specialist. See www.heritageinschools.ie. He currently lectures part-time in CICE and Froebel. Paddy is a co-founder of SEED. See www.schoolearthed.ie. He has just completed a D.Ed. in Trinity College.
Photos: Eamon Ó Murchú

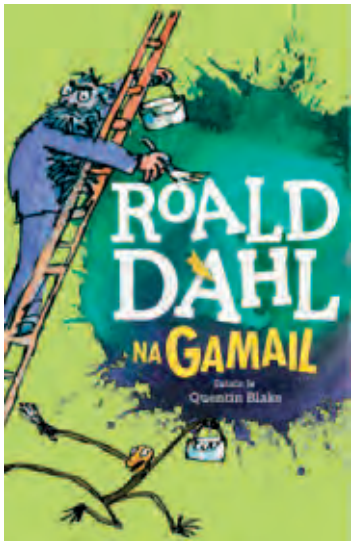
Roald Dahl

Tá Roald Dahl ar dhuine de na scríbhneoirí is ansa le léitheoirí óga agus tá a chuid leabhar i measc na leabhar is mó aistriúchán ar domhan.

Tá trí leabhar dá chuid ar fáil i nGaeilge. Tá saibhreas teanga den scoth sna haistriúcháin ó Leabhar Breac agus cuirfidh siad le forbairt theanga na bpáistí.

Cuirfidh siad chomh maith le hoideachas saoil na bpáistí tríd na leabhair seo a léamh.





Danny, Seaimpín an Domhain

Tá *Danny, Seaimpín an Domhain* ar cheann de na leabhair is cáiliúla de chuid Roald Dahl. Scéal atá ann faoin ngrá atá idir athair agus mac agus taispeánann sé conas a dhéanann daoine 'maithe' drochrudaí, nó go gcuirtear daoine i gcás go mbíonn orthu roghanna morálta a dhéanamh.

Na Cailleacha

Is fuath le cailleacha páistí. Faigheann cailleacha boladh cac madra ar pháistí. Sa leabhar *Na Cailleacha* tá an Ard-Chailleach Mhór ag ullmhú le deireadh a chur le gach uile pháiste sa tír – an féidir stop a chur leis na cailleacha? Insíonn úrscéal Roald Dahl scéal faoi bhuachaill agus faoina mhamó ón Ioruaidh agus iad ag tabhairt aghaidh ar na cailleacha gránna!

Na Gamail

Baineann *Na Gamail* le dhá ghamal agus tá léargas greannmhar ar na cleasa gránna a imríonn siad ar a chéile. Is mór an ghráin atá idir an tUasal Ó Gamail agus a bhean. Déanann siad píoga d'éin agus itheann siad iad, agus coinníonn siad moncaithe, Muintir Mhugal-Bhump, faoi ghlas. Tá deireadh le foighne na moncaithe. Tá díoltas uathu.

Úsáid sa Rang

- Déanann '*Na Cailleacha*' iarracht an dubh a chur ina gheal ar pháistí. Pléigh na rialacha leis na páistí sa rang conas déileáil go cuí le strainséirí a mbuaileann siad leo, duine le duine agus ar an idirlíon. Meabhraigh do na páistí gur daoine maithe iad formhór na strainséirí ach go bhfuil rialacha ann ba chóir dúinn a leanúint nuair nach bhfuil aithne againn ar strainséirí. Cuideoidh na rialacha sin leo bheith sábháilte i measc strainséirí.
- Dear póstaeir 'Duine ar Iarraidh' do na páistí atá ar iarraidh sa scéal *Na Cailleacha*.
- Pléigh conas a thabharfadh scéal *Danny, Seaimpín an Domhain* dóchas do dhaoine óga. Pléigh na buntáistí a bhaineann le céimeanna beaga a thógáil in aghaidh daoine atá ag déanamh tromaíochta orthu, agus conas cathanna beaga a bhuachan trí chlisteacht agus obair chrua.
- Déantar cur síos ar na rudaí a dhéanann Danny agus é saor ón scoil. Iarr ar pháistí labhairt leis an rang faoi na rudaí is maith leo féin a dhéanamh agus plé a dhéanamh ar na cúiseanna a dtaitníonn na rudaí sin leo.
- Scríobh próifíl charachtair do *Na Gamail* (nó do dhuine ar bith ó na scéalta eile). Spreag na páistí le machnamh a dhéanamh ar thréithe fisiceacha chomh maith le pearsantacht agus dearcadh an duine – dean tobsmaoineamh ar na haidiachtaí a dhéanann cur síos ar na Gamail agus scríobh ar an gclár bán iad chun cuidiú le páistí.
- Iarr ar pháistí comhrá beirte a chruthú idir an tUasal Ó Gamail agus a bhean agus iad ag iarraidh cleasa a imirt ar a chéile
- Iarr ar pháistí a shamhlú go bhfuil grá ag na Gamail dá chéile, pléigh cad a bheadh difriúil agus scríobh deireadh nua don scéal

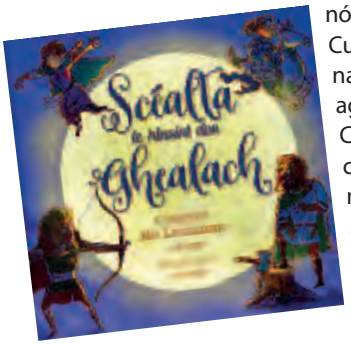
Ar fáil: www.leabharbreac.com

MÁIRE NIC AN RÍ, Oifigeach Bunscoile, COGG.

Reviews

Scéalta le hInsint don Ghealach

Is leabhar é seo le cnuasach scéalta atá bunaithe ar an mbéaloideas, cóirithe ag Caoimhe Nic Lochlainn. Tá réimse leathan scéalta agus caractair le feiscint sna scéalta, ina measc; caractair aitheanta ar nós Fionn Mac Cumhail agus na Fianna agus Cú Chulainn, chomh maith le scéalta le bunús stairiúil msh, scéal i Dhónal Uí Chonaill. Tá an-chuid tagairtí freisin don draíocht agus na síoga – rud a spreagann samhlaíocht na bpáistí go mór. Is scéalta suimiúla, bríomhaire atá sa leabhar seo. Tá teanga álainn shaibhir ann. Msh. "Tá uisce de dhíth orm, a fhliuchfaidh an chloch", agus nathanna den scoth ar nós; "a leithéid de bhean ní fhaca tú riamh". Tá athrá agus uaim go láidir le feiscint sna scéalta – "mín mánla macánta". Tá ealaín aoibhinn fite fuaite tríd na scéalta agus chuir sé seo go mór le pléisiúr na bpáistí agus na scéalta á léamh againn. (Maisithe go hálainn ag Olivia Golden). Tá gluais iniata le clúdach an leabhair chun focail deacra a mhíniú agus ceapaim gur an-bhealach é seo do na páistí foclóir nua a fhoghlaim, le tuiscint, agus le saibhreas a gcuid Gaeilge a chur chun cinn. Mholfainn an leabhar seo do na hard-ranganna, ní hamháin ó thaobh an léibhéal teanga de, ach ó thaobh suim sna scéalta chomh maith. Bhain mé an-taitneamh as an leabhar seo a léamh mé féin agus molaim d'aon mhúinteoir é a dhéanamh ar scoil agus é a nascadh le stair agus le healaín ach go háirithe.



Cois Life. ISBN: 978-1-907494-78-9. Costas: €12.

Reviewed by ORLA NÍ FHICHEALLAIGH, An Chéim, Baile Átha Cliath.

Tomi Reichental's Holocaust Story

Tomi Reichental's Holocaust Story, retold by Eithne Massey, is a book for children exploring a significant period of Tomi's life. As a nine year old, Tomi was sent to a concentration camp at Bergen-Belsen, with his mother and older brother.

Divided into four parts, we follow Tomi's journey from an idyllic early childhood, through to the grim reality of life in a concentration camp under Adolf Hitler's Nazi regime and onwards towards freedom.

The insights into Tomi's experiences in and around the concentration camp are particularly harrowing. While this is a child-friendly reflection on a brutal era, there are parts that are nonetheless challenging, and the content and language is probably more appropriate for middle to upper primary, depending on the child. Saying that, this is a story of hope and bravery, as families and friends work to care for each other, look for light in the darkest of places and constantly search for meaning in perilous times.

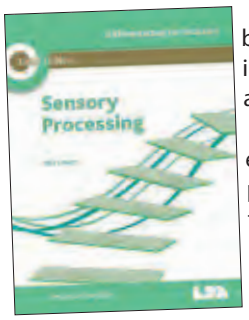
Significantly, this book and Tomi's previous publication were inspired by a visit to the school of his grandson. Certainly, this is a powerful tale and deserves to be shared in Irish classrooms and in classrooms around the world.

O'Brien Press. ISBN: 978-184-7179-75-3. Cost: €10

Reviewed by DUNCAN MCCARTHY, Dungourney NS, Co Cork.

Sensory Shuffle and Target Ladders – *Sensory Processing*

Target Ladders – Sensory Processing has been written by Ines Lawlor, an occupational therapist with 17 years' experience.



The book provides a comprehensive explanation of sensory processing difficulties in general, as well as a specific focus on the sensory challenges posed by the busy classroom environment.

Children with SPD have difficulty 'reading' their bodies' signals and can become overwhelmed easily. Very practical strategies to create a sensory friendly classroom are explained in the book. The strategies are easy to implement and would be of benefit to all learners and teachers too.

Target ladders are provided to enable the teacher to plan work for each of the senses and progression is clearly outlined.

Sensory Shuffle is a pack of 50 sensory activity cards. The cards are colour coded depending on which sense is being targeted. Ideas for differentiation are also outlined.

The activities are simple, can be done quickly and would make ideal transition type activities. The activities can be used by pairs, small groups or whole class and the materials required are easily sourced in most schools.

Target Ladders – Sensory Processing and *Sensory Shuffle* activity cards are published by LDA and are available to buy from the website www.ldalearning.com.

Target Ladders – Sensory Processing: ISBN 978-1-85503-621-5. Cost: €18.

Sensory Shuffle: ISBN: 978-1-85503-611-6. Cost: €15.

Reviewed by ALICE O'DONNELL, Education Committee, District 8.

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 Monday 12 November.

The deadline for the January/February 2019 issue is 7 January 2019.

Please email copy to editor@into.ie

Global goals

Tá na Spriocanna Domhanda Um Fhorbairt Inbhuanaithe (Global Goals for Sustainable Development) fógraithe ag na Náisiúin Aontaithe. Tá 17 sprioc (goals) ann agus an aidhm (aim) atá acu ná an domhan a chosaint ó athrú aeráide (climate change) agus é a dhéanamh níos sábháilte, níos cothroime agus níos córa do gach aon duine.

Tá físeáin thacaíochta ar fáil in go leor teangacha agus tá an-áthas orainn go bhfuil siad ar fáil as Gaeilge: https://snag.ie/en/unicef/#

SEAI One Good Idea competition open for entries

The Sustainable Energy Authority of Ireland (SEAI) is encouraging students to enter this year's SEAI One Good Idea competition. Students are asked to come up with creative energy awareness campaigns that will inspire people around them to save energy and reduce carbon emissions. The competition encourages students, their families and communities to take individual and collective responsibility for tackling these important issues.

Participating students have the chance to win prizes for themselves and their schools. Awareness campaigns can cover energy use at home, at school, for transport, energy related purchases and renewable energy. Schools can enter the competition at www.seai.ie/onegoodidea.

Closing date for entries is 16 November 2018. The best projects will be showcased at the national finals in Dublin Castle on 14 May 2019.

Free mortgage and tax advisory seminars

Following the success of previous seminars, the INTO is delighted to confirm a further FREE joint seminar for INTO members and their families.

The next seminar will take place on Thursday, 6 December, in the Clayton Hotel, Silver Springs, Cork at 7 p.m. and will cover the following:

- Tips on mortgage applications.
- First-time buyers, moving home or investment properties.
- Saving money by changing mortgage providers.
- The solicitor's role in buying or selling property.
- Ownership options.
- The importance of drafting/updating your will after purchasing property.
- Tax reliefs available for property owners.
- How to reduce your tax bill on rental income.
- Gifting or inheriting property.
- Offers exclusive to INTO members

The above information is provided in conjunction with our partners/colleagues at EDUC Mortgages, ITAS Accounting and Summit Law.

To register email gglackin@into.ie or ring (01) 804 7745 and quote your INTO membership number or school roll number.

Kindling the Flame

Kindling The Flame: 150 Years of the INTO chronicles and marks the life of the INTO since its formal beginnings in 1868. It is a major contribution to the INTO 150 celebrations.

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

There are a limited number of books to purchase from INTO Head Office, the cost is €19.99. Contact Georgina Glackin at 01 8047745.

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

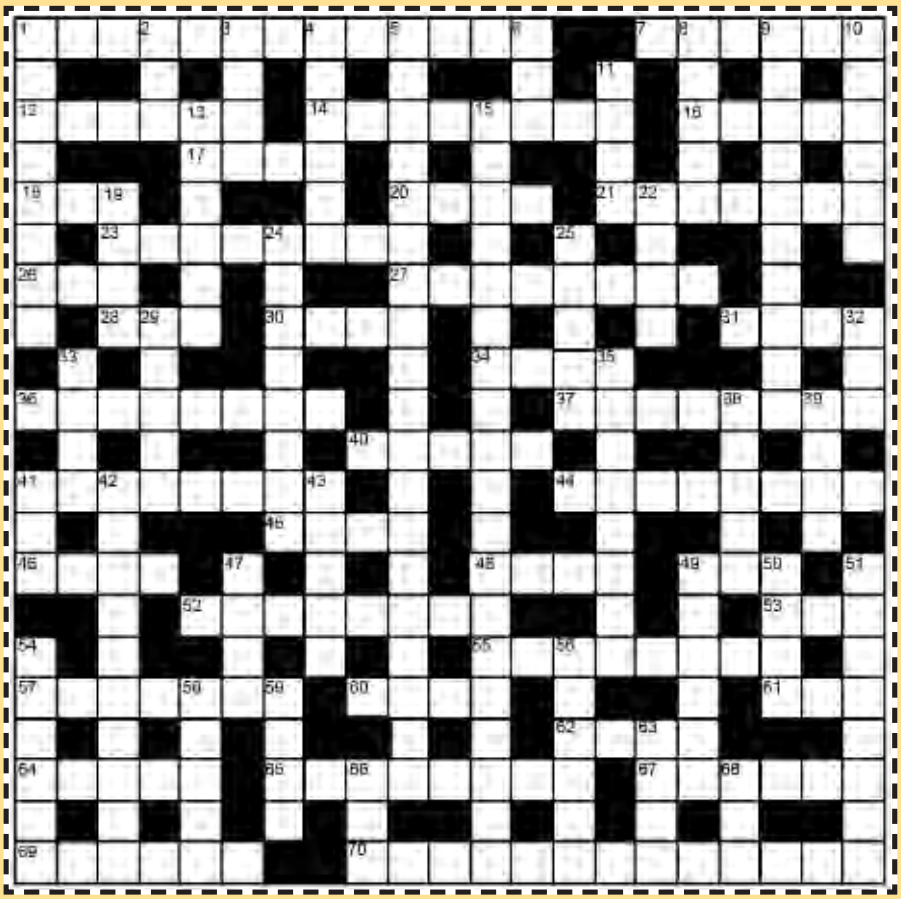
Volunteers needed

CARI are seeking volunteers in Galway to train as Forensic Accompaniment Officers – to accompany children/young people and their families attending for a forensic medical exam. For more information contact Grace Jordan. Tel: 01 830 85 29 or email Grace@cari.ie

Comhar Linn Crossword no 193

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 12 December 2018

No photocopies, no faxes please.



NAME:

PHONE:

SCHOOL ADDRESS:

Across

1. Further consequence of a handling error in rugby? (5-2,6)
7. Get feathers, or French writers give fruit to cardinals. (5)
12. Get your teeth into the cardinal's having the Bible edited. (6)
14. Let bacon be distributed as one sings in this style. (3,5)
16. Wash out some of Turin's effluent. (5)
17. Part of the series identifies an American lake. (4)
18. Ocean identified by a tailless mammal. (3)
20. They are instrumental in causing rows. (4)
21. Took for granted Da's emus scattered. (7)
23. Making cuts with this? More power to you! (5-3)
26. Not in the middle of Louth. (3)
27. A mischief-maker, legal? That's understood. (8)
28, 45a, 42d & 59d. Christmas carol about a diocese surrounded by seasonal precipitation? (3,4,3,7,4)
30. Acquire an article ("In the Drink"). (4)
31. Prison serves the inmates rice starters. (4)
34. Dread of an Irishman. (4)
36. How can she paint an actor? (8)
37 Load Hope up here in Co. Clare. (4,4)
40 They have a consuming interest in the contents of one's wardrobe! (4)
41. Do purchases here have responsibility thrown in gratis? (4,4)
44. See 6 down.
45. See 28 across.
46. Make the quarry quiet before the King of Spain arrives. (4)
48. Help a heroine of opera. (4)
49. Many work for the Garda. (3)
52. The magician can hoodwink one of the twelve. (8)
53. A short year somewhere in Scotland. (3)
55. Some mad pilot, that embassy official! (8)
57. Such plants upset the nun, alas. (7)
60. Love the notes Mr Redding provided! (4)
61. Bad actor often seen near Turkey at Christmas time. (3)
62. This word will do, for the present. (4)
64. Get a bit of tart to Clare. (5)
65. Will the tour ever change the opening music? (8)
67. Book some capital Italians. (6)
69. About the team - it's live. (6)
70. Malcolm at a social event with the editor? That didn't work! (13)

Down

1. The monarch's not up in the capital of Jamaica. (8)
2. Will you find corn on this swan? (3)
3. Love, get a communist to go up a European river. (4)
4. Signs of burnout in headless clubmen. (6)
5. Friend, a strong, woolly composition depicts what the Magi were doing, according to Carol. (9,6,4)
6, 8d & 44a. A number of aristocrats get beer, imitating one of my true love's gifts. (3,5,1-7)
8. See 6 down.
9. Term matron applied to part of Paris. (10)
10. Quick, but quiet in rundown surroundings. (6)
11. A firm father puts an end to music. (4)
13. The 55 across makes an entrance after the French. (6)
15. A spirited definition of a shower of hail? (1,4,2,3,4,5)
19. Laws regulating what one does in theatre. (4)
22. Send up the cardinal some equipment. (4)
24. There's no getting away from it, it's a red-light district! (2-2,4)
25. It's essential one gets an article out of Latvia, somehow. (5)
29. Composition utilising some of the pope's sayings. (5)
32. Colour seen about at Christmas - and on bank balances in January! (3)
33. Being old-fashioned, you are only half grand! (4)
35. This will tell you how much class you have! (4,4)
38. Animal joint beside an Italian river. (5)
39. One is related to her golden teacher. (4)
41. See the inspector quietly identify a pickpocket. (3)
42. See 28 across.
43. Upset with Joe, I'm adding this to my text. (5)
47. Fence with this around Turkey as things get hot. (4)
49. Would the space traveller love to regain consciousness? (4,2)
50. Make Patrick hot to walk here. (4)
51. Vowed to edit dim prose. (8)
54. Hinder with a Christmas 62 across. (6)
56. A flier states that it is the Age of Pork. (6)
58. Change what might have been named differently. (5)
59. See 28 across.
63. Worry about part of the guitar. (4)
66. Tree found in East Leitrim. (3)
68. A low sound from my ox? Only initially. (3)

In Touch Crossword No. 192 Solutions

Across

1. Dam 3. Ornithology 8. Struts 9. Felt pens 10. Rogue 11. Riled 13. Witch 15. The Mill on the Floss 16. Algebra 20. Shows 21. Dated 23. Fruit 24. Hypnotic 25. Bow out 26. Best in class 27. Tod

Down

1. Disgruntled 2. Mortgage 4. Infanta 5. Oxter 6. Openly 7. Yes 12. Decapitated 13. Wales 14. Holes 17. Beaufort 18. Logical 19. Stapes 22. Dhoti 24. Hub

Winners of Crossword No. 191 are
Liam Kelly, Carlow and Mairead Elis, Tullow

Winners of Crossword no 192
will be announced in the next InTouch issue.

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

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

Children's Books Ireland
Leabhair Pháistí Éireann

CBI recommended read – *November*

Bumpfizzle the Best on Planet Earth

Written by Patricia Forde and and illustrated by Elina Braslina
Little Island Books 2018 (PBK) 128pp, €9, ISBN 9781912417032

From author Patricia Forde comes this hilarious tale. It's not easy being the middle child, especially if you're an alien disguised as a child sent to understand these silly human beings, but Bumpfizzle is Planet Plonk's bravest warrior. He deals with the baby (and its annoying traits), survives a fearsome beast (the family cat) and almost enjoys the local cuisine (cat food). But when the Great Master Hornswoggle suggests eating the humans, Bumpfizzle has a dilemma. With hilariously disgusting illustrations from Elina Braslina, Bumpfizzle is the story of a disgruntled alien that readers will adore. (Age 9-11).

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

InTouch competitions and draws

From time to time, the INTO runs competitions and draws for members via InTouch, our e-newsletter, website or social media. Only essential data required for the running of the competition is requested from members. The data collected is deleted once winners have been selected.

The full name and county of prize winners is published by the INTO. By entering the competition, it is assumed consent is given by members for publication of these details.

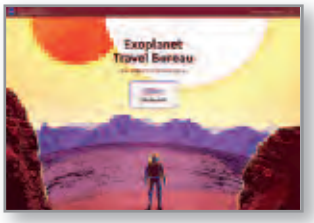
For more information on T&Cs for competitions visit the Benefits section of the INTO website

scoilnet

Star site

RAHEALTY NS, THURLES
rahealtyns.com
Easy to navigate layout with great use of space and colour.

ONES TO WATCH



EXPO PLANET TRAVEL BUREAU
exoplanets.nasa.gov/alien-worlds/exoplanet-travel-bureau
Travel posters from NASA which will help pupils explore virtual environments.

HOW TO READ A WEATHER MAP
fbd.ie/CreativeContentHub/how-to-read-a-weather-map/desktop
Visual guide to understanding weather maps. Covers the symbols on a map, UV measurements, air pressure and extreme weather warnings.

SONGS IN IRISH
songsinirish.com
Extensive list of Irish traditional songs with lyrics, links to associated animations/audio and translations from Irish to English.

Most viewed

The most viewed links during October

1. **OICHE SHAMHNA QUIZLET**
   quizlet.com/56314082/oiche-shamhna-flash-cards
   Flash cards and interactive games.
2. **COUNTIES OF IRELAND**
   edware.ie/games
   Identify and locate the counties of Ireland.
3. **BIA – BOSCA LÓIN**
   scoilnet.ie/uploads/resources/23990/23713.pptx
   Se cur i láthair PDF le focail don téama boscá lóin.
4. **MATHS WEEK 2018**
   www.mathsweek.ie/2018
   Resources, videos, lesson plans and ideas for Maths.
5. **MOUNTAINS, RIVERS AND TOWNS IN IRELAND**
   toporopa.eu/en/uk_ireland.html
   Highly visual interactive quiz.
6. **AN FÓMHAR**
   www.ncte.ie/upload/scoilnet/An_Fomhar
   Talking book for junior classes.
7. **BBC – DAY IN THE LIFE: STONE AGE**
   https://vimeo.com/21927963
   One of four episodes created by Beakus for BBC History to help get kids into ancient history.
8. **BIA – SCOILNET THEMEPAGE**
   www.scoilnet.ie/go-to-primary/theme-pages/irish/bia
   Numerous topics within the theme of food.
9. **NATIVE AMERICAN CULTURE**
   warpaths2peacepipes.com/native-american-culture
   Illustrated guide to Native American people with images, videos and information on customs.
10. **CÉ MÉ FÉIN**
    scoilnet.ie/uploads/resources/22978/22701.pdf
    Seo bileog oibre don chéad cúpla lá ar scoil leis na páistí a chur ag caint agus aithne a chuir ar a chéile.