

intouch

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Presidential tribute for INTO 150

into 

Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

150

Keeping InTouch

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



Joe Killeen, INTO President, speaking at Branch and District Officers' Conference in September. Also pictured are Sheila Nunan, General Secretary; Noel Ward, Deputy General Secretary and Mary Magner, CEC, District 16.

Working together as one union

As you read this magazine, the Budget is soon set to be unveiled. Across the country, members in branches and districts came together and delivered a thoroughly engaging and passionate lobby of our key priorities. We are always stronger when we are unified, and we led discussions at our recent branch and district officers' conference at Croke Park where we set in motion the final stages of our Budget campaign. We will soon know how much this Government value primary education.

In another powerful display of unity, this September saw an enormous level of participation in our #BacktoSchool competition. As teachers returned to the classroom for the 150th time in the lifetime of this union, the competition enabled us to share the passion, enthusiasm and creativity

exposed by our members on a daily basis. Be sure to check out the entries on our social media channels.

More recently, the OECD assessment of Ireland's primary education further illuminates the challenges which lie ahead. An analysis of the key findings is included within.

INTO make a special plea for members to join us at the *Raise the Roof* rally on 3 October outside Leinster House. More information is available on our website.

Looking ahead, we will be conducting ballots on pay and elections and our branch officers will be kept very busy. Participation is crucial as we make decisions about the future of our union.

Sheila Nunan

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INTO Apps



InTouch

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INTO Conference

InTouch App

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

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

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



INTO Conference App

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

Download from the App Store and Google Play. Search for 'INTO Conference'.



Ensure software on your device is up to date before downloading.



INTO Leave App

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

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



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.

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

Outcome from pay talks

Eolas to issue to members shortly

Following a three-union congress motion (with the ASTI and TUI) to undertake a joint campaign aimed at bringing an end to inequality for those who entered the teaching profession since 1 January 2011, the INTO entered into negotiations with the Department of Public Expenditure and Reform on issues pertaining to the pay scale for post-2011 entrants to the profession. The talks took place in the context of a March 2018 report on salary scales which established that such talks would focus on the length of the scale and excluded discussions on initial placement on the scale and the payment of allowances.

On 25 September the CEC was briefed



on a proposal from the Department of Public Expenditure and Reform following sustained negotiations between public sector unions and government. The CEC recognised that the proposal involves progress towards pay equality and provides pay equality for a number of cohorts, including current entrants, but does not fully restore pay equality for the earliest groups of post-2011 entrants.

The CEC have approved plans to put the outcome of the negotiations to ballot of members.

Further information will be provided to members in the Eolas which will arrive in your school in the coming weeks.

INTO membership subscription

Move to percentage-based subscription from 2019

INTO's subscription rate is determined by Annual Congress. This Easter, Congress decided that the subscription should move from being a flat rate to a percentage basis from January 2019. This is the first of three articles about that change and what it will mean for members.

Consultation process

The 2018 Congress decision followed widespread consultation with branches and districts on the question of moving to a percentage-based system. Following consultation sessions in autumn 2017, the CEC issued a Discussion Document, setting out the background, recording views from consultation sessions, discussing the issue, and detailing a proposal for Congress 2018. The CEC advised that the proposal to Congress was fair, balanced and necessary, as well

as being good for INTO recruitment and retention. Percentage-based subscriptions are the norm across public service unions.

Congress decision

Congress 2018 agreed to move to a percentage-based subscription at a rate of 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.

Features of percentage system

Subscription rates have varied over the years following decisions of Annual Congress. The current main flat rate is €347.10 per annum. This is below its previous level (between 2008 and 2011) of €386.10. The current rate appears on

payslips as €13.35 per fortnight; the previous rate was €14.85 per fortnight. The capping of the subscription payable ensures that no member will pay a rate at or above this previous maximum rate.

The 0.75% is designed to maintain INTO's annual subscription income, without increasing or reducing it. Test runs on a model of the DES payroll indicate that this is the rate which most closely matches current income.

A percentage-based system will result broadly in an equality whereby members pay the same proportion of their salary in subscription. A flat rate was more onerous for teachers at lower scale points, while the capping mechanism ensures there is a maximum, limiting the amount payable.

Next month: Examples of what the percentage rate will mean in practice.

Mothers may now avail of breastfeeding breaks for up to two years



Following negotiations by the INTO and the other teacher unions, it was agreed earlier this year that the period within which the provision of breastfeeding or lactation breaks may be availed of by mothers be extended from six months following the birth of a child to 104 weeks (two years) following.

This is now implemented via Circular 0060/2018. Breastfeeding or lactation breaks may be taken in the form of one break of 60 minutes, two breaks of 30 minutes each or three breaks of 20 minutes each. The pattern of breastfeeding breaks should be discussed and agreed between the school and the teacher.

This provision is timely for the many INTO members who wish to continue breastfeeding their children following their return to work.

Andy Hargreaves to speak at INTO Education Conference

The INTO is delighted to announce that Professor Andy Hargreaves will act as keynote speaker at this year's Annual Consultative Conference on Education, which will be held in the Hodson Bay Hotel, Athlone, on 16-17 November.

The theme of the conference 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.

Professor Hargreaves is a world renowned expert in educational change and leadership, and is known for his support for greater



autonomy for teachers and concerns about the impact of high-stakes testing. His latest book is *Collaborative Professionalism: When Teaching Together Means Learning for All*, co-written with Dr Michael T. O'Connor.

In addition to keynote speakers, the conference will also include workshops, discussion groups and an INTO Teachmeet/ Researchmeet.

Please note this is a delegate-only conference and only those members nominated by their branch and district can attend. If you are interested, make sure you attend your October branch meeting to put your name forward.

INTO calls for primary school budget boost at Oireachtas hearing

Every child has the right to attend a school that is comfortable, bright, adequately heated and ventilated with appropriate furniture and technology, the INTO told the Oireachtas Joint Committee on Education and Skills on 29 August. Class sizes must be reduced and schools must have access to adequate funding and supports, such as additional release time for teaching principals, to enable necessary works to be carried out to ensure that our primary schools are positive places for

children to learn.

At the committee hearing, which focused on school costs, school facilities



and related matters, the INTO insisted that an increase in the number of schools and classrooms must be matched by an increase in the availability of qualified teachers to take on teaching posts. The INTO reiterated its demand for pay equality for all teachers, restoration of posts of responsibility to provide a mechanism for career progression, and the establishment of teacher supply panels to ensure qualified teachers are available to cover for short absences.

Annual OECD report warns Ireland's education system is underfunded

OECD's annual *Education at a Glance* report examines education systems in all 35-member countries and several partner countries. It looks at education spend, class sizes, teachers' pay and conditions, performance issues and the students' journey through the education system into the workforce. It is widely considered one of the more authoritative reports on the education systems in the respective countries and never fails to provide much needed insights into the Irish primary education system.

Coming in at some 400 pages we thought we would do the hard work for you and share some of the key findings of interest in this year's report.

Key findings

This year's report warned that Irish education was underfunded, having not kept pace with the rising number of students. It's worth remembering that total enrolments in mainstream primary schools swelled last year, standing at 555,241 as of September 2017, an annual increase of 5,041.

Class sizes in Ireland remain



above international averages. The average class size in Irish primary schools remains at 25 compared to the EU average of 20 pupils per class as seen in countries such as Germany and Spain.

Irish primary school teachers also teach longer hours than international colleagues. Irish primary teachers teach for 910 hours compared to the EU average of 762 hours and OECD average of 784.

Enrolment is nearly universal in Ireland until the age of 17 and starts declining at a slower rate than other OECD countries.

The number of international students in Ireland was nearly 40% higher in 2016 than in 2013 but the number of Irish national students enrolled abroad in

other OECD and partner countries fell over the same period by 10%.

Foreign-born individuals on average earn less than native-born ones although the earnings gap decreases with levels of educational attainment. In 2017, some 22% of adults aged 25-64 years old were foreign born and 55% of them had attained a third level qualification, compared to 43% of the native-born population.

The report from the OECD confirms what we already know. Irish primary school education is underfunded, understaffed and undervalued by the Irish Government. Class sizes remain five above the EU average, our primary school teachers teach 148 hours more than those in other countries and funding has failed to keep pace with these changes in the last number of years.

Irish primary education remains in dire need of a budget boost and every member of the INTO will be making the case to politicians in the run up to Budget 2019.



Irish teachers teach for more hours

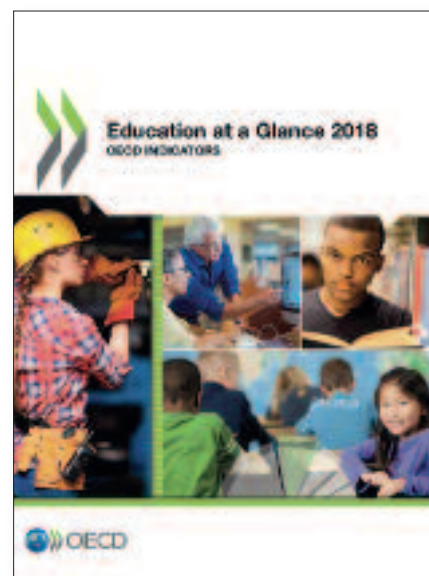
Irish teachers = 910 hours

EU average = 762 hours

OECD average = 784

Class sizes remain five pupils above the EU average, our primary school teachers teach for more hours than those in other countries and funding has failed to keep pace with these changes in the last number of years.

Irish primary education remains in dire need of a budget boost and every member of the INTO will be making the case to politicians in the run up to Budget 2019.



Download the full report at
www.oecd.org/education/education-at-a-glance-19991487.htm

Election of INTO General Secretary

In view of the retirement of Sheila Nunan as General Secretary of the INTO in the summer of 2019, the CEC has initiated procedures for the election of a General Secretary Designate. The following is the timetable for the election:

- Branch nominations shall reach the General Secretary not later than 5.00 p.m. on Thursday, 1 November.
- Details of nominated candidates and the list of nominating branches will be published in an Election Special to be posted to members (north and south) on Thursday 8 and Friday, 9 November 2018.
- Voting papers will be posted to eligible voters on Monday, 26 November 2018

- Close of poll will be 5.00 p.m. on Monday, 17 December 2018.
- The count and declaration of result will be held on Tuesday, 18 December 2018.

Important dates to note

- 1 November = Branch nominations to reach Head Office by 5.00 p.m.
- 12 November = Election Special posting to schools
- 26 November = Ballot papers posting
- 17 December = Close of poll
- 18 December = Count and declaration of result

For effective, energetic and experienced leadership

Vote # 1 John Boyle

The job of INTO General Secretary is to stand up for members and the profession. If elected that's exactly what I will do.

Many members have told me they believe in my ability, capacity and skills to stand up for them.

If elected, I will work tirelessly to deliver:

- Pay Equality.
- Principals' Pay Parity & Administrative Supports.
- Salary Increases.
- Promotional Opportunities.
- Reduced Workload.
- Smaller Classes.
- Regular Professional Development.
- Pension Protection.

The union I want to lead will be close to its members and will grow significantly in membership and influence, north and south. It will focus on what is important for teachers and deliver real improvements in salary and working conditions for members.



Electing me will make sure that you are represented by a hard-working champion of teachers with a proven track record of leadership, negotiation and influence.

Please vote for me at your October INTO branch meeting and in the postal ballot before Christmas.




Yours sincerely,






John Boyle: Proven Performance Progressing Priorities

- Class teacher, HSCL Co-ordinator and Principal Teacher (1986 to date).
- INTO President, Vice-President, CEC Rep, Branch/District Chairperson & Staff Representative.
- Experienced negotiator at national level helping to restore teachers' pay and conditions of employment.
- Effective teachers' representative before management boards, at disciplinary appeals and at Labour Relations Commission.
- Practiced presenter to Teacher Conferences/Training Courses.
- Expert media performer.

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Alison Gilliland

Why I'm running for INTO General Secretary

I want every member to feel connected to their union, to feel that their union meets their needs and provides them with a vehicle to express their professionalism whether that be as an activist, a classroom practitioner, a school leader, a learner/researcher, a working parent, part of a minority or someone in need of individual help and advice.

A former teacher, I am a committed trade unionist, educationalist, activist and public representative with significant teaching and proven leading experience. I am aware, I listen and I am a team player. I question and I analyse. I lead in an inclusive, proactive and solution focused way. While I am decisive, I always seek a fair and meaningful way forward.

If elected General Secretary, I will work



alongside our CEC, our union officers, our national committees and our members to realise the resolutions of our annual Congress, to strengthen member participation and interaction within INTO structures.

A determined voice for teachers, I will engage with Government in particular to:

- end pay inequality in ROI and increase pay in NI;
- tackle workload issues so as to allow teachers to get on with teaching and principals to get on with leading, particularly teaching principals;
- increase supports for pupils with special education and socio-emotional needs;
- establish teacher supply panels across the country;
- reduce class size, particularly in DEIS schools, and increase supports.

For more about me, my work and my commitment see:

- www.alisongilliland.com
- @Alison4GeneralSecretary
- @Alison4GenSec

Vote No. 1 Deirdre O'Connor

Vision, Expertise and Leadership

I am asking for your vote to become the next INTO General Secretary. I believe that my proven track record as an INTO official makes me the best candidate for the post.

I want to work with you, as INTO members, to make your job the best it can be. I have:

- developed significant experience as an INTO official since 2002, including in my current post as Assistant General Secretary;
- strong communication and interpersonal skills developed through meeting with individual members in order to progress case work, presenting trade union training modules, addressing conferences and appearing on radio and television as a spokesperson for INTO;
- advised and represented individual INTO members in employment matters with their boards of management, and in employment law



fora, including the Labour Court and Equality Tribunal.

INTO policy is set by Congress, but my key issues and priorities include:

- Achieving fair and equal pay for teachers north and south.

- Improving the working conditions of teachers.
- Supporting school leadership.
- Maintaining a united and cohesive organisation.
- Ensuring equality for teachers, particularly in relation to disability

Biography

- From Monaghan. Studied St Patrick's College of Education (BEd Hons); University of Ulster Jordanstown (Msc Ed Man). Law Society Diploma in Employment Law.
- Taught in St Marys BNS, Monaghan, 1986-1999, seconded to PCSP 1999-2002.
- Appointed to INTO Head Office in 2002, Legal and Industrial Relations Section 2005-2015, Assistant General Secretary 2015 to present.

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Photographs from our Past

Plaque to founding president on house now gone

This photograph shows INTO president (1955-1956) Captain HF McCune Reid (on left) with J. Stuart Hawnt (Belfast Director of Education) at the unveiling of a plaque to commemorate INTO's first president, Vere Foster.

This event took place in Belfast immediately before INTO Annual Congress in Bangor at Easter 1956. The plaque states:

"Former residence of Vere Foster, educationalist and philanthropist, first president, Irish National Teachers' Organisation 1868-73"

A number of events were organised around 1956 Congress to commemorate Vere Foster, with the *Northern Teacher* recording that ceremonies attracted widespread attention, instancing a two-column article in the *Northern Whig*, and a five minute topical talk on Vere Foster on Radio Éireann, with "almost all the national and local newspapers" reporting on the events.

The plaque was unveiled at 115 Great Victoria Street, the house in which the remarkable Vere Foster spent the final years of his life and in which he died. The building no longer exists; INTO offices in



both Dublin and Belfast are now called 'Vere Foster House' and the INTO is to open an exhibition of Vere Foster memorabilia in our head office reception area this autumn.

McCune Reid is an interesting figure (his 'Captain' arising from an association

with the British Air Force) who taught in a number of schools in Belfast for at least 33 years (1923-1956) and who was CEC representative for the Belfast District for at least nine years before becoming INTO president.

From little acorns... in Gort



A tree planting ceremony was recently held by Gort Branch INTO to celebrate the INTO's 150th anniversary. A Red Oak was planted in the garden of Coole Park by Joe Killeen, INTO President and member of Gort Branch.

Attendees included students, staff, board of management representatives and both retired

and current INTO members. Glorious sunshine ensured that it was a wonderful evening of music, storytelling and celebration enjoyed by all.

In the photograph: Joe Killeen, INTO President, with Aine Nic Craith, Chairperson Gort Branch; Marion Fahey, Branch Organiser and Ann Comyn, Branch Secretary. Pic: John Kelly Photography

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 Puirseil, 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.



President Michael D. Higgins lends 'presidential' touch to INTO 150 celebrations

On Monday, 10 September, INTO presidents past and present, and district representatives, along with members and staff turned out to meet President Michael D. Higgins as he visited Vere Foster House. A plaque was unveiled by the President and stands proudly in our lobby, reminding all those who pass of our long and celebrated past.

In delivering an address to guests, the President reflected on his own experiences. He regaled guests with the defining experiences of his own primary education in Ballycar National School and of his favourite teacher, Lucy Hastings. Later in life the prospect of becoming a primary school teacher himself arose, but for the registration charge of five pounds, which he couldn't afford, which saw him choose



Pictured at the unveiling ceremony in Head Office were (l to r): Noel Ward, Deputy General Secretary; Joe Killeen, INTO President; Sabina Higgins; Feargal Brougham, INTO Vice President; Karen O'Brien, INTO Housekeeper; David Geary, INTO Head of Communications; President Michael D. Higgins; Zita Bolton, INTO Official; Sheila Nunan, General Secretary and Mick Toner, Caretaker. (Pics this page: Tommy Clancy)



President Higgins with Joe McKeown, CEC

another path in life.

President Higgins also took a moment to acknowledge the tremendous contribution to education undertaken by INTO General Secretary Sheila Nunan, due to retire next year. To become the first female leader of such a large trade union in Ireland and to

have led it through such chaotic times for the nation, speaks volumes, he noted.

Following the President's address, which is available on the INTO website and social media accounts, the President took time out to meet individually with all of those in attendance.

You can view a video of President Higgins' tribute to the INTO at www.into.ie/ROI/NewsEvents/LatestNews/Title,46354,en.php

Quotes from President Michael D. Higgins' speech

"There are many forms of the family. We have to welcome LGBT families. We have to welcome the make up of many different families. They are not problems, they will become riches."

"We have to lift the level of what I call 'our social floor'. Essential necessities are required, high-quality education and teachers are part of that lifting."



President Higgins pays tribute to the INTO at an event in the Teachers' Club following the unveiling ceremony

"In an Ireland too often torn apart by sectarianism, bitter prejudice and destructive segregation, the INTO remained an all-Ireland organisation, continuing to represent teachers north and south ..."

"Today, the INTO is an intrinsic part of Irish society, with members in virtually every town and village in the country."

New mathematics curriculum

Fresh approach presented at early childhood conference



The theme of the EECERA 2018 conference, held in Budapest in August, was 'Early Childhood Education, Families and Communities'. The research conference revisited and reassessed the knowledge and understanding of enabling family and community conditions to support young children's education and wellbeing. The conference also explored how multi-professional and multi-agency services can be enabled to work more collaboratively with young children and families.

The INTO presented a paper on 'Teacher perceptions of a learning outcome-based approach to a new mathematics curriculum in the infant classroom'.

Pictured at the conference were:

Back row, l to r: Maeve McCafferty (INTO); Nuala Connolly (Barnardos); Claire Reidy (NCCA); Joan Kiely (Marino Institute of Education); Kerri Smyth (Barnardos) and Liam Mac Mathúna (UCD).
Front row, l to r: Joe Killeen, INTO President; Jenna Russell (Barnardos); Jacqueline Fallon (NCCA) and Máire Mhic Mhathúna (DIT).

INTO and DES meet to discuss school accommodation issues

Minor Works Grant to be paid to schools on a permanent annual basis

The INTO met with officials from the Planning and Building Unit of the Department of Education and Skills (DES) in early September. The INTO demanded swift action on the Summer Works Scheme and the Minor Works Grant. There has been no opportunity for schools to make an application for funding under the Summer Works Scheme since 2015 and a number of the applications which were made by schools in 2015 remain unprocessed. The INTO emphasised the importance of ensuring that adequate funding continues to be made available to schools to carry out necessary works during the summer holidays and that, when approved for funding, schools receive sufficient notice to enable them to make the necessary arrangements to source contractors to carry out the works.

Regarding the Minor Works Grant, the INTO called for greater certainty for

schools, calling for the payment of the grant on a permanent annual basis. Schools are reliant on the funding in order to carry out vital maintenance and refurbishment works. This has been a long-standing demand of the INTO.

The INTO also sought updates from the DES in relation to the school building programme and the prefabricated replacement initiative. Also discussed were the fire safety audits commissioned by the DES in September 2017, arising from the identification of cases of non-compliance with fire safety standards in five recently constructed primary schools in the DES 'rapid build' programme. The DES confirmed that, whilst the audits have identified a number of remedial works which are required to be carried out, the audits have not identified anything which is potentially dangerous. The DES intends to issue guidance to schools in the area of fire safety.

Subsequently, on 14 September, the Taoiseach, Leo Varadkar, announced a package of investment in education under *Project Ireland 2040*. According to the announcement, investment in schools capital funding is due to rise to €1 billion in 2027 for the purpose of catering for the increase in demographics and will also focus on the refurbishment and upgrading of existing school stock.

At primary level, it was confirmed that the Minor Works Grant would be paid during each school year, either in December or January.

The announcement also included details of the application process for the Summer Works Scheme for summer 2020. Applications will be invited in early 2019, and the DES has stated that it is committed to giving schools a better lead-in period to facilitate planning and delivery of projects in a timely and efficient manner.

The troops assembled in Croke Park ahead of Budget 2019

INTO Branch and District Officers' Conference

Officers from across the INTO districts gathered in Croke Park on Saturday, 8 September to kickstart our Budget lobby and ensure we deliver across our five key budget priorities this October. Members were rallied to organise, lobby politicians and spread our key priorities far and wide in the coming weeks. Vice

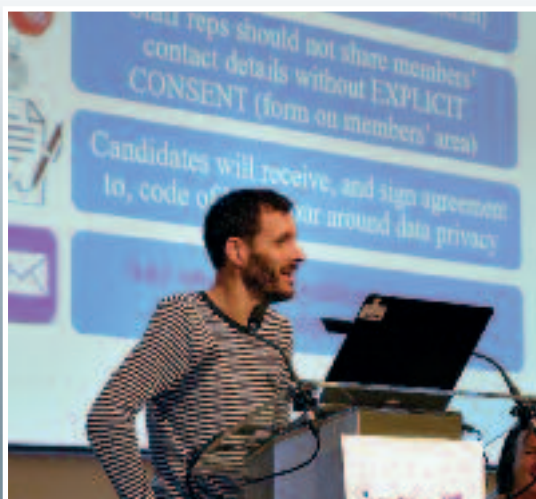
President Feargal Brougham called on delegates to "send the scourge of pay inequality to the dustbin of history."

In setting out INTO's Budgetary campaign, delegates were briefed on the wide array of tools created to bolster our lobby this year including a dynamic animation, member videos, a fully-

costed pre-budget submission and much more.

Delegates were briefed on upcoming changes to pay and pensions, staffing and school leadership, education and professional issues as well as the process for the election of a new General Secretary.

Snapshots from conference



Speaking at the conference: Feargal Brougham, INTO Vice President



Above, top right and below right: delegates attending the INTO Branch and District Officers' Conference

Speaking at the conference, right: Mary Magner, CEC, District 16.



Winners of INTO's Back to

To mark the start of the new school year, INTO ran a competition across Facebook, Instagram and Twitter. We asked members to share pictures of their return to school using the hashtags #BacktoSchool and #INTO150. There were almost 200 entries

and Dr Anne Looney, Executive Dean of Education at Dublin City University, chose the following ten winners from the entries received. Each of the winners will receive a €150 One4All voucher. Well done to all who entered and congratulations to our winners.



Left: Here's our classroom bear, Breandán Bear all set to meet the incoming Junior Infants in Caherdavin Boys School Limerick #BacktoSchool #INTO150 – Niamh Walsh



Right: Classroom transformation #backtoschool #INTO150 #juniorinfants – Maureen O'Donnell



Left: Instagram takeover #backtoschool #INTO150 – Sarah O'Donnell

Right: An chéad seachtain ar ais ar coil a bhí ann. "Conas atá tú?" arsa an páiste. "Táim tuirseach traochta. Ba mhaith liom a bheith i mo chodladh sa chúinne leabharlainne." arsa an múinteoir. #BacktoSchool #INTO150 #Twinkl #Gaeilge – Stephen Rixon



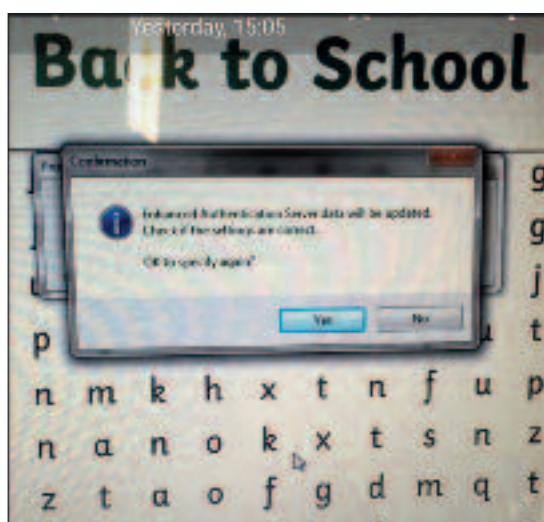
School Competition



Left: Doras ready?
Check. Seomra ready?
Check. Luimneach Abú?
Check!!!
#backtoschool
#INTO150
– Thomas Moloney



Right: You're winning
at teacherlife when you
bring home the exact
amount of laminating
pockets that you need!
#itslittletthings
#INTO150
#backtoschool
– Jennifer Ward



Left: #backtoschool
#INTO150 IT still in
holiday mode - Johnny
McCaw



Right: #backtoschool
#INTO150
Newly appointed
teaching principal ...
classroom ready ...
school ready Bring
it on!!! 2018/2019
– Sinéad Murphy



Well done to all our pupils for some great artwork – they also put up the display board and border outside the classroom. Thanks to Ms Murphy for the idea! #backtoschool
#into150 – Dermot Looney



#BacktoSchool #INTO150 Back to school with a good book
– Anne Marie Griffin

INTO Learning strategic review

INTO Learning would like to thank all members who took part in the online INTO Learning survey in May/June this year. The data garnered, along with data from interviews with key stakeholders, has been analysed. There was overwhelming support for INTO professional development provision. Strengths, challenges and issues for consideration have been identified.

Strengths include the quality of INTO Learning professional development courses, the pragmatic, independent approach to supporting classroom realities, trust in INTO Learning team and the credibility of the INTO as a professional development provider. Meeting the diversity of members' needs and how to better innovate were

identified as challenges.

Issues that will be considered going forward include how to more effectively support live issues in a more timely manner and how social media can be harnessed to provide a more innovative approach to professional development delivery.

Issues for consideration

- Maintaining quality
- Capacity
- Giving voice and opportunity for member engagement
- Live issues
- Challenging the 'deficit model'

Quote from survey

"As a relatively new teacher, I feel I am relatively up to date with relevant practices, methodologies etc. I personally have a great interest in learning more and progressing my career. However, I feel I don't know an awful lot about the actual system – posts of seniority, theory of policy development, legal entitlements etc. I would love if some face-to-face session or online tutorials or something were created to inform us more about these kind of things."

A full report of the survey will be published in the December issue of *InTouch*.



Special education teacher support autumn support course

Places are still available on this online course. Full details and registration at <https://moodle.intolearning.ie/>
The course costs €30.

Staff reps support course

If you are an INTO staff representative and you haven't got an email from INTO Learning regarding registration for your free online support course please contact tut@into.ie

New interns in Head Office



September saw the arrival of two new interns to INTO Head office.

T.J. Clare is a member of the Dublin North City Branch, District 14, and teaches in Scoil Bhríde BNS, Blanchardstown, Dublin 14.

Sheila Murphy, St Maelruain's SNS, Tallaght, Dublin 24, is a member of Tallaght Branch Committee, District 8.

Continuing her internship for a second year is Aoife Mullen who teaches in Scoil Mhuire na Trócaire, Ardee, Co Louth. Aoife, is a member of Ardee Branch.

INTO interns: Sheila Murphy, Aoife Mullen and T.J. Clare

Promoting Global Goals in your classroom

End extreme poverty 'Day of Action' 2018 – 17 October

'World's Largest Lesson' month – 17 September to 17 October

It's simple and meaningful. Get your class taking action for a better world (and not leaving anyone behind) by organising your pupils to participate in the 'WRITE YOUR WISHES ON A STONE' national event on 17 October. Each pupil writes a short personal wish on a stone with their hopes for a fairer world for everyone.

Smooth rounded stones are gathered in the classroom and the children write their wishes in marker on the stones. All the stones are then displayed in the classroom, corridor, reception area or hall of the school and/or put up on the school website. Smooth light coloured rounded stones and 'POSCA' pen markers work really well – whiteboard or permanent markers work too.

To make this a really brilliant event we hope teachers from all over Ireland will

share their displays on social media using the hashtag #WishingStones.

InTouch will have some displays in the November issue.

DISCUSS – PAINT – DISPLAY – SHARE!

Check out www.into.ie (Global Citizenship School) for more information.

"17 October is the annual United Nations ERADICATE EXTREME POVERTY DAY and Irish schools taking action on Wednesday, 17 October is a great active learning experience and it cultivates critical thinking. It is also a great way to finish off the World's Largest Lesson month whereby children learn about the 17 Global Goals."

MAURICE HURLEY, Global Citizenship School.



The right to education means the right to a qualified teacher

Held annually on 5 October since 1994, World Teachers' Day (WTD) commemorates the anniversary of the adoption of the 1966 ILO/UNESCO recommendation concerning the Status of Teachers. This recommendation sets benchmarks regarding the rights and responsibilities of teachers and standards for their initial preparation and further education, recruitment, employment, and teaching and learning conditions.

With the adoption of the Sustainable Development Goal on Education, and the dedicated target (SDG 4.c) recognising teachers as key to the achievement of the Education 2030 agenda, WTD has become the occasion to mark progress and reflect on ways to counter the remaining challenges for the promotion of the teaching profession.

As we celebrate World Teachers' Day this year, the global community is reminded that "The right to education means the right to a qualified teacher."



This theme was chosen to mark the 70th anniversary of the Universal Declaration of Human Rights (1948), where education

is recognised as a key fundamental right. A right that cannot be fulfilled without qualified teachers.

One of the main challenges to this right worldwide is the continued shortage of teachers. There are an estimated 264 million children and youth still out of school globally and, according to the UNESCO Institute of Statistics, the world needs to recruit almost 69 million new teachers to reach the 2030 education goal of universal primary and secondary education. This 'teacher gap' is more pronounced among vulnerable populations – girls, children with disabilities, refugee and migrant children, and poor children living in rural or remote areas.

Trained and qualified teachers are fundamental to the right to education.

WORLD TEACHERS' DAY is co-convened in partnership with UNICEF, UNDP, the International Labour Organisation and Education International.

Retirements

Pictures from branch and district functions to honour retiring members



Portlaoise

Front row left to right: Catherine Shortall and Maura Horan, Scoil Bhríde, Ballyroan; Marian White, St Francis NS and Lily Griffin, Scoil Chríost Rí. Back row Joe McKeown, District 10 CEC Rep; Breda Broderick, Branch Secretary; Rosena Jordan, INTO President 2016/17; Deirdre Fleming, Branch Chairperson and Michael Fahy, St Paul's NS.



Monaghan

Back row left to right: Seamus Grundy, Branch Chairperson; Niamh Harris, Branch Secretary; Joe Killeen, INTO President and Catherine Flanagan, District 5 CEC Rep. Front row left to right: Siobhan Rocks, Evelyn McCrudden and Anne McAdam.



District 9

District 9 retirement function which took place in the Radisson Blu Hotel, Dublin. Pictured are members of District 9, branch committee members, District 9 retirees, Carmel Hume, CEC Rep and Joe Killeen, INTO President.

Tributes

LISA BRADY

A beautiful picture of Lisa Brady rests on the memorial altar in Robinstown School where she taught for seven years. She was 33 when she 'entered eternal life' on 10 October 2016.

Lisa was educated in Cannistown NS and Loreto Secondary School, Navan. She graduated from UCD with an honours degree in International Commerce and German. However, her mind was set on teaching and she entered St Pat's in 2008.

She joined the staff of Robinstown NS in 2009. Lisa had many qualities but what impressed us most was her determination to excel as a



teacher and person and, as we were to find out, her spirit to survive. She loved teaching and took great pride in her work.

There was always a sense of fun in the room. But when the words "hey guys" rang out it was time for work.

It's easy to still imagine Lisa walking into the staffroom with one of those colourful smoothies and see her sitting there with that easy welcoming smile, the kind words for colleagues and the stories about her family.

An avid Meath football fan, she coached the school football team, the handball team and was always available

and keen for any task.

Lisa moved into LS/RT and gave it her usual enthusiastic devotion. Though coping with her own illness she undertook a Graduate Diploma in Special Education Needs in 2014/15 to further her knowledge in this area.

Lisa bore her illness with ease and patience. The dignity and grace she showed are a lesson she taught all of us in her own unfussed, elegant and loving manner. Knowing her has strengthened us all and given us many wonderful memories to cherish, though the entire school community still mourns her passing.

May she rest in peace.

Robinstown School Community.

JOHN MEANEY

On 1 February 2018, the Quay School, Westport, was engulfed by a wave of shock and deep sadness on hearing of the sudden passing of our principal and friend John Meaney at the young age of 49.

Our deepest sympathy lies with his wife Siobhan and his family.

John was born and bred in Westport. He was very much part of the town and is sadly missed.

John studied for his B.Ed degree in Mary Immaculate College of Education. On graduating, he took up teaching positions in various schools in Mayo, including the CBS in Westport and Newport NS. In 1997, he was appointed principal in the Quay School, Westport and held this position for 21 years.

John loved the school and his loyalty and dedication to same was second to none. He was immensely proud of the achievements of the

children and encouraged all to reach their full potential. This is seen in the variety of opportunities afforded to the children in the school from sports to technology, art to music, quizzes to gardening, there was room and time for all.

The children held Mr Meaney in high esteem and had great respect for him. Their grief at his passing is testament to this.

As a staff, losing our principal was difficult, losing our friend was heartbreaking. John, we miss you dearly, we appreciate your hard work, dedication and sheer determination to get things done. Only now when you are no longer with us do we see the true expanse of the work you did to help make our

school what it is today. For all of that we thank you.



We miss your presence in the office, in the classroom and the staffroom. We miss your stories, your 'Whats Apps' and your text messages. We miss the way you wanted everything finished before it even started. That went down particularly well at staff meetings!

And every evening, when we leave the school, we miss hearing you say 'enjoy your evening'. This mantra will echo silently in the

corridors of the school for many years to come. May you rest in peace.

Staff of The Quay School, Westport.

ORLA MURPHY

The very sad and untimely death of our teaching colleague and dear friend Órla Murphy occurred on 26 October 2017.

Órla joined the teaching staff of Scoil Barra in 1986. Throughout the following 29 years, Órla showed herself to be an outstanding teacher, bringing an energy and an enthusiasm to bear on the teaching/learning process that inspired her pupils and endeared her to their parents.



Órla received the terrible news in 2015 that she had a diagnosis of cancer. With great dignity, courage and determination, Órla bore the burden of two years of ongoing, intensive treatment aimed at allowing her to fulfil her deep desire to remain with her husband Cathal and her family and friends.

All who knew Órla will testify to her deep love for her native Limerick, her passion for

photography and her incredible interest in writing and genealogy.

Órla will be greatly missed by all members of the Scoil Barra community. She leaves behind her a legacy of great achievement, progress and success.

Anois, tá Órla dílis, díograiseach imithe uainn i dtreo na bhFlaitheas. Solas geal na bhFlaitheas ar a hanam síoraí. I gcomhlúadar na Naomh uilig agus a Daidí Seán go raibh sí.

Staff of Scoil Barra, Ballincollig.

Activate your new 2018/20 Membership Plus card

You should have, by now, received your 2018/20 INTO Membership Plus card. These have been posted to staff representatives to distribute to INTO members directly.

The Membership Plus card gives you access to over 1,500 offers and discounts for you and your family to enjoy. There is something for everyone with significant savings in a short space of time.

You can enjoy great savings on meals out with family and friends, checking out the latest blockbuster movies, keeping fit at the gym, your weekly grocery shop, making memories with the family, getting away for a hotel break, enjoying some fresh air on the golf course, looking good in a new outfit, relaxing on the sofa with a treat night takeaway and so much more.

Activate your new Membership Plus card as soon as you receive it to view the full range of offers, be kept up to date with new offers throughout the year, enter fantastic competitions and much more.

Please take time to read the information on the 'How To Use' page on the Membership Plus website and read the terms of each offer to ensure you receive a warm welcome at the venues.

Win a €50 shopping card

Everyone who activates their 2018/20 Membership Plus card by 31 October 2018 will enter a draw to win a €50 shopping card, of their choice, from our range of discounted shopping cards.

Follow the instructions which come with your new Membership Plus card and activate it at www.membershipplus.ie

Where would you like to save?

Has the hottest new restaurant opened down the road from you, or maybe your favourite place to go shopping isn't yet in Membership Plus? By suggesting a venue, you help Membership Plus grow in a way which benefits you the most. Once received, our venue team will contact the suggested company and, once we secure an offer, we will add it to Membership Plus.

You can submit your suggestions by logging onto the Membership Plus website or email suggestions @membershipplus.ie with as much information about the venue(s) as possible!

Over 1,500 discounts of up to 50% with new offers throughout the year!

From eating out to shopping, go-karting to golf, hairdressers to big high street names, there is something for everyone with Membership Plus so, with only minimum usage, you should notice significant savings in a short space of time.

The Membership Plus team are busy adding new offers to the Membership Plus website and mobile app throughout the year. For the full list of offers visit the Membership Plus website or download the Membership Plus mobile app!

Money back guarantee

In the unlikely event that you do not receive the published discount, please send a receipt of the transaction to Membership Plus within 28 days. Provided you have used your Membership Plus card correctly, we will be happy to reimburse the discount.





Northern News

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

Taking a stand against budget cuts

The role of the school principal has always been an extremely challenging one. They are, along with teaching colleagues, continually striving to ensure the academic, pastoral, social and emotional needs of our young people are being met, in line with the particular ethos of their schools.

In the north, this has been made infinitely more difficult in recent times because of the demands being placed upon them in the face of the ever-reducing financial viability of the education system. In simple terms, the cuts to education budgets have seen a proportionate increase in principals' workloads as schools have been forced to pick up the service shortfalls arising from these cuts.

Increasingly, the education bureaucracy has sought to divest itself of responsibilities along with the legal liabilities that accompany them. These burdens have been passed onto principals, leadership teams, boards of governors and individual teachers. Some of the more obvious examples of this policy development are:

- re-directing the deployment of special needs resources onto school budget holders and individual teachers;
- professional development and school improvement training requirements are now funded directly from individual school budgets due to the decimation of the Curriculum Advisory and

Support Service, following the establishment of the Education Authority (EA);

- little or no maintenance work being paid for by the EA;
- principals, vice principals and teachers forced to use their own time to support each other professionally and pastorally;
- an increasing proliferation of independent educational consultants profiting from school budgets to advise schools and assist schools in tasks previously carried out by the EA. To date, this has only been possible because, as professionals, principals and their colleagues in schools have stretched themselves to their limits to make it happen.

INTO members at all levels in schools across the north have successfully resisted the introduction of a flawed assessment methodology across the system. We were successful, in a large part, due to two things: unity across our membership and across the range of teacher unions and the sustained and vehement opposition by our principal members to the nonsensical and educationally unsound approach the Department, and its associated quangos, sought to impose on the system. Indeed, the Department and the employers will be looking back in the years ahead and ruefully concluding that it was their assessment folly that gave a voice to

principals and the powerful role they have in the system.

This voice has been further amplified in relation to the school budget. Principals voiced their opposition to proposed budget constraints, indicating that they would ignore the call from EA to work within the monies allocated, and, based on their professional judgement and experience, seek to provide the resources that their schools need to ensure every child has an opportunity to reach their potential, even if this would cause an overspend. In effect, what the principals said was that they wanted a budget allocation to suit their school, rather than the school having to suit the allocated budget.

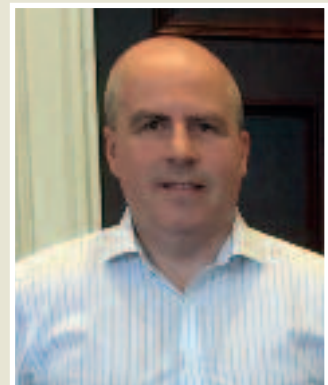
It is important that, as trade unionists, we support all of those who are prepared to take a stand against the ongoing cuts to education budgets. Should we not continue to aid such opposition, then it is the young people in our members' care who will suffer most. The point of the ongoing industrial action is to reduce all our members' workload, and to secure a pay rise to reflect the true worth of the teaching profession. To this end, it is vital that teachers and principals continue to be supportive of each other in schools, and that any industrial action taking place does not serve to divide INTO members within our schools.

New chairperson for Northern Committee

Paddy McAllister has been involved in the INTO for the past 20 years, holding a variety of positions in the Organisation at school and branch level. He has been a member of Northern Committee for the past 15 years and a member of the Benefit Funds

Committee (BFC) for 13 years.

Paddy is currently the principal of a primary school in South Belfast. He has the experience of working in a variety of schools and will bring this to the role of the northern chairperson for the year 2018/19.



Reasonable adjustments – INTO's position

A large volume of calls received at Northern Office over the summer and at the beginning of this new term were from members who found, through accident or ongoing historical illness, that they now required reasonable adjustments to their working conditions to assist their return to work. For some members these adjustments are simply temporary in nature but, for others with lasting damage, the adjustments need to be longer term and, in some instances, required a more sympathetic approach from their school managements.

No teacher wants to find themselves in a position where they need to rely on aids

to ensure their mobility but, if they do, they need to know that their schools are supportive of them and all measures possible are afforded to them to ensure their ability to carry on with their employment. Simply, if a teacher finds themselves in an unenviable position where an occupational health consultant has recommended the teacher's return to work to be caveated with reasonable adjustments then the INTO will insist that the adjustments are facilitated by the school.

Quite often, these types of situations are flagged as being related to equality of opportunity and, in extreme cases,

possibly disability discrimination. To obviate any jeopardy to a school when faced with the potential need of reasonable adjustments, school managements need to review their policies, practices and procedures to make sure they are in compliance with their obligations. Poor practice situations could be avoided with a little foresight. The barriers that can prevent teachers in need of adjustments can be modified to allow them to carry on working. Employers have a legal responsibility to meet reasonable adjustments and the INTO will support its members to ensure that they are treated equitably.

Are your ICT skills a bit rusty?

Would you like someone to explain how to utilise your computer/PC/laptop/tablet, etc?

The INTO is currently involved, through ICTU, in a Union Learning Project which delivers essential skills in literacy/ numeracy and ICT to adults in work.

Are you interested in doing an ICT

course, FREE of charge, which will give you an additional qualification! The INTO is seeking interest from members who wish to brush up on their ICT skills.

Please, email the INTO Northern Office, infoni@into.ie to register your interest, giving details of the aspects of ICT you wish to improve and we will endeavour to meet your requests.

Are you interested in becoming an Essential Skills Tutor?

Some of the unions in ICTU also involved in the Union Learning project are looking for tutors in essential skills. If you meet the requirements below, and are interested in becoming a full-time or part-time tutor, please contact the INTO via email on infoni@into.ie and mark the email 'essential skills tutor'

The Department for Communities requires that all full-time, associate and hourly-paid part-time essential skills lecturers must hold a teaching qualification with a degree in the chosen subject specialism, i.e. literacy (English), numeracy (Maths) or ICT. See details below of qualifying degree specialisms:

Delivering essential skills – literacy

A degree obtained at a university in the UK or the Republic of Ireland, of which English forms a minimum of 50% of the subject studied, or a degree obtained at any other university, provided the Department accepts the standard and content of that degree as equivalent to those stated above. For example:

- English language teaching
- English language
 - English literature
 - English literature and language
 - English with drama and media
 - English with education

Delivering essential skills – numeracy

A degree obtained at a university in the UK or the Republic of Ireland, of which Mathematics forms a minimum of 50% of the subject studied, or a degree obtained at any other university, provided the Department accepts the standard and content of that degree as equivalent to those stated above. For example:

- Additional maths
- Applied mathematics
- Computer science and maths
- Mathematics
- Mathematic sciences
- Maths and computer studies
- Pure mathematics
- Chemistry and applied maths
- Physics and economics
- Engineering

Delivering essential skills – ICT

A degree obtained at a university in the UK or the Republic of Ireland, of which ICT forms a minimum of 50% of the subject studied, or a degree obtained at any other university, provided the Department accepts the standard and content of that degree as equivalent to those stated above.

For example:

- Computer education
- Computer science
- Computer studies
- Computing and information technology
- Computing with education
- Statistics and computer science
- Computer science and physics
- Business information
- Technology



Maternity/pregnancy, unfavourable treatment?

Quite often, members contact Northern Office concerned that they feel they have been treated less favourably in school than either their male or non-pregnant colleagues. Often members are unsure of their rights and have contacted the office because they have been encouraged by a colleague or a relative. This reluctance comes because they are unsure as to what constitutes unfair treatment and if they actually have been treated unfairly. Sometimes, members simply need clarification as to what is unfavourable treatment.

In relation to maternity, the standard is that unfavourable treatment occurs when a teacher is treated differently (usually less-favourably) on the grounds of her pregnancy, given that pregnancy translates to the member seeking maternity leave. However, as with many other aspects of unfavourable treatment, a teacher making a claim of pregnancy or maternity discrimination does not have to compare herself with someone who is not

pregnant or on maternity leave. The test is whether her treatment is simply unfavourable.

In schools, a common thread is that pregnancy/maternity discrimination can manifest itself in teachers feeling that they have been:

- Refused promotion because she is pregnant or on maternity leave.
- Refused reasonable time off to attend maternity related medical appointments.
- Refused recruitment opportunity because of pregnancy or maternity leave (all appointments must always be offered to the best candidate based on merit and ability).
- Changed or amended job responsibilities without meaningful consultation and agreement.
- Excluded from external training that

might require travel.

- Denied Upper Pay Scale movement because of maternity leave.
- Not informed of promotion while on maternity leave.
- Refused reasonable adjustments because of morning sickness.

Pregnant teachers and new mothers have rights under employment law to protect their health and safety at work and these rights extend to any changes in their contractual terms and conditions. As a minimum, all teachers must be offered a compulsory element of leave which is two weeks immediately after the birth. During this time they must not be contacted by the school. Members can then avail of 26 weeks ordinary maternity leave and a further 26 weeks additional maternity leave.

A fuller description of teachers' maternity entitlement (TNC 2015-2 Teachers' Maternity Leave Scheme) is available as a download:
www.into.ie/NI/Teachers/LeaveofAbsenceNorthernIreland/MaternityPaternityAdoptiveLeave/TNC2015_2_Maternity.pdf

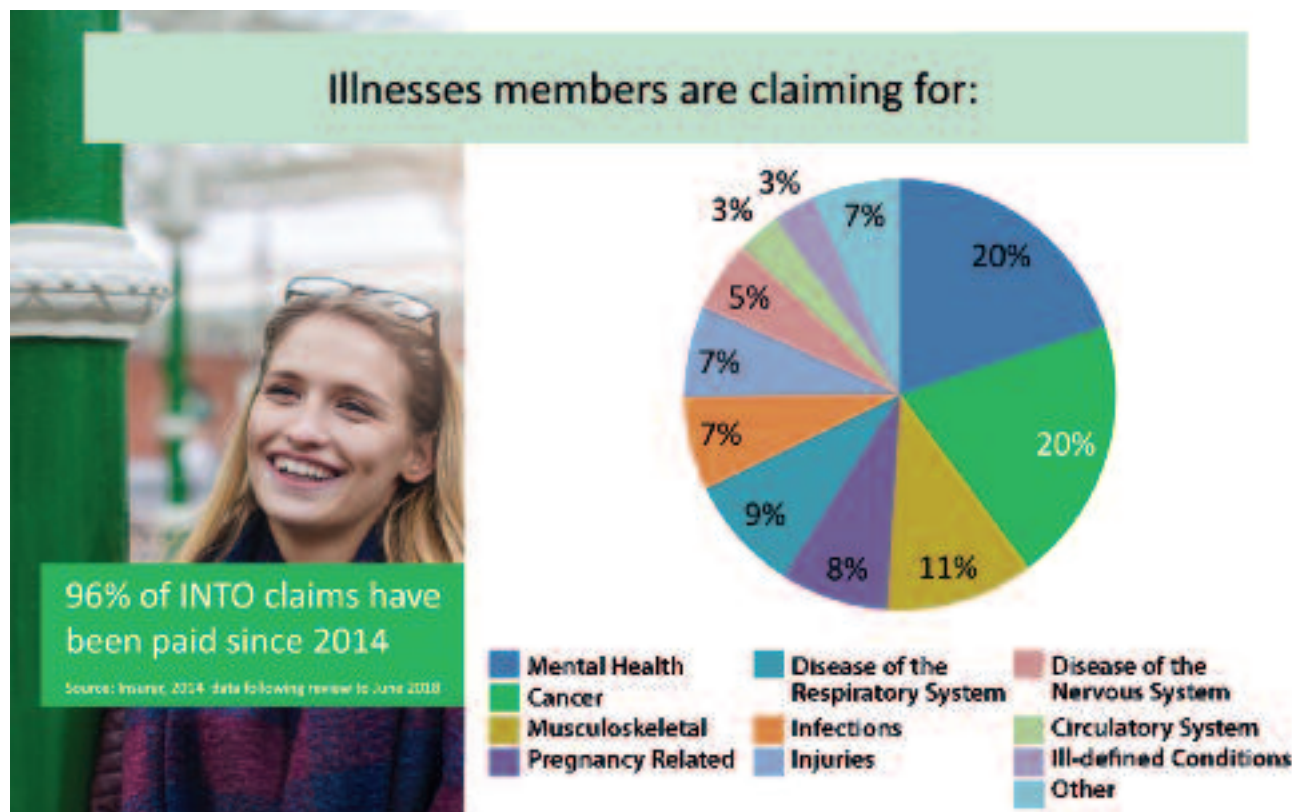


At an event in the Teachers' Club, Dublin, following the unveiling of a plaque celebrating INTO's 150 anniversary were Mark McTaggart, Asst. Northern Secretary; Seamus Hanna, CEC Rep District 1; Michael D Higgins, President of Ireland; Paddy McAllister, Chair, Northern Committee; Dorothy McGinley, CEC Rep District 2 and Joe Killeen, INTO President.



INTO Salary Protection Scheme

INTO urges members to consider protecting salary and, if doing so, to use this scheme



In the fast moving world we all live in today, along with the many financial commitments members are faced with, getting sick is not just a major inconvenience, but any interruption to salary, combined with having to manage additional medical expenditure, can be a significant stress factor for those of us who should be simply concentrating on getting better.

The Sick Leave Scheme, provided through the Department of Education and Skills, is a significant feature of the terms and conditions for teachers. Regularly defended by the INTO, that scheme helps to ensure that most absences due to illnesses do not involve a loss of income. However, for members unfortunate enough to be sick for long periods of time, a reduction to half-pay or Temporary Rehabilitation Remuneration (TRR), often less than half-pay,

demonstrates the need for an additional financial safety net. The Salary Protection Scheme (SPS), while it is a private insurance-based product, has been available to INTO members since 1976, and has assisted thousands of members over that period.

Currently, there are approx. 17,000 members of the SPS. Recent statistics, from the underwriters show that from 2012 to date, 94% of all claims have been paid while, since 2014, this figure has risen to 96%. The illnesses the members are claiming for are shown in the graphic above. It can be seen clearly that cancer and mental health are the two main illnesses within the primary teaching population. Salary protection is the best known element of the SPS. However, there are two other elements covered automatically under the SPS policy – Specified Illness and Death in Service. Since the scheme began, over

€5,000,000 and €30,000,000 have been paid out respectively in claims under each of these categories.

In the past couple of years, with the assistance of Cornmarket, the scheme administrators, a short-term claims facility was initiated. The intention of this facility was to improve the turnaround time in settling small claims, especially where the member had already returned to work. The recent report shows that nine days was the average number of days taken to reach a decision to meet the claim and 19 days to make the payment. We would encourage members to use this facility where appropriate.

More details regarding the cover and benefits are available in the Members' Area of the INTO website:
www.into.ie/ROI/MembersArea/CornmarketGroupFinancialServices/

INTO Communications Section

The Communications Section is led by David Geary, Head of Communications, and supported by officials Lori Kealy and Síne Friel alongside the wider team. The team are responsible for communicating with members, the press and the general public which includes work on all publications, generation of advertising and updating all communication platforms.

Over the past number of years, the Communications Section has played a central role in the development, enhancement and maintenance of INTO's communication channels. The team play a critical role in disseminating trade union and education news in a timely manner and providing information and clarification on issues to members. How members and the general public source information is changing at pace and the INTO remains at the forefront of this change, capitalising on new and emerging social media channels to ensure we connect with new members.

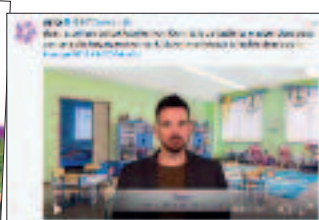
Alongside the growth of social media channels, the media landscape itself in Ireland is changing rapidly. We are faced with an unprecedented choice of content, platforms and devices which, in turn, creates an entirely new, radically different and dynamic landscape within which to communicate. Whilst broadcast radio and TV retain their popularity, increasingly local radio stations are capturing more listeners than their national rivals. Similarly, 2017 was a tough year for print newspapers with almost every publication in the country seeing significant declines, digital subscriptions have seen a rise. The burst of 'shared news' on social media and messaging platforms presents challenges and opportunities for us to get the message out.

Getting the message out

Ensuring our members are kept up to date on the work of the union is a central role for the team. Each week members receive an e-newsletter, a monthly member



INTO's animation, which was part of the pre-Budget Campaign, received over 40,000 hits



Spreading the message...
Left: INTO pre-Budget submission



Back row (l to r): Mandy Drury, Karen Francis, Aida Gonzalez, Síne Friel, David Geary, Erin McGann and Maxine Cros. Front row (l to r): Selina Campbell, Mary Bird Smyth, Lori Kealy and Yvonne Kenny.

How we consume media

Quite a lot of us listen to radio stations every day (82% of adults) and prefer local stations to national ones (57%).

TV remains really popular with 85% of Irish households with children tuning in for more than three hours a day.

Print newspapers are in decline but digital subscriptions to the same titles are rising

significantly.

The world wide web truly is at our feet with 70% of Irish internet users surfing the web every day.

We really like our smart phones, so much so that 16% of us will look at it more than 100 times a day. And before you point the finger at your students, adults alone look at their phone

57 times a day on average.

Social media has taken off in Ireland, 65% of us have a Facebook account and, although this dominates other platforms, all are set to grow in the coming years.

Over a quarter of our entire population have a WhatsApp account and trends suggest 'shared news' is on the rise.

magazine is published, and content on our website and social media channels is kept up to date.

Annually, the team creates a whole array of products and tools which you will be familiar with – the annual diary, wall planner, new member information packs and the myriad of publications required to run our annual Congress and periodic conferences.

The team are also focused on making our case to the public at large and key decision makers. We work to ensure INTO's voice is heard in all print and broadcast media, both

national and local. Our busy press office is often the first point of contact for journalists and producers covering education stories.

The communications section also works to support our lobbying and advocacy work, ensuring we tell our story and cultivate goodwill and support. Recently, the team supported INTO's campaign for Budget 2019. Keen to use our own members' voice, we produced a series of videos outlining why class sizes impact learning, why it's important to resolve pay inequality, explaining why school leaders need support, setting out the funding crisis in schools and advocating for security of tenure for supply teachers. Central to the campaign was the publication of a pre-budget submission and an animation which has received more than 40,000 hits on various social media channels.

While it's our job to create the content that tells our story, we rely on members to help share and engage with us online to spread that message far and wide.



Re-vetting for registered teachers

The Teaching Council has commenced the process of re-vetting of teachers who hold the Garda Central Vetting Unit (GCVU) vetting letter. This cohort of teachers is being asked to re-apply for a new National Vetting Bureau (NVB) disclosure via the online system. Letters are being issued to these teachers on a monthly basis and it is linked to each teacher's renewal date. Teachers who receive a re-vetting notice are advised to complete both stages of the vetting application process within the timeframe given. If a teacher does not complete the vetting process, he/she will not be able to renew registration and will lapse from the Register which means he/she cannot receive a state-funded salary.

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

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

For further information on vetting log on to : www.teachingcouncil.ie/en/Vetting

2018/19 applications open for Droichead

In the last school year, 1,000 teachers working in 395 primary schools completed the Droichead induction process. In excess of 510 applications were received from primary teachers wishing to commence the Droichead process in the first five working days of September 2018.

In 2018/2019, Droichead is the only route of induction available to newly qualified teachers (NQTs) working in:

- Special education teaching (SET) posts.
- Primary schools with 16 or more mainstream class teachers.

The Droichead application process is now open for the 2018/2019 school year.

If you are a teacher and wish to apply to commence Droichead, you can submit your application via the My Registration Login of the Teaching Council's website. Any queries in relation to addressing the conditions should be emailed to

conditions@teachingcouncil.ie and include your Teaching Council number.

If you are a principal, and wish to register your school for Droichead training, information and application forms can be found on the National Induction Programme for Teachers' (NIPT)) website www.teacherinduction.ie. Any queries in relation to school participation in Droichead should be emailed to info@teacherinduction.ie.

Got something to say about children's school lives?

First national longitudinal study of primary schools in Ireland

A longitudinal study exploring children's experiences of primary schools is being conducted by UCD School of Education. Led by Professor Dymphna Devine and Assistant Professor, Jennifer Symonds, and funded by the NCCA, the study will follow 4,000 children over a six-year period, as they transition into, through and out of primary school. Divided into two age cohorts – those in second class and those in their final year of pre-school in 2019, the study will follow the children's progress throughout their primary schooling.

Supported by the Central Executive Committee of the INTO, this is a landmark study nationally and internationally. For the first time, it will provide an overview of what is taking place in our primary schools in Ireland and explore in depth

how children, teachers, school principals and parents (and grandparents!) co-act with and experience the system, at a time of significant social change. It will explore issues related to children's learning, their rights and well-being, school engagement, diversities and belonging, as well as the factors that influence this in their homes, their local communities, in their classrooms and in their schools.

The study represents the first systematic attempt to track the same group of children from pre-school into primary and from primary into secondary school, providing detailed analysis and understanding of their everyday school lives and how this influences how they think and learn. It will fill key information gaps currently in our knowledge of the workings of the primary school system,

prioritising children's voices and the richness of the insights they can bring.

Over time, CSL will provide us with key insights into promising practices in our primary school system, as well as those that may need to change. Fundamentally, it will facilitate national curricular and policy planning, informed by a rich evidence located in the Irish context. The funding and vision of the project is testament to recognition of the centrality of children's educational experiences not only to their present lived experiences as children, but also their capacities as they grow and mature in later years.

If your school is interested in participating in the study, or if you are a substitute/retired teacher interested in participating as a fieldworker, please contact: csl@ucd.ie

Make your staffroom LGBT+ inclusive

Poster for every school

Enclosed with this month's *InTouch*, your school will have received a copy of the 'LGBT+ Inclusive Staffroom' poster. These guidelines have been designed to support schools in ensuring they are inclusive and welcoming places.

LGBT+ staff in all schools have been legally protected against discrimination since the amendment of the Employment Equality Act in 2015. However, it is the responsibility of each of us, as their colleagues, to ensure that this change of law also results in a change of atmosphere in our schools.

In the words of one LGBT+ primary teacher:

"Too many unchallenged homophobic comments later, I never know when I enter a new school if I can be my true self. The simple gesture of putting up an LGBT+ poster in the staffroom shows that it is a safe environment for me."

Please display the poster in a prominent place in the staffroom, ensure all staff and visitors to the school are familiar with it, and work towards meeting its recommendations in your policy and daily practice.



Being proactive about gender identity can benefit both students and teachers

Transgender and gender non-conforming (TGNC) students are becoming more visible in our schools across Ireland. There has also been a significant increase in the number of families and schools requesting supports at primary level.

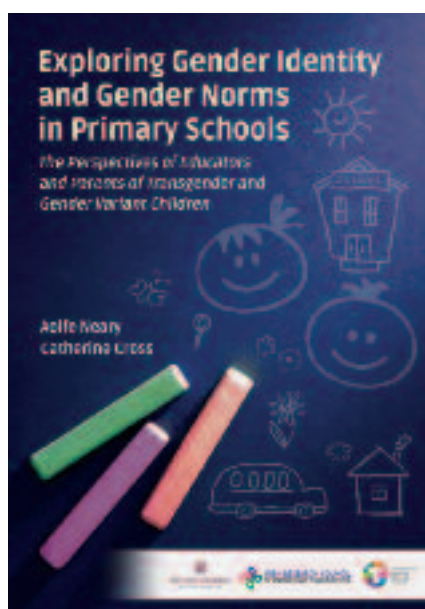
Transgender Equality Network Ireland (TENI) works in partnership with primary schools to provide support to staff and families of TGNC children. Staff training includes information on gender identity, advice on language to use and practices to adopt when working with very young children.

What is gender identity?

It is widely accepted that gender evolves and changes across a person's lifespan, but gender identity remains a core element of childhood development. Research has shown that TGNC children from families who are supportive and affirming of their gender identities fare significantly better than those who do not. Schools also play a significant role in this development.

How should schools respond?

A recent study funded by the Irish Research Council entitled *Exploring Gender Identity and Gender Norms in*



If in doubt, contact
TENI

Primary Schools (2018) by Dr Aoife Neary and Catherine Cross*, found that when faced with issues of gender identity, many schools in Ireland take a reactive

approach. Changes to practices intended to accommodate gender variance are sometimes implemented without laying the necessary groundwork to prepare teachers and schools and avoid unnecessary upset to students.

Schools can be proactive in equipping teachers with the necessary tools to facilitate a student's gender variance and/or gender expression in the classroom. This approach can ensure a continued nurturing and inclusive learning environment for all students and help teachers identify overly gendered practices which may be in need of reform. Using tailored training and resources developed by TENI, schools can foster a collaborative approach with teachers and families to help ensure a supportive environment is established and maintained.

TRANSGENDER EQUALITY NETWORK IRELAND (TENI). For more information on available training and support, contact TENI by email office@teni.ie or phone 01 8733575.

*Aoife Neary PhD is Lecturer in Sociology of Education, School of Education, University of Limerick. Catherine Cross is Family Support and Education Officer in the Transgender Equality Network of Ireland.

INTO GAA Respect Mini Games go from strength to strength



The 2018 senior hurling and football championship season saw the GAA introduce many groundbreaking changes to the format of both hurling and football championships. The introduction of the Super 8s format in football heralded a departure from the days when championship meant knock-out. Fans were treated to top class football week in, week out as eight teams battled to reach the semi-final stage.

The All-Ireland stages saw changes to the traditional GAA calendar with both hurling semi-finals being played on the last weekend in July and the football semi-finals taking place on the second weekend in August. This new format presented challenges not just for players and fans but also for Gerry O'Meara, Mini Sevens co-ordinator with Cumann na mBunscol, who has the unenviable task of ensuring that everything runs smoothly for the 240 boys and girls, and the Young Whistlers who referee the Mini Games, on six match days spread over four weekends. Gerry, who is principal of Scoil Treasa in Firhouse, Dublin, greets the players and their families as they arrive at the Barbara Ward Centre on the morning of the match. The semi-final weekends

were exceptionally busy with games on Saturday and Sunday. Every one of the 240 children who play in these games has to be contacted individually with details of match arrangements as well as tickets for players, parents and teachers.

Looking back on the season, Gerry made some interesting observations:

"The new format worked well. The semi-final weekends were busy but atmosphere and excitement were palpable the whole weekend. Indeed, many families made a weekend of it and attended both semi-finals.

The hurling final in August did not afford the opportunity of creating a 'build up' in the primary schools of the pupils participating. Usually, there would be a big send-off in the school on Friday for a player participating in the Mini Sevens.

The same applied to the football final as many schools only returned on Monday, 3 September.

Having the INTO 150 logo on jerseys this year was a nice touch.

Forming a Guard of Honour in club jerseys was also a highlight for the lucky children who played on All-Ireland final day."

INTO president Joe Killeen was present

on each of the six weekends to address parents and children and to attend the traditional team photos in Croke Park with GAA president John Horan and Cumann na mBunscol national officers. Joe had a special interest in this year's games as Adrian Toohey who lined out for Galway in the All-Ireland hurling semi-final and final is a former pupil of Lough Cutra NS where Joe is Príomh Oide.

The INTO GAA Respect Games rely on the dedication of the team bainisteoirí who look after the players on match day. One of the regular team managers is Aoibhe Dillon a second year student in St Patrick's College, Drumcondra who plays her club camogie with Naomh Mearnóg. Aoibhe is no stranger to Croke Park as she was a member of the Dublin camogie team who defeated Kerry in the 2018 All Ireland Junior Final in September.

Dublin's march to four All Ireland senior football titles in a row was backboned by Jack McCaffrey, Brian Howard, Cormac Costello and Brian Fenton. All four played in the INTO Mini Sevens in their time.

How many of the 2018 crop will follow in their footsteps? Time will tell but, one thing is certain: the popularity of the INTO GAA Respect Mini Games will endure.



Aoibhe Dillon, a member of Gerry O'Meara's team of helpers with the INTO Mini Sevens and a member of the Dublin camogie team that contested the All-Ireland Junior camogie final.

Right: Cumann na mBunscol National Committee with Joe Killeen, INTO President.



Above: Joe Killeen, INTO President; Marie Hickey, Ladies Gaelic Football President; Liam Magee, Cumann na mBunscol President and John Horan, GAA President with participants at the INTO Mini Games on All Ireland Final day.



Allianz continue sponsorship of Cumann na mBunscol

Allianz will continue as the flagship sponsor of Cumann na mBunscol activities for the coming year. Alan Black of Allianz met with coiste náisiunta officers Bernadette Ryan, Mairéad O'Callaghan and Gerry O'Meara at the World Meeting of Families and presented Cumann na mBunscol with a very generous cheque to cover its activities. Cumann na mBunscol and Allianz are delighted to continue what has been a mutually beneficial relationship.

Teachers using social media such as Twitter are requested to use the hashtag #AllianzCnmb

An Cháilíocht sa Ghaeilge

Teachers who obtain their teaching qualifications overseas have a curriculum shortfall in Irish and in the teaching of Irish. For that reason, they have to undertake the Cáilíocht sa Ghaeilge in order to obtain full recognition as teachers in the Republic of Ireland. Since 2009, teachers have a choice to make up that curriculum shortfall by undertaking the SCG (An Scrúdú le hAghaidh Cáilíochta sa Ghaeilge) or by going through an adaptation period (Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge – OCG).

Cé go bhfuil difríochtaí tábhachtacha ann idir an dá rogha, déanann SCG agus OCG measúnú ar na scileanna Gaeilge a bhíonn ag teastáil ó na múinteoirí don scoil agus ar na scileanna teanga a bhíonn ag teastáil uathu ina ngnáthshaol pearsanta. Is é aidhm an ailt ghearr seo ná cur síos a dhéanamh ar na sainscileanna a chuimsíonn an Cháilíocht sa Ghaeilge.

A. Scileanna teanga

(a) Leibhéal na scileanna teanga

Mar a phléamar in alt eile san iris seo (2017), tá na siollabais teanga don SCG agus d'OCG bunaithe go ginearálta ar an bhFráma Tagartha Comónta Eorpach Do Theangacha (FTCET). Aithníonn an FTCET go bhfuil sé leibhéal foghlama éagsúla ann. Ag gach leibhéal, bíonn ar an bhfoghlaimoir inniúlacht ar leith a bhaint amach i gcúig scil teanga – éisteacht, léitheoireacht, idirghníomhaíocht labhartha, táirgeadh (ginchumas) labhartha agus scríbhneoireacht. Ar an ábhar sin, tugann measúnuithe atá bunaithe ar an bhFTCET eolas cuimsitheach maidir leis na hinniúlachtaí agus na scileanna atá bainte amach ag foghlaimoirí a n-éiríonn leo sna measúnaithe sin.

Múinteoirí a n-éiríonn leo SCG nó OCG a bhaint amach, is ar leibhéal B1, ar a laghad, ar an bhFTCET atá a n-inniúlacht ghinearálta sa Ghaeilge. Ciallaíonn sé sin gur chóir dóibh a bheith in ann cumarsáid neamhspleách a dhéanamh trí mheán na Gaeilge ina ngnáthshaol pearsanta agus sóisialta. Is ag leibhéal B2, ar a laghad, ar an bhFTCET atá a n-inniúlacht ghairmiúil sa Ghaeilge agus ciallaíonn sé sin go lorgaíonn an Cháilíocht sa Ghaeilge leibhéal níos airde Gaeilge ó mhúinteoirí ina gcumarsáid le páistí, le pobal na scoile agus in aon chumarsáid a dhéanann siad faoi chúrsaí oideachais.

The syllabi for the SCG and OCG are based, in general, on the Common European Framework of Reference for Languages. This framework outlines the steps to be taken in learning languages. There are six levels of competencies, with each level outlining levels of competency in five language skills – listening, reading,

spoken interaction, speaking and writing. In order to obtain the SCG and OCG, a teacher's general language skills would be at Level B1, while a level B2 is required in their professional language skills.

In order to demonstrate writing skills, candidates for the SCG write an essay, do short translations, answer a few formal grammar questions and some comprehension questions. Candidates also study literature and answer questions on the prescribed pieces. For the OCG, candidates demonstrate their writing skills by writing a formal letter on a school related issue and by writing and translating short pieces, answering questions on grammar and responding to a piece of previously unseen literature.

Candidates who obtain the SCG have demonstrated their ability to understand notices, conversations and news items, in addition to programmes on radio and television. They will also be able to participate in conversations about everyday topics and about teaching. For the OCG, candidates study 18 pictures about which they answer questions and give opinions. In preparing for writing tasks, candidates develop their reading skills and their understanding of literature texts.

(b) Scileanna scríbhneoireachta

Maidir le scileanna scríbhneoireachta, na múinteoirí a n-éiríonn leo An Cháilíocht sa Ghaeilge a bhaint amach, bíonn siad in ann téacsanna scríofa a chur ar fáil le cruinneas maith gramadaí agus le stíl sholáite fhorbartha. Sa SCG léiríonn na múinteoirí an scil sin trí aiste a scríobh ar ábhar éigin a bhaineann leis an saol comhaimseartha – idir chúrsaí reatha agus chúrsaí oideachais; trí théacsanna gearra scríofa ó shaol na scoile agus ón ngnáthshaol a aistriú ó Bhéarla go Gaeilge; trí cheisteanna foirmiúla gramadaí a fhreagairt i scríbhinn; agus trí cheisteanna tuiscana simplí a fhreagairt i scríbhinn faoi théacs beathaisnéiseach nach mbíonn feicthe acu roimh an scrúdú. Ina theannta sin, déanann na múinteoirí staidéar ar rogha ainmnithe de phrós agus d'fhilíocht agus scríobhann siad freagraí anailíseacha

faoi na téacsanna sin.

In OCG, léiríonn na múinteoirí a scileanna scríbhneoireachta go príomha trí litir fhoirmiúil a scríobh le cuspóir ar leith - buíochas a ghabháil, airgead a lorg, gearán a dhéanamh nó tacaíocht a thabhairt do chúis éigin - ar ábhar a bhaineann le cúrsaí scoile; trí théacsanna gearra scríofa ó shaol na scoile (abairtí aonair don bhainisteoireacht ranga agus comhráite idir Príomhoide agus Múinteoir) a aistriú ó Bhéarla go Gaeilge; trí cheisteanna foirmiúla gramadaí a fhreagairt i scríbhinn; agus trí anailís liteartha shimplí a dhéanamh i scríbhinn ar théacs liteartha nach mbíonn feicthe acu roimh an measúnú.

(c) Scileanna éisteachta

Má éiríonn le múinteoir An Cháilíocht sa Ghaeilge a bhaint amach tá siad tar éis a léiriú go bhfuil scileanna éisteachta acu chun fógraí, gnáthchomhráite, míreanna nuachta agus ábhar a bhíonn ar chlár ar Raidió na Gaeltachta, ar Raidió na Life agus ar TG4 a thuiscint i dtrí chanúint éagsúla.

(d) Scileanna labhartha (idirghníomhaíocht agus ginchumas labhartha)

Maidir le scileanna labhartha: na múinteoirí a n-éiríonn leo An Cháilíocht sa Ghaeilge a bhaint amach, bíonn siad in ann páirt a ghlacadh i ngnáthchomhrá faoi réimse ábhar. Sna comhráite sin léiríonn siad tuiscint mhaith ar an bhfocal labhartha, líofacht mhaith cainte, cruinneas maith cainte, stór focal maith, foghraíocht mhaith, féinmhuinín i mbun labhartha agus bíonn siad in ann tuairimí a chur in iúl go soiléir. Agus iad ag ullmhú don scrúdú/trail i labhairt na Gaeilge, faigheann siad cleachtadh ar réimse leathan d'Fheidhmeanna Teanga: beannú, aird a lorg, leithscéal a ghabháil, buíochas a ghabháil, comhghairdeas agus comhbhrón a dhéanamh, tuairim a nochtadh, iarraidh ar dhuine rud éigin a dhéanamh, cabhair a lorg, cabhair a thairiscint, ag léiriú sástachta/easpa sástachta, ag fágáil sláin agus araile.

In OCG bíonn ar mhúinteoirí staidéar a dhéanamh ar ocht gcinn déag de phictiúir. Baineann na pictiúir le gnáthshaol pearsanta na múinteoirí, lena saol mar fhoghlaimoirí (Sa Ghaeltacht, mar shampla), lena saol gairmiúil mar mhúinteoirí (mar An Seomra Ranga, mar shampla) agus le saol na bpáistí a bhíonn á múineadh acu (Oíche Shamhna, An Nollaig, Sneachta, Cois Farraige, mar shampla). Bíonn orthu freagraí a thabhairt ar cheisteanna faoi na

An assessment of language skills for school and life

pictiúir ina mbíonn orthu mionchur síos a dhéanamh agus tuairimí a léiriú. Cothaíonn an t-ullmhúchán a dhéanann na múinteoirí do na pictiúir a gcumas chun ceisteanna a chur, freisin, i nGaeilge ar na páistí a bhíonn á múineadh acu.

Tá béim sa Cháilíocht sa Ghaeilge ar an nGaeilge labhartha neamhfhoirmiúil a bhíonn ag teastáil ó mhúinteoirí don ghnáthchumarsáid laethúil ar scoil - an bhainisteoireacht ranga san áireamh. Bíonn taithí ag na múinteoirí ar an nGaeilge a bhíonn ag teastáil do na príomhócáidí labhartha i ngnáthlá scoile: sa chlós ar maidin roimh thús na scoile, sa seomra ranga ag tús an lae, bainisteoireacht ranga i rith an lae, ag am rolla, nuair a bhíonn an obair bhaile á ceartú, ag am lóin, sa chlós ag am sosa agus ag deireadh an lae.

In OCG, bíonn ar na múinteoirí gnáthchomhrá idir príomhoide agus múinteoir i scoil a scríobh amach. Agus iad ag ullmhú don tasc scríofa sin faigheann siad taithí labhartha trí rólímirt a dhéanamh ina gclúdaítear réimse leathan d'fhéidhmeanna teanga do thús comhrá.

(e) Scileanna léitheoireachta

Mar a luadh thuas, bíonn ar mhúinteoirí a thugann faoin SCG ceisteanna tuisceana simplí a fhreagairt i scríbhinn faoi théacs beathaisnéiseach nach mbíonn feicthe acu roimh an scrúdú. Chuige sin, bíonn orthu cumas a fhorbairt i léamh agus i dtuiscint téacsanna beathaisnéiseacha cosúil leis na cinn a bhíonn ar www.ainm.ie. Mar an gcéanna in OCG, bíonn ar mhúinteoirí buneolas ginearálta agus liteartha (eolas faoi mhothúcháin, faoi charachtair, faoi chaidreamh idirphearsanta, mar shampla) a dhíorthú ó théacsanna liteartha trí mheán na léitheoireachta. Tá sé molta do na múinteoirí atá ag tabhairt faoi OCG. taithí neamhspleách a fháil ar go leor téacsanna – idir théacsanna liteartha traidisiúnta agus téacsanna d'fhoghlaimeoirí – a léamh.

Don SCG, léann na múinteoirí rogha thaitneamhach ainmnithe de phrós agus d'fhilíocht agus déanann siad domhainstaidéar ar na téacsanna sin. Baineann cuid de na téacsanna le cúrsaí oideachais – dán do pháistí, fabhalscéalta, sliocht faoi nádúr na scéalaíochta agus dán faoi chumhacht na samhlaíochta, mar shampla – agus baineann cuid acu le téamaí uilíocha a bhaineann le gnáthshaol na múinteoirí. Tugann na téacsanna go léir léargas ar chultúr na Gaeilge.

Mar chuid den Scrúdú i Labhairt na Gaeilge (SCG) bíonn ar mhúinteoirí sliocht i gcanúint amháin as rogha de thrí shliocht i dtrí chanúint éagsúla a léamh os ard. Ar an mbealach sin, cothaítear an dea-léitheoireacht agus bíonn múinteoirí in ann na scileanna léitheoireachta a fhoghlaimíonn siad don Scrúdú i Labhairt na Gaeilge a tharchur go dtí an seomra ranga. Fairis sin, bíonn ar mhúinteoirí ceisteanna a fhreagairt faoin téacs a léann siad agus bíonn deis acu a léiriú go bhfuil siad in ann brí a bhaint as an téacs.

B.Scileanna a bhaineann le Múineadh na Gaeilge

Anuas ar na scileanna teanga sin thuas, múinteoirí a n-éiríonn leo An Cháilíocht sa Ghaeilge a bhaint amach, bíonn scileanna acu chun Gaeilge a mhúineadh go héifeachtach sa bhunscoil, chun dearcadh dearfach i leith na Gaeilge a chothú i bpáistí, chun feacht teanga agus feacht cultúir a chothú i bpáistí (bíonn ar mhúinteoirí a dhéanann SCG, mar shampla, áiseanna múinteoireachta sholáthar chun gnéithe den chultúr – logainmneacha, féilte áitiúla, ainmhithe agus plandaí – a mhúineadh) agus chun scileanna a bhaineann le foghlaim teangacha a chothú i bpáistí.

Déanann siad staidéar ar an teoiric a bhaineann leis an gCur Chuige Cumarsáideach; foghlaimíonn siad faoina thábhachtaí agus atá sé an Ghaeilge a úsáid mar theanga bheo chumarsáide, faoi na scileanna teanga agus faoi fhorbairt na scileanna sin i bpáistí trí ghníomhaíochtaí spéisiúla taitneamhacha idirghníomhacha a eagrú faoi scáth Théamaí an Churaclam na Bunscoile; déanann siad iniúchadh ar na príomh-mhodhanna múinte; ar chluichí teanga agus ar Rólímirt. Bíonn orthu a gcumas sa phleanáil fhadhréimhseach, a gcumas sa phleanáil ghearrthréimhseach agus a scileanna praiticiúla a léiriú sa seomra ranga.

In addition to developing their language skills teachers undertaking the SCG/OCG learn the language skills required for teaching Irish in the primary classroom – the communicative approach, creating positive dispositions, language and cultural awareness, the primary school curriculum and using Irish to teach Irish.

Oifig na gCáilíochtaí Gaeilge, (SCG & OCG)
Institiúid Oideachais Marino, scginfo@mie.ie
ocginfo@mie.ie Tel: 01 8535134

History of Education Society (HES) Annual Conference

9/10 November 2018

The History of Education Society (HES) Annual Conference 2018 will be hosted by Mary Immaculate College in Limerick, on 9 and 10 November in the Strand Hotel, Ennis Road.

This is the first time that this international conference will be held in Limerick. Given the excellent keynote speakers – Dr Raymond McCluskey (School of Education, University of Glasgow), Dr Jane McDermid (Emeritus Fellow in History, University of Southampton), Dr Jane O'Dea (Professor and Dean of Education Emerita, University of Lethbridge, Canada) and Prof Tom O'Donoghue (Graduate School of Education, University of Western Australia) – HES are sure that this year's conference will provide a valuable opportunity for discussion and debate.

The theme of the conference,

'Revolution, Remembrance and Re-vision: Charting the Path of Education',

is relevant to our times, challenged as we are by change, diversity and issues of policy and equity.

All are welcome.

For further information, please see www.hesc.mic.ul.ie/ or <http://historyofeducation.org.uk>

Connecting through photography

INSPA competition

Ireland's National School Photography Awards (INSPA) is a national children's photography competition open to all primary schools in the Republic of Ireland. This year's awards are brought to you by Image Masters Photography in partnership with LauraLynn; Ireland's Children's Hospice, INSTAX Instant Photography and the Amber Springs Hotel & Spa Resort.

The awards aim to encourage young creatives at primary level to engage with both digital technology and the creative process to create striking visual images. They hope to inspire and ignite passion in students, increase engagement with digital arts and educate students about the importance of the creative process.



Last year's INSPA competition winners, Scoil Bhride, Ballyboy, Co Offaly

The awards are offering a range of fantastic prizes including; free entry to the Amber Springs Easter Train Experience for the overall winner and their classmates,

FujiFilm INSTAX cameras for winners and their schools and more.

This year's theme, 'CONNECTIONS', asks teachers and their students to integrate the camera into the school-day, allowing students to explore their classrooms, corridors and schoolyards, seeking out new-found or old connections. For example 'Pen & Paper', 'Socks and Shoes', 'Black & White', 'Rough & Smooth' or 'Parent & Child'.

All entries will be judged by a national panel which includes INTO president Joe Killeen.

Visit www.inspa.ie for more information and to activate your school account. **The deadline for entries is midnight on Friday 25 January 2019.**

Developmental Language Disorder Awareness Day – 19 October

Most of us learn a language without any problems. It is taken for granted that every child will do so. For some children however, learning to understand and use language does not come naturally. A diagnosis of developmental language disorder (DLD) is made when a child fails to learn language in the typical way.

A child with DLD will have on-going difficulties with understanding and using spoken language. These communication difficulties can create obstacles to making friends, learning, written language and emotional wellbeing. DLD has no known cause and may run in families.

Previously, a range of different terms were used to describe these difficulties across different countries. Recently, a group of professionals internationally agreed a consensus of new terminology and new ways for Speech and Language Therapists (SLTs) to diagnose. This allows greater agreement across countries and creates a focus for awareness-raising and research funding opportunities.

Concurrently, a group of Irish SLTs were working on a position paper on the subject. This is available on the Irish Association of Speech and Language Therapists (IASLT) website and outlines several action points for SLTs working with these children.

It is estimated that two children in every class of 30 will have DLD. Children with DLD might:

- Make mistakes when pronouncing words and sounds.
- Not follow instructions.
- Not be able to retell a story with all of the information included.
- Avoid putting their hand up in class.
- Have poor listening skills.
- Not be able to contribute verbally in class.
- Struggle to learn to read and write.
- Try to opt out of social situations.

Developmental Language Disorder Awareness Day

DLD Awareness Day is a growing event internationally. Last year staff and pupils in Irish schools organised events to raise awareness.

This year, DLD Awareness Day is on Friday, 19 October 2018. You could take this opportunity to share information about DLD with colleagues or add it to the agenda for upcoming school meetings.

Further information from:

www.iaslt.ie

www.naplic.org.uk/dld

www.youtube.com/radid

www.talkingpoint.org.uk

Twitter: #devlangdis

IASLT, Tel: 01 8728082. Email: info@iaslt.ie



DLD 1
Developmental Language Disorder
= difficulties with talking and/or understanding

DLD 2
Hidden but common

DLD 3
Support can make a real difference

November is National Chess Month

€7,000 in prizes to be won by teachers and classes

**MOVES
For Life**



start with a handshake



National Chess Month promotes chess for learning and the idea is to get as many primary pupils as possible playing chess. Every school in Ireland has one month to send in pictures and videos of chess being played everywhere and anywhere in Ireland; chess in classrooms, libraries, chess clubs, gardens, living rooms, in cafes, hospitals, nursing homes. Videos of children explaining why they like chess, their favourite pieces and who they play against. Teachers may send in similar videos. There will be prizes for the funniest, most creative, most informative videos and pics.

NCM is non competitive and the focus is on learning, fun and participation by all classes and ages from junior infants to sixth class. Workshops are being held in education centres around the country.

€7,000 in prizes to be won by teachers and classes for participation. All teachers participating entered in the draw for great cash prizes and chess equipment and software.

For further information:

Website: www.movesforlife.ie

Email: ncm2018@movesforlife.ie or

Schoolcheckmates@gmail.com

Twitter:

@movesforlife or @schoolcheckmates

Comhar Linn Credit Union are the primary sponsor under the School Checkmates Initiative.

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Exhibition on the Spanish Flu in Ireland 1918-19

A new exhibition on the Spanish Flu that swept across Ireland 100 years ago, has opened at the National Museum of Ireland – Country Life in Turlough Park, Castlebar, Co Mayo.

The Spanish Flu claimed 23,000 lives and infected some 800,000 people in Ireland over a 12-month period from 1918 to 1919. No group, location or aspect of life was spared. However, the epidemic remains an almost forgotten event in 20th century Irish history.

The exhibition explores the folk medicines and rudimentary cures used by the public to combat the devastating illness.

'The Enemy Within – The Spanish Flu in Ireland 1918-19' is a three-stranded programme. As well as the exhibition, there will be a nationwide lecture series and an online public participation programme.

The lecture series will be delivered at 16 venues across the country, assessing the local impact of the Spanish Flu and focusing on local stories of personal loss and public service breakdown forced by the flu outbreak.

The public participation element of the programme will allow students, communities and individuals across the island of Ireland to share and archive their Spanish Flu stories on the website, OurIrishHeritage.org. Stories submitted will be linked to an online interactive map of Ireland, which will allow a global audience to view Irish experiences of the Spanish Flu.

For further information on the exhibition, lecture series and public participation programme, visit www.museum.ie/country-life.



NUI Galway is challenging science enthusiasts and filmmakers of all ages to produce an engaging and educational short science video for this year's ReelLIFE SCIENCE competition.

Launched in 2013, the contest is inviting all primary and secondary schools, and participants from community groups and clubs around Ireland to show their passion for science and technology. Videos can be produced on smartphones or cameras and can communicate any aspect of science, including its impact on individuals, society and the environment. ReelLIFE SCIENCE will award more than €5,000 for the best videos.

Winning videos will be selected by a panel of judges including aeronautical engineer and astronaut-candidate Norah Patten, BT Young Scientist and Technologist of the Year 2018, Simon Meehan and comedian and TV presenter Dara Ó Briain.

Closing date for submissions is Friday, 19 October and the best videos will be announced during Science Week 2018, which runs from 11-18 November. The winning filmmakers will be invited to attend a public screening and awards ceremony hosted at the Galway Science and Technology Festival on 25 November. For more information visit www.reellifescience.com.

Spanish Flu stories submitted by the public will be added to a story map on OurIrishHeritage.org



MONEY MATTERS

Government schemes for first-time home buyers

Last month, our Money Matters column looked at key things to know about mortgages. This month, we continue our property-buying advice, with information on Government schemes available to support first-time buyers.

Rebuilding Ireland Home Loans

A Rebuilding Ireland Home Loan is a new Government backed mortgage for first time buyers, now available nationwide from your local authority. It can be used to purchase a new or second-hand property or for a self-build. A Rebuilding Ireland Home Loan provides up to 90% of the market value of the property. The maximum loan amount is determined by where the property is located.

To qualify for a Rebuilding Ireland Home Loan you must:

- ✳ Be a first-time buyer (if you are making a joint application, neither applicant can own or have previously owned a property).
- ✳ Be aged between 18 and 70 years old.
- ✳ Have been in continuous permanent employment or self-employment for a minimum of two years, if you are the primary applicant. In general, secondary applicants must have been in continuous permanent employment for a minimum of one year. However, secondary applicants on some long-term social welfare payments may be considered. These payments are State Pension (Contributory), State Pension (Non-Contributory), Widow's, Widower's or Surviving Civil Partner's pensions, Blind Pension, Invalidity Pension and Disability Allowance.
- ✳ Provide evidence of refusal or insufficient offers of finance from two banks or building societies.
- ✳ Have a gross annual income of €50,000 or less as a single applicant. Joint applicants must have a total gross annual income of €75,000 or less.
- ✳ Have a deposit of at least 10% of the purchase price of the property. (If you are eligible for the Help to Buy incentive, you can use this towards your deposit.)



- ✳ Occupy the property as your normal place of residence. You can borrow up to 90% of the market value of the property you are building or buying. Properties funded under the scheme cannot be over 175 square metres. The maximum market value differs depending on where your home is located. The maximum market value is:
 - €320,000 in Cork, Dublin, Galway, Kildare, Louth, Meath and Wicklow;
 - €250,000 in the rest of the country.

Help to Buy scheme

First-time buyers can avail of the Government Help to Buy scheme on new houses, including self builds.

To claim HTB, you must:

- ✳ Be a first-time buyer.
- ✳ Buy or build a new property between 19 July 2016 and 31 December 2019.
- ✳ Live in the property as your main home for five years after you buy or build it.
- ✳ Be tax compliant, if you are self-assessed you must also have tax clearance.
- ✳ If you have inherited or been gifted a property it will not affect your eligibility.
- ✳ The contractor you are purchasing your home from must be approved by Revenue.

How much can you claim?

The amount that you can claim is the lesser of:

- ✳ €20,000.
- ✳ 5% of the purchase price of a new home. For self-builds this is 5% of the completion value of the property.
- ✳ The maximum purchase price for property is €500,000 but the 5% is based on €400,000.
- ✳ You must have signed a contract to buy that property on or after 19 July 2016. If you are self-building, you must have drawn down the first part of the mortgage on or after that date.

SEÁN COUCH, QFA, Director, EDUC Mortgages.
educmortgages.ie or tel: 01 2995020 and 086 3555240. See also ad on page 50.

Next month, our Money Matters column will look at gift and inheritance tax. If there is any particular financial matter you would like to see included in the InTouch Money Matters column please email details to editor@into.ie and we will do our best to source expert information on the matter for you.



“Who needs ‘Love Island’ when we’ve got ‘Love Ireland’?”

Aoife Mullen swapped her Electric Picnic wellies for dancing shoes and headed west in search of a bit of fun, and maybe love, at the Matchmaking Festival in Lisdoonvarna.

Nestled along the Wild Atlantic Way, County Clare is a jewel in the crown that is the Emerald Isle. Whilst renowned for its spa waters, Lisdoonvarna is probably more synonymous with love and the annual festival that takes place each September.

The scheduling of the matchmaking event stems from a time when farmers would use their quiet period of autumn, after a busy harvest season, to look for love! Some 160 years later in our modern society, where online apps like ‘Tinder’ and ‘Bumble’ have become the new way of meeting people, there are ‘plenty of fish’ to be found in County Clare and the autumn festival still draws single men and women of all ages from far and near hoping to find their ideal match!

The Matchmaker pub on the main street is a kaleidoscope of colour and its quirky exterior certainly stands out. The interior is like many Irish pubs, but what

sets this place apart is its resident matchmaker. Sitting in a front nook with his famous book, Willie Daly acts as Cupid, matching lads and lassies from all corners of the globe. Working his magic for over 40 years, following in the footsteps of three generations before him, he claims to have had no small part to play in a staggering 3,000 marriages and takes great pride in his successes on the matchmaking front.

Swapping my stripy Electric Picnic wellies for my dancing shoes I ventured West with a couple of friends from the bright lights of Dublin to Lisdoonvarna - not quite knowing what awaited us. With a playlist that comprised of predominantly country music and the most clichéd lyrics imaginable, the three-hour journey along the ‘country roads’ didn’t seem so long. En route to the Banner county we came across other revellers (easily identifiable in their

checked shirts!) and it seemed that all roads led to Lisdoonvarna!

With open-minds, we immersed ourselves in the spirit of Lisdoonvarna. Lisdoonvarna is a town that doesn’t sleep during the month of September - from 11 o’clock in the morning until ‘the wee hours’ there is live music and I don’t recall a moment when the dancefloor was empty.

The man of the moment is Mr Matchmaker himself, so we couldn’t pass the opportunity to meet him. A constant stream queued outside the ‘office’ before being welcomed by Willie who asks them to complete a questionnaire (for a fee of €10) offering an insight into interests, hobbies and personalities to allow the Matchmaker find the ‘ideal’ partner. He scribbles his own short comment on the form (he described one of us as “like a movie star” – this guy certainly knows how to boost a girl’s confidence!) and then adds the document to his dog-eared directory of singletons – a precious



Left: Sine Friel consults with Matchmaker Willie Daly.

Right: Niamh Culleton, Sine Friel, Aoife Mullen and Donna Martin



5 top tips for Lisdoonvarna

- 1. SMILE for the camera!**
The camera is watching at all times and you’ll find yourself on the Festival Facebook Page quicker than you can sing “Lisdoon, Lisdoon, Lisdoon, Lisdoonvarna”!
- 2. LEARN the words for *Hit the Diff*!** Monaghan man Marty Mone’s country song is a guaranteed dancefloor filler. It’s a Lisdoonvarna favourite!
- 3. BOOK accommodation well in advance.** Finding accommodation in such a small town is difficult so plan ahead.
- 4. PACK sensible shoes!** Forget the glitzy, glamorous skyscrapers – there’s too much dancing to be done (especially if you venture to Hydro Nightclub!).
- 5. VISIT The Matchmaker Bar,** meet the Matchmaker himself and make sure to touch the book! Apparently, if you touch it with both hands you’ll be in love and married within six months. If you touch with one hand, you’ll just be in love. If you’re already married and touch it you will re-create your honeymoon period.

notebook of love-seeking profiles which is about 150-years-old.

What is it about Europe’s largest matchmaking festival that succeeds in attracting tens of thousands of people each year? Having experienced first-hand the madness and mayhem, I must admit, I’m still not quite sure! Something in the (spa) water perhaps?! The town holds something inimitable and is a one-of-a-kind as captured by Christy Moore: “Woodstock, Knock nor the Feast of Cana, Could hold a match to Lisdoonvarna”

AOIFE MULLEN, Ardee Branch.

Journey to Senegal



Pirogues of St Louis

African Renaissance Monument

St Louis sheep

Il de Goree

Goree Island

Door of no return

Dakar beach

Streets of St Louis

"You're going where?" This was pretty much the overwhelming response people had about my planned trip to Senegal. When people think of travel in Africa I think it is the luxury safaris and vineyards of South Africa that come to mind more readily than West Africa.

Senegal is the country of 'Teranga' which means hospitality in Wolof. Often cited as the friendliest country in West Africa, it has long been a destination of choice for French travellers but largely unexplored by other nationalities.

Having only visited one country in Africa I had been really keen to see what else the continent has to offer. With 54 countries to choose from, one is spoilt for choice. But it was when I saw Anthony Bourdain's CNN documentary *Parts Unknown* on Senegal I decided that this is where I wanted to go.

Dakar

Flights booked, my daughter and I made the journey during our Easter break from school which coincided with the end of the dry season in Senegal. Arriving into Dakar you quickly realise you're somewhere special.

It's a city at once elegant, chaotic and colourful, a delightful and sometimes jarring shock to the senses.

There is no end of things to see and do in Dakar. From the fishing beaches of the city where the colorful pirogues are, to the controversial African Renaissance Monument (the largest in Africa), the Mosque de la Divinite and the bustling markets, there are so many sights to behold in the city.

The short ferry ride to Ile de Goree was one of the highlights of the trip. The UNESCO-designated island is car free and laced with narrow alleys, trailing bougainvilleas and colonial buildings. The island hides a tortured past as it was once synonymous with the slave trade. Slaves were held here while awaiting the ships that would take them to the Americas. The haunting House of Slaves and its 'door of no return' was a frightening reminder of the island's violent past.

Sadly, we couldn't do everything in our time there, such as surfing on Ngor Island, to the north of Dakar, which is very popular. Also, the nightlife is legendary but I did not get to sample it as I was travelling with my nine year old daughter. Another time maybe!

St Louis

Leaving Dakar behind, we made the five hour journey north to St Louis. It is worth

noting that transport here can be a little tricky and most tourists organise drivers. The journey was a little nail biting with tailgating and overtaking onto on-coming traffic being the norm! However, it was well worth it.

St Louis is an absolute gem. It was the colonial capital of French West Africa until 1902. Despite its colonial past, it is a city full of charm. The old town sits on an island in the Senegal River and is a UNESCO World Heritage site.

It was hard not to fall in love with the colourful crumbling buildings and sandy streets. To walk the streets is also to feel that you've stepped back in time. We stayed in the most beautifully restored building, with an amazing lady who made the stay even more memorable.

Boarding the plane to go back home I felt like we have been let in on a secret. Vibrant, fascinating and welcoming, Senegal is just waiting to be explored.

Getting there

Flights from London to Dakar return (via Madrid) with Iberia start from £350 sterling. The flight time from Madrid to Dakar is four hours 20 minutes.

TRISH Mc CLUSKEY, travel blogger and teacher based in Galway. www.travelwithtrish.com

An unexpected journey ...

One teacher's story of a cancer diagnosis

September was a busy time for all teachers. Indeed the lead up to school reopening becomes uppermost in our thoughts and in our conversations with all our non-teaching friends, comments said with a sense of pity that only we who are teaching for many years can accept and brush off without getting into a situation of defending our holidays. This year I was not back in school for the first part of the new term. Oral language topics have now expanded to include a new lexicon, positive, clear margins, therapy, HER status, nodes, progesterone, oestrogen, CT scans, markings, radiation, oncology, cancer and fractions. Fractions, I might add, are not those on the curriculum but refer to the units or sessions of radiation!

In the busy world we live in, when the envelope arrived offering me a mammogram, my first, I didn't think twice about it. Thankfully for me, I attended and there began a series of events which would result in my diagnosis with breast cancer and the opening of a whole new world to me, a world which is common to many thousands of people but, until it comes directly to your door, you are, in reality, oblivious to it. I mentioned the specialist vocabulary earlier, I suppose in the context of School Self Evaluation and the emphasis almost exclusively initially on Oral Language it would fit in the category of subject specific vocabulary, not exactly your everyday Tier 1 naming words!

Taking time off and the amount of time needed is a very individual thing. For me I took minimal time as I found this much easier to cope with. During my two week absence I walked daily, and as the public expects teachers to be out of sight during the hours of 9 a.m. to 3 p.m., I adjusted my routes to ensure a bit of privacy! Of course, the well-meaning public find it difficult not to comment when they see the unusual sighting of a teacher who might not be in school during these hours. The public tend to get excited and resemble a caller to *Live Line*, having made an unusual discovery!

Privacy becomes important once a diagnosis is made and it is a very personal decision as to the route you decide to

take. From the outset I made my diagnosis very public within the school community of both staff and parents. It's a decision I do not regret but one which had greater implications than I thought. Unusually, in my case, one surgery was not sufficient and I went on to have a total of four surgeries. What initially had been a finite timescale in relation to surgery and treatment became prolonged and that is what I found difficult. It begins to feel that you have nearly made up the scenario and that you are still in school. I am partially to blame for this as I

Oral language topics have now expanded to include a new lexicon, positive, clear margins, therapy, HER status, nodes, progesterone, oestrogen, CT scans, markings, radiation, oncology, cancer and fractions.

took EPV days for the second, third and fourth surgeries which were all very conveniently scheduled for Fridays, returning to school on the following Monday. I choose to keep these subsequent surgeries a little more private, a novel use for EPV days!

I write this now, not out of a sense of self-pity, but from the perspective that I have come on a journey from diagnosis through surgery to treatment and am nearly at the end of my radiation. This is a journey repeated for many teachers and staff in schools throughout the country. Many of you reading this will have walked this journey and many others will come to know it personally or through a close family member. My advice to you is to

listen to your own clock, dance to your own beat. Do what feels right for you at this time and remember that this can change. If cancer visits you there are wonderful services in place to support you. I received my initial treatment and surgery in the Mater via the Breast Check Clinic. The staff, surgeon and all I encountered were second to none. I received my radiation in St. Luke's, in leafy Rathgar and I decided to stay in the accommodation in the grounds known as Oakland Lodge or simply the 'Lodge'. This is separate to the hospital and consists of ensuite accommodation which you have for the duration of your stay, going home at weekends. It is the most wonderful oasis for so many people dealing with many forms of cancer and truly a home from home.

To the friends of a person diagnosed with cancer, support that person and acknowledge their illness. It is ok to use the word cancer. It's not the Big C or the bug or any other acronym. You will know from your relationship with the person whether they are comfortable having the conversation with you. Pick up the phone, send a text, send a card but do acknowledge it. It may be uncomfortable initially but, no matter how difficult it is for you, it is many times more difficult for the person with the cancer. Listen to them, they are best placed to decide what they wish to do. Do not impose your views regarding treatment, sick leave, Google remedies etc. Remember each person with cancer is an individual first who happens to have cancer. Conversations do not have to revolve around cancer. Life has to continue in its normality whenever possible and the person also has an identity independent of the cancer diagnosis.

Thankfully the vast majority of cancers are very treatable and have good outcomes.

I look forward to being that rare species out and about during my sick leave. I will not be hibernating!

ORLA FINNEGAN, Principal, St Felim's NS, Ballinagh, Co Cavan.

Since writing this article Orla has finished her radiation and looks forward to returning to school later this term.



A little taste of sunshine as winter sets in

Summer might be finished but here at Foodoppi HQ we are craving that taste of sunshine. Sundried tomatoes are a great addition to many lunch time snacks as their sweet flavour intensifies as they dry. Bursting with umami, which is the fifth taste us humans love and crave, makes them a delicious secret ingredient.

Sundried Tomato Pasta Salad

This quick salad is ideal to liven up any lunch box.
Serves 2

Ingredients

- ✧ 100g penne pasta
- ✧ Pinch of salt
- ✧ 6 sundried tomatoes
- ✧ 2 handfuls baby spinach leaves
- ✧ 25g parmesan cheese shavings
- ✧ 25g toasted pinenuts

Dressing

- ✧ 6 semi-sundried tomatoes in oil
- ✧ 1 tablespoons balsamic vinegar
- ✧ 2 tablespoons rapeseed oil
- ✧ Season to taste

Method

- 1 Cook the pasta in a large saucepan of boiling hot salted water according to the direction on the packet. Once cooked, drain well and rinse under cold water. Then put into a large bowl.

- 2 Make the dressing by putting all the ingredients into a food processor and blitz until smooth. Pour the dressing over the pasta and mix until all the pasta is well coated.
- 3 Cut sundried tomatoes into thin strips. Then add into the pasta with the baby spinach leaves, parmesan cheese shavings and pinenuts.



Tip

To add even more flavour, use the oil from the sundried tomatoes to make the dressing.

Sundried Tomato Soup

Our homemade soup is very easy to make.
Serves 4

Ingredients

- ✧ 1 tablespoon rapeseed oil
- ✧ 25g chopped onions
- ✧ 25g chopped peppers
- ✧ 1 garlic clove, crushed
- ✧ 8 semi-sundried tomatoes
- ✧ 1 teaspoon honey
- ✧ 2 x 400g tins chopped tomatoes
- ✧ 500mls vegetable stock
- ✧ Seasoning to taste

Method

- 1 Heat the oil in a saucepan. On a low heat cook the onions and peppers for three minutes, then add in the garlic, cook for one more minute until soft.
- 2 Add the sundried tomatoes, honey, tinned chopped tomatoes, vegetables stock and season to taste. Bring to the boil and then reduce the heat to a simmer, stirring occasionally. Cook for 15 minutes.
- 3 Blend with a handheld blender to make the soup smooth.
- 4 Optional – serve with a drizzle of sour cream and croutons.

Tip

To save time and washing up, use frozen chopped onions and peppers which can be bought in most supermarkets to make this soup.



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



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



Teaching matters

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

It's good to play!



Teachers and principals in schools around the country are becoming more aware of the importance of play for children's learning and development. The Primary Language Curriculum (2015) has built upon the importance of play and playful approaches to teaching and learning. An example of this is found in the Learning Outcome stem for Stage 1: "Through appropriately playful learning experiences, children should" This is quite different from the stem used in the '99 curriculum and reflects the change in what we now know about the best way to help children learn.

Children just love to play. They love to play with blocks, both big and small; junk materials and loose parts; small world people, animals and cars; playdough; dress-up; and so on. These are the same materials we now see in many infant classrooms, providing children with opportunities for talk and experimentation, for problem-solving and creative thinking, for using and developing their social skills, and for being active learners. An appropriately playful learning environment facilitates children's language learning and development, enabling children to play with language by, for example, sharing jokes, nursery and nonsense rhymes, riddles and other language games. Play and playfulness make a big difference to the motivation levels in the classroom.

Language learning is important but learning through language is just as important. When children play, or are involved in playful activities, they are engaged in meaningful communication and use language for different purposes and in ways that increase their understanding.

Teachers might find it useful to look at the support materials about playful teaching and learning available on the NCCA website at: <https://>



When children play, or are involved in playful activities, they are engaged in meaningful communication and use language for different purposes and in ways that increase their understanding.

curriculumonline.ie/Primary/Curriculum-Areas/Language/Support-Material-for-Teachers :

- ✦ Organising for Play: Resources.
- ✦ Organising for Play: Time and Routines.
- ✦ Infusing Playfulness into Language Teaching and Learning.
- ✦ Using Socio-Dramatic Play to Support Oral Language and Early Literacy.

As the redevelopment of the Primary School Curriculum continues, play and

playful pedagogy will become more evident in the curriculum for infant classes and children will continue to reap the benefits of their teachers' professional expertise in play pedagogy.

**EARLY CHILDHOOD AND PRIMARY TEAM,
National Council for Curriculum and Assessment.**



The RMS Leinster and the largest loss of life on the Irish Sea



2018 is the centenary year of the sinking of the RMS Leinster. The vessel was owned and operated by the City of Dublin Steam Packet Company which ran a mail and passenger service from Dublin to Holyhead. There were four ships in the fleet, each named after an Irish province. On the morning of 10 October 1918, just a month before the end of the war, the Leinster left Dún Laoghaire (then Kingstown). The on-board sorting room was a hive of activity as 22 Post Office workers sorted the letters and packages that were making the journey from Ireland to Britain. There were approximately 771 passengers and crew on-board, including civilians and a large number of military who were returning from leave to the Front.

War continued to rage in Europe as attempts to reach a peace agreement had been unsuccessful. The Royal Navy patrolled the sea against German ships; however the increased use of submarines during the First World War made it easier to circumvent these patrols. Some passengers later reported that they had seen what they thought at the time was a

large mammal, a dolphin or a seal perhaps, moving through the water. Unfortunately, what they actually saw was the first of several torpedoes which were fired directly at the ship by a German U-boat, UB-123. Roughly 16 miles out of port, the first torpedo was fired and narrowly missed. A second torpedo hit the port side where the postal sorting room was located. In an attempt to save its passengers, the Leinster turned around as lifeboats were hastily launched. However, the ship was struck once more, this time on the starboard side. The ship rapidly sank, leaving survivors waiting to be rescued in lifeboats or clinging desperately to debris from the ship.

William Birch, the ship's captain, drowned as he attempted to navigate a lifeboat in rough waters to bring survivors to vessels which had come to their aid. One of these vessels was the Helga, which had been heavily involved in shelling during the 1916 Easter Rising. She would later be taken over by the Irish Free State and re-named Muirchú. Among those killed was 19 year old

Josephine Carr, a shorthand typist from Cork. She was the first ever Wren (Women's Royal Naval Service) to be killed on active service. The official death toll was 501, the highest ever loss of life on the Irish Sea; however recent research into the sinking has produced even higher figures. The dead were returned to their home countries, which included Britain, Canada and America, for burial.

The only postal worker to survive the attack was John Higgins. He later recalled his experiences: "The force of the explosion knocked me down and partly stunned me. We were left in the dark, while the seawater was rushing in.... After being some hours adrift we were rescued by a British destroyer. I was taken to the Red Cross station at Dún Laoghaire where I received every attention and afterwards rode in a military lorry to the GPO, where I got down as I did not wish to go to hospital." John proceeded to cycle back home to Prospect Square, Glasnevin. He died in 1955 and is buried in Glasnevin cemetery. Many of those who did not survive are also buried in Glasnevin. The memories of that day stayed with John for life. "I am not likely to forget the happenings of that day, but one particular occurrence which is burned in my memory is when the Leinster plunged to her last resting place to see hundreds of people who could not get off in time being brought down with the ship."

The conflict at sea, although often overlooked, was a significant part of the war. Many of those buried in Glasnevin played a role at sea as members of the Royal Navy, Merchant Navy and also as civilians. The anchor of the RMS Leinster was retrieved by divers and placed at the pier in Dún Laoghaire in memory of all those who perished in October 1918.

MICHELLE O'CONNOR, Education Officer and Teacher Liaison at Glasnevin Cemetery Museum, Finglas Road, Dublin 11. If you are interested in finding out more, exploring the interactive exhibits at Glasnevin Cemetery Museum or arranging a school tour, contact the Education Department at education@glasnevintrust.ie.



Providing inspiration to teachers through the Arts in Education portal

The Arts in Education portal was launched in May 2015 with the aim of creating a community of practice within arts and education and to provide a space where both artists and teachers can be supported and inspired. Underpinning its development was a strong belief in the intrinsic value of the arts in the lives of children and its ability to enrich the curriculum and support the core mission of schools.

Arts in education practice can happen within or outside the school. It can range from once-off visits by artists, through more extended programmes, to intensive, collaborative projects. Over the past three years the Arts in Education portal has sought to bring artists and teachers together and to give a platform that reflects current practice taking place in Ireland.

Projects and partnerships

Countless examples of best practice have been documented on the portal covering a variety of different art forms. When documenting projects emphasis is always placed on the processes involved – indeed, the phrase used when soliciting new content for the portal is that it is a ‘process, not a promo’. Examples of projects cover both primary and post-primary levels, but it is possible for readers to filter for ‘level’, ‘art form’ and ‘location’. Below are examples of the four most recent projects and partnerships documented on the portal:

- Creative Generations – O’Connell CBS with artist Maria McKinney (O’Connell CBS Primary, Dublin with artist Maria McKinney. Multi art-form.)
- Paddy Red Downey and the Voice in the Dream (St Clare’s Primary School, Cavan; St Joseph’s NS, Knockatallon, Monaghan with artists Annie Callaghan and Robbie Perry. Dance & Movement; Drama Education; Music & Sound.)
- Myself and My Friends (Scoil Mhuire Ógh 1, Dublin 12 with artist Helen Barry. Visual Arts.)
- What Big Eyes You’ve Got (Scoil Chroí



Participants at a juggling workshop during the Arts in Education Portal Day in Maynooth University

Íosa, Galway with artist Jane Hayes. Multi art-form.).

Guest bloggers

A more recent addition to the portal is the inclusion of a section for guest bloggers. These are opinion pieces based around the experiences of artists, teachers and students. The blogs cover a variety of topics – two of the recent blogs with a primary emphasis being:

- Muireann Ahern & Louis Lovett – exploring the Theatre Lovett process and in particular what children should get from theatre.
- Michael Gaffney, a former artist in residence at Marino Institute of Education, looking at the ‘School Links Programme’ and his experiences of engagement in a primary school.

National Portal Day

The National Portal Day, which is normally held in May, gives teachers and artists an opportunity to meet face-to-face at a

series of lectures, workshops and inspirational talks from guest speakers. There have been three Portal Days to date and they have become a great setting for exploring collaborative opportunities and the exchange of ideas.

The Arts in Education portal is overseen by an editorial committee under the guidance of Dr Katie Sweeney, National Director for the Integration of the Arts in Education (DES), and is managed by Kids’ Own Publishing Partnership. The PDST Technology in Education is also represented on the committee. Submissions for the portal are invited on an ongoing basis and templates and guidelines have been drawn up to help those who wish to make a submission. See www.artsineducation.ie.

PATRICK COFFEY, PDST Technology in Education



The Great Oracy Exhibition

Stephen Hawking famously said, "Mankind's greatest achievements have come about by talking, and its greatest failures by not talking... With the technology at our disposal, the possibilities are unbounded. All we need to do is make sure we keep talking."



On March 22, I joined 350 teachers from across the UK for an inspiring day of debate, discussion and celebration of the spoken word for the first ever 'Great Oracy Exhibition' at School 21, a 'Changemaker' school in Stratford, East London. In his opening address, Peter Hyman, Executive Head of School 21, reminded us that developing oracy skills in our students is not just an educational ambition but a moral cause as "it is one of the great engines of social mobility" and is "perhaps the most important life skill we can pass on to our children". He pointed out that oracy is about much more than public speaking. "That said," he added, "I strongly suspect that if all children were taught and encouraged and supported to speak to this standard throughout their school years, in the space of a generation we would transform society on a tidal wave of confidence and eloquence that we can't even imagine."

This jam-packed one-day event showcased student performances, teacher masterclasses, workshops and panel discussions, as well as keynotes from newsreaders, speechwriters, playwrights and actors. Anushka Asthana, the

Guardian political editor, explored the art of the interview and chaired a debate by 14 year olds, 'Brexit will make Britain Great again'. Philip Collins, speechwriter and columnist, advised us on how to write a speech that can change the world. James Graham, award winning playwright, spoke about creating dialogue through the arts.

Masterclasses throughout the day gave participants the opportunity to observe students using oracy to support their reading, engaging in collaborative problem-solving in maths and evaluating how a culture of talk can be conscientiously built into classrooms, assemblies and staff rooms. The confidence, skill, power, logic, wide-ranging vocabulary and oratory flair of student talk was greatly impressive, with one student, Chris from Year 6, reminding us, "the best educators in the world do not put limits on what their students can do because of their age".

An interview with Hashi Mohamed, barrister and broadcaster, who came to the UK as an unaccompanied refugee at age nine, brought the day to a close. He reminded all of the teachers in the room that they have immense power for positive change.

Attending this exhibition reassured me that the message, of the potential to empower our students with skills of oracy and, in so doing, positively impact education and their life opportunities in the 'real world', is spreading. This movement for change is gathering momentum across the UK and other countries. In the UK, oracy has found its way into the collective consciousness and there is a drive to give it its 'rightful' place alongside literacy and numeracy on the curriculum. Are we happy with the stage that we are at in relation to this topic in Ireland? Is there more that we can do? An inspiring, enlightening and transformative celebration of the power of the spoken word, this was, without doubt, one of the best education conferences I've attended in my 26 years of teaching.

I am in my second year of studying for my PhD in this area. If anyone would like to continue the conversation on oracy and public speaking or find out more, please don't hesitate to contact me. It's good to talk ...about talk.

SIOBHÁN KEENAN FITZGERALD, Principal,
English NS, Co Galway.

SCIENCE APPRENTICE

exploring science in Ireland

Following a very successful first series, *Science Apprentice* is back! This innovative educational initiative centres around four books, which have been co-produced by children, teachers, parents and researchers across Ireland.

The books follow characters Phil and Izzy, as they embark on an exciting journey exploring the human body, our environment, how things are made and why everything is not always as it seems. Along the way they meet Irish scientists, as well as children from across the country who have completed *Science Apprentice* workshops in their school.

The series aims to enable children and adults to explore scientific concepts in a way that is tangible, inspiring and child-led. Teachers can choose to use the activities in the books to complement their current science teaching, or, they may wish to read the stories as part of an integrated science and literacy lesson.

Even at their most basic level, the books can be used to spark meaningful conversations around science, research and innovation in Ireland. It is notable that the creators of the series were conscious of the subtleties of books, and worked to ensure that the stories highlight the diverse range of individuals and groups in science and the many roles and career options open to everyone. For this alone, the books are worth being placed in classroom libraries for children to pick up and read, reinforcing a positive narrative about science and ameliorating their understanding of limited and antiquated stereotypes.

As a precursor to the books, teachers



Izzy, Phil, Rover, Schrödinger.

can engage their students interest by completing a quick 'Draw a Scientist' activity. This activity, although simple, forms the basis of an eye-opening and often transformative lesson for students. The task itself is self-explanatory: Ask the children to draw a scientist. Provide no further instructions, just give them time and silence. Once they have finished, gather the class into a circle and place the drawings in the centre. Begin the discussion by asking the children to describe what 'type' of people they see.

Research overwhelmingly shows that children often draw a white older male, typically emulating the 'mad scientist' stereotype. Exposure to such stereotypes can have a negative impact, decreasing the likelihood of anyone outside of this

image pursuing science. By completing the 'Draw a Scientist' task, a teacher can provoke a meaningful discussion around such stereotypes. Focusing the children's attention on any drawings that challenge it, for example an image of a young female, will help to develop the discussion – often sparking lively debates and transforming opinions!

After the circle time discussion, the teacher can talk about the *Science Apprentice* series, explaining that the books will feature real-life scientists who may surprise you. Perhaps months later, the activity could be repeated, allowing the children to compare their two pictures and see how their thinking has changed.

Every Saturday throughout November, the *Science Apprentice* books will be available for free with the *Irish Independent* in SuperValu stores across the country. They are also available for schools to order at www.independent.ie/scienceapprentice. Furthermore, each book is coupled with a free downloadable *Teacher's Learning Canvas*, which is packed with science lesson resources, extension activities, home learning tasks, and rainy day printables.

To learn more about the series visit www.ucd.ie/scienceapprentice and be sure to remind your students and their guardians to pick the books up in November. You can register for a full order of books for your class or school at www.independent.ie/scienceapprentice.

SORCHA BROWNE, UCD School of Education.



A group of student advisors, the 'Wonder Panel', working with the *Science Apprentice* team



Activities in the *Science Apprentice* books encourage children to create, discover and learn in a fun environment

What's the story?

Constructing famous stories in art

"I guess you think you know this story. You don't. The real one's much more gory!"
Roald Dahl

These introductory lines are taken from Roald Dahl's version of the classic Cinderella story, in his book *Revoltin' Rhymes*. Dahl, who popularised the old saying: "A little nonsense now and then is cherished by the wisest men!" specialised in composing rhyming couplets and then assembling them into some of the funniest and oddest stories ever written for children, or indeed even for wise men! I am basing this project, which integrates oral language and poetry writing within the construction strand of the visual arts curriculum, on this idea. There is a previous related *InTouch* article entitled 'Story In a box' about constructing a diorama that you can download from the INTO website at www.into.ie/ROI/MembersArea/ClassroomResources/VisualArts/.

You might begin this project by reading and discussing some of the work of Roald Dahl, focusing particularly on the idea of composing rhyming couplets. As we are approaching Halloween, you might then work on helping individual students to compose couplets based on themes such as fireworks, skeletons, masks, ghosts, witches, etc. You might start with learning to chant and dance along to the most famous ditty that begins: "The skeletons are out tonight, they march about the street. With bony bodies, bony heads and bony hands and feet". We will return to this seasonal theme at the end of the article.

I have worked this idea with classes and groups of all ages, ranging from primary classes, to art schools to adult classes and it never fails – provided that you allow sufficient time for the writing task, the planning stage and the making of the art. In a primary class this will take more time than a single art class! Most frequently, I divide my class into groups and I make use of story starters of my own to begin the work on the stories, one given to each group. The five I most frequently use are

1

One winter's day
long, long ago the
wicked queen sat
down to sew ...



2

Those three little pigs
with their curly tails
drove their poor mum
mad with all their
wails



highlighted in the samples that follow in this article. But you can compose your own for different stories, other occasions or even use those composed by the children as part of a homework task. Guaranteed they will compose some. They are full of brilliant ideas if you take a step back from thinking that teacher is always the expert!

The following are excerpts from work by various groups over the years that will give you a flavour of what is possible. The two types of artwork shown in the

illustrations are 2D collage or 3D dioramas/models using a variety of construction tools and materials. Of course, this idea could also be worked with group drawing/painting, groups constructing fabric collages/appliqués or indeed puppetry work.

As I already mentioned, time management and forward planning are vital in projects such as these. Working in small groups is best. If the students have already had some practice with writing

3

Now Jack he was a lazy lad
He really made his mother
mad...
... One day when funds were
very low
Jack's Mum said "You'd better
go!"
"Take Daisy there and go to
town
And don't come back without a
crown."
Now Jack he left, but he was dim
Inclined to act upon a whim
The very first that passed his way
To Jack he offered beans as pay
With 'magic' beans our Jack, the dope,
Skipped back home, full up with hope ...



Jack and the Beanstalk in 2D construction

couplets they can bring this to the group. The group works together then to write the complete story. Don't leave them struggling. Help them to divide the story into manageable parts and possibly ask for a particular number of lines for each, depending on the class. Once the stories have been written you need to plan editing time. Each group must then plan the visual art that will go with their story. Each group must:

- draw a plan for their work;
- write a list of what materials they will need to complete their construction;
- nominate individuals to collect specific items from home if necessary;
- make sure there is a supply of other necessary materials in the school;
- supervise a collection box, etc.

4

Be careful dear her mother said
As off she skipped in her hood
so red.
She skipped along the forest
floor
Her destination Granny's door
Laden down with baskets full
The forest's sound came to a
lull
Her senses told her to beware
She turned around to no one
there
She quickened up her skipping pace...



Red Riding Hood in 2D construction



5

Now Goldilocks was really bad,
Her actions made the three
bears mad...
... Into their cottage she did
dare
With a pep in her step and a flick
of her hair
She looked all around with a
mischievous stare
And began to explore, without a
care.
She spied some porridge but it
looked rather lumpy
Too hot, too cold, it made her grumpy
Baby's bowl, that was just right
And Goldilocks jumped with delight ...



Goldilocks tries out the beds: construction in 3D

Why not adapt this idea and use it to create unique art for October. Write a set of rhyming couplets based on famous ghostly stories and get groups of children to complete the stories in rhyme and to construct art pieces based on their own work. You might try basing your group work on five stories that have witch characters or even five poems about monsters. Have fun.

MICHAEL O'REILLY, a retired teacher, has worked with the NCCA and PSP on the design implementation of the arts curricula. He has worked in a wide variety of schools and other educational settings and is currently working with Scoilnet as a subject expert, continuing to update the I Am An Artist website. Michael also developed, with INTO, an online summer course 'InTouch with Visual Arts.'

Bróga Nua 2 & Fonn le Filíocht

Is breá le páistí fuaimeanna agus rithim na filíochta agus tugann dánta agus rainn deis do mhúinteoirí teanga nua a mhúineadh, a chleachtadh agus a chur i láthair na bpáistí i slí thaitneamhach spraíúil. Spreagann an fhilíocht an tsamhlaíocht agus cuidíonn an rithim agus an t-athrá le scileanna éisteachta a fhorbairt agus teanga a shealbhú. Tacaíonn sí le cur chun cinn na léitheoireachta chomh maith mar go mbíonn téacs gairid a bhfuil athrá ann á léamh ag páistí, rud a thacaíonn lena muinín.

Fonn le Filíocht

Cnuasach 40 dán atá oiriúnach do gach rang atá sa leabhar *Fonn le Filíocht* ó CCEA. Is féidir é a íoslódáil saor in aisce ó http://ceea.org.uk/sites/default/files/docs/curriculum_im/area_of_learning/Fonn_le_Filíocht.pdf

Tá gníomhaíochtaí a bhaineann le téamaí, teanga agus na healaíona luaite faoi gach dán chomh maith le straitéisí éagsúla maidir leis an bhfilíocht a theagasc agus liosta gníomhaíochtaí is féidir leis an múinteoir a dhéanamh leis an bhfilíocht a fhorbairt sa rang. Tugtar treoracha don mhúinteoir ann maidir le páistí a chur ag scríobh agus ag cumadh filíochta iad féin. Tá áiseanna breise agus frámaí scríbhneoireachta ag cúl an leabhráin le treoir a thabhairt do mhúinteoirí le smaointe eile a fhorbairt chomh maith le liosta cuimsitheach d'fhoinsí a chuidíonn le múineadh na filíochta.



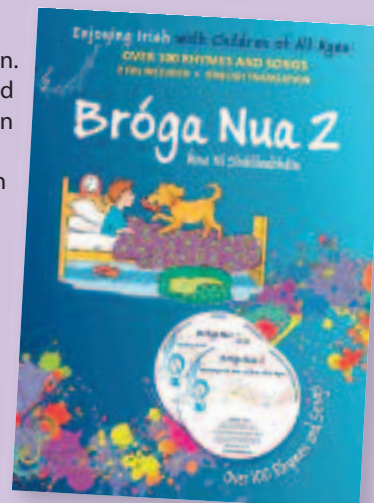
Bróga Nua 2

Tá breis agus 100 amhrán agus rann sa leabhar *Bróga Nua 2* le hÁine Ní Shúilleabháin. Tá aistriúchán Béarla ann chun cuidiú leo siúd nach bhfuil Gaeilge acu. Chomh maith leis sin tá dhá dhlúthdhiosca ag gabháil leis an leabhar ina bhfuil na hamhráin agus na rainn á gcasadh. Mhaoinigh COGG an tionscadal.

Tá na hamhráin agus na rainn roinnte de réir téamaí: Mé Féin, Sa Bhaile, Na hUimhreacha, Cluichí Fáinneacha agus Rainn, Bia, Féilte agus Ócáidí Ceiliúrtha, Na Séasúir, Amhráin Thraidisiúnta, Caitheamh Aimsire, Suantraithe. Is seoid é an leabhar seo a thabharfaidh iliomad deiseanna an Ghaeilge a chur chun cinn ar scoil agus sa bhaile.

Tá an leabhar oiriúnach le húsáid le páistí ó naonáin go rang a ceathair.

ISBN: 978-0-9954727-1-6



Úsáid sa Rang

- Léigh dán os ard don rang agus pléigh an t-ábhar, sula dtabharfaidh na páistí faoin léitheoireacht neamhspléach, ansin déan é a léamh/aithris mar rang, mar ghrúpa, i mbeirteanna.
- Spreag na páistí le ról a ghlacadh agus dán a chur i láthair

go drámatúil ag cur ceoil nó éifeacht fuaime leis.

- Athscríobh dán, cuir focail isteach anseo is ansiúd in áit fhocail an fhile.
- Ullmhaigh póstaer bunaithe ar dhán agus é maisithe le híomhánna a léireoidh brí an dáin.
- Roinn páistí i ngrúpaí agus spreag iad le dán nua a chumadh i gcomhpháirt.
- Roghnaigh dán na seachtaine le bheith ar taispeáint ar chlár na bhfógraí sa rang.
- Tabhair deis do na páistí gníomhartha agus gluaiseachtaí a dhéanamh leis na hamhráin agus leis na rainn chun cuidiú le taitneamh agus sealbhú na teanga.
- Spreag na páistí le dán is maith leo nó a mbraitheann siad nasc leis a roghnú agus é a roinnt le páistí eile á léamh os ard.
- Can na hamhráin ag ócáidí rialta i rith an lae, ar maidin, am sosa agus sa tréimhse idir ábhair.



MÁIRE NIC AN RÍ, Oifigeach Bunscoile, COGG.

Reviews

A springboard for rich debate on immersion education

Immersion Education – Lessons from a Minority Language Context will be a springboard for rich debate in the area of immersion education in Ireland. The principal aim of this volume is to synthesise a number of studies that the author undertook which examine the proficiency in Irish of pupils in all-Irish schools and the attitudes of pupils, their parents and their teachers to proficiency and language use inside and outside the classroom.

Author Pádraig Ó Duibhir references that one of the frustrations of immersion education in Ireland has been, despite 6,000 hours of contact with Irish, the learner's output has manifested itself in particular deviations in terms of sentence structure and idiomatic phrases. Without exposure and opportunities to use the language in other domains such as family,

peer group and society in general, revitalisation efforts are less likely to be successful. Outcomes here in Ireland are mirroring experiences in other immersion contexts. The challenge for us in schools is to align our teaching as far as possible with the way children learn. This book encourages us to reflect on our own practice at both classroom and school level. Successful strategies tried have been a focus on form lessons, corrective feedback and incentives. Ó Duibhir reiterates the importance of pedagogical intervention.

This book provides the reader with a comprehensive insight in to the current state of Irish language proficiency in immersion education in Ireland. It will most definitely help inform future teacher education strategies and provide a valuable resource to immersion teachers

and students and also second language acquisition researchers. The author's work has continued to strengthen the sector by providing a body of research that can now inform practice.

Molaim go mór an leabhar seo. Tá obair den scoth déanta ag Pádraig Ó Duibhir agus é ina shaineolaí ar an ábhar. Táim thar a bheith cinnte go mbeidh an saothar seo ina thacaíocht do léitheoir ar bith gur spéis leo an suíomh tumoideachais go ceann i bhfad.

Multilingual Matters. ISBN: 978-1783-099-85-6. Cost: €25

Reviewed by NIAMH NÍ MHAOLÁIN, Cork Education Support Centre.



Le ceisteanna tráthúla

Scéal nua é an úrscéal, *Sárú*, seo do léitheoirí idir 11 agus 15 bliana d'aois le Anna Heussaff. Is údar í a bhfuil a lán duaiseanna buaite aici. Is é an leabhar seo an tríú ceann sa tsraith seo.

Tá sé oiriúnach do chainteoirí ar ard-chumas labhairt na Gaeilge i rang 6 agus ós a chionn ach seans go mbeadh sé oiriúnach do pháistí rang 5 i nGaelscoil nó scoil Ghaeltachta freisin. Tá gluais mionsonraithe ann ag deireadh an leabhair a bheidh úsáideach do mhúinteoirí agus do na daltaí freisin.

Scéal mar gheall ar shaol an déagóra, Evan, a chara Rio agus a gcluiche ríomhaire pearsanta ar a gcuid fóin cliste. Tá go leor ceisteanna tráthúla i gceist le rang chun díospóireacht a thosú! Tá sé scríofa go maith ach is léamh dúshlánach é do mhic léinn sinsearach bunscoile.

Cló Iar-Chonnacht. ISBN: 978-178444-174-6. Costas: €8.

Léirmheas le ROSALYNN LEWIS, Portlaoise Educate Together NS.



Handwriting shapes through art

Inés Lawlor is an occupational therapist working with children with developmental delays and Donata Gradenigo has a background in editing and art and crafts workshops for children.

This book of projects allows pupils to practise drawing all the shapes required for handwriting through fun art activities. It is suitable for use with individual pupils experiencing fine motor delay or as whole class resource for fine motor and pre-writing skills development. There are ample opportunities for linkage with oral language, Aistear, maths, SESE and PE.

Start with Art can be navigated in two ways: shape index or theme index.

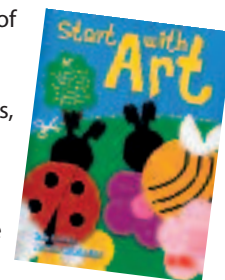
The shape index allows the teacher to assess pupils developmental level for drawing, allowing you to start with a project using shapes that the pupil needs to work on.

The theme index allows you to pick a project linked to a particular topic. The projects are listed within each theme in increasing order of difficulty. Themes include: About Me, Sea Life, Space, Arctic/Antarctic, Minibeasts, Transport, Buildings, Pirates, Pets, Celebrations and Fairy Tales.

The projects are suitable for children aged four to seven and can be differentiated. Each project follows a four step process: colouring the shapes, cutting out the correct shapes, combining shapes to make a picture, and drawing the picture using the same shapes.

LDA. ISBN 978-1-85503-625-3. Cost: €28, available from the website www.ldalearning.com.

Reviewed by CAROLINE MCCARTHY, Ennis, Co Clare.



Want to join our Reviewers' Panel?

If any member would like to review books or software for the *InTouch* reviews page, please contact us. Please indicate any particular interest you might have e.g. books suitable for senior classes, Gaeilge, professional development, special education, software etc. We will endeavour to match books to your particular interest. To join our panel of reviewers, contact Yvonne Kenny at ykenny@into.ie

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 November issue of *InTouch* should arrive in Head Office by 10 October.

The deadline for the December issue is 12 November.

Please email copy to editor@into.ie



Cork Teachers' Golf Society

First outing of the year:

Muskerry Golf Club,

Friday, 2 November.

Tee reserved 11.00 am – 12.30 p.m.

New members very welcome.

For further information visit homepage.eircom.net/~ctgs



Free workshop

Free professional development workshop in Dublin for primary teachers. Active, play-based music education for all age groups in the primary school.

Saturday, 13 October 2018 (10 a.m. – 3.30 p.m.). Contact rachael.byrne68@mail.dcu.ie for info or to book your place.



Support UN End Extreme Poverty 'Day of Action'

WEDNESDAY, 17 OCTOBER 2018

Why not organise your pupils to participate in the 'Write your wishes on stone' event.

It's simple but meaningful. Each pupil writes a short personal wish on a stone with their hopes for a fairer world for everyone. All the stones are then displayed in the school or on website. Smooth stones and 'POSCA' pen markers work very well.

DISCUSS – PAINT – DISPLAY – SHARE!

Check out www.into.ie (Global Citizenship School) for more information.



CARI are recruiting volunteers

CARI currently needs volunteers to train as Helpline Support Officers – to support children and their families who have concerns or experiences in relation to child sexual abuse. Commitment is four hours per week.

For information please contact Marie Byrne. Tel: 01 8308529 or email marie@cari.ie



Free mortgage and tax advisory seminar

Following the success of previous seminars, the INTO are 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.

This seminar will cover:

- 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.

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

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



InTouch allocation for schools

Every member is entitled to receive a copy of *InTouch* magazine. However, at this time of year, due to changes in staffing, e.g. new members, teachers retiring etc. the allocation posted to schools can differ from the number of members in some schools. Extra copies of the magazine are available by emailing info@into.ie.

A digital version is available online and on the INTO *InTouch* app for members. See Members' Area of the INTO website for details.



Used English books available to send abroad

Please contact 086 8197111 if you can help.

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

Comhar Linn draw winners

Mary Richardson,
Carnane Mixed
National School,
Fedamore,
Killmallock,
Co Limerick, our July
2018 car winner.



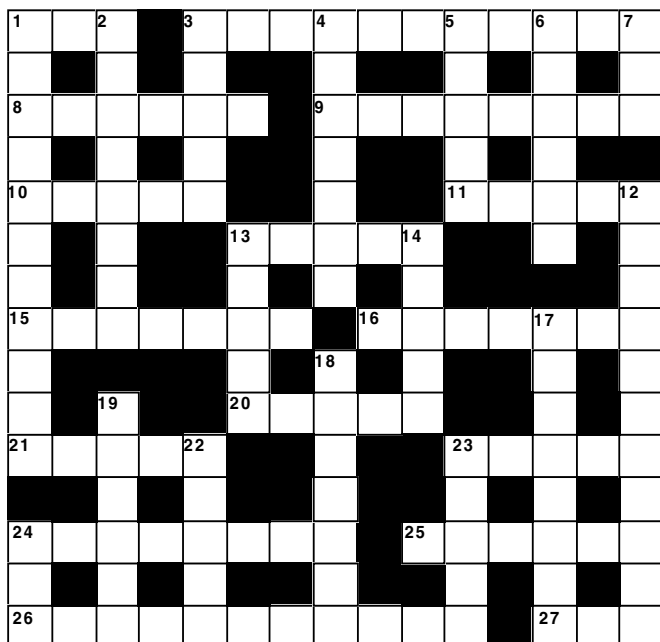
InTouch competitions and draws

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.

Comhar Linn Crossword no 192

A draw for 2 x €100 will be made from all correct entries. Simply complete the crossword and send it to 'InTouch Crossword', INTO, 35 Parnell Square, Dublin 1, before Friday 26th October 2018. Photocopied crosswords are not accepted.



NAME:

SCHOOL ADDRESS:

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

ACROSS

1. The beastly mother could hold back a river. (3)
3. What twitchers like – fixing a thorny igloo. (11)
8. Walks proudly in the street (beside the furrows). (6)
9. Markers managed to touch enclosures, it seems. (4,4)
10. The rascal has removed the tip from one shoe. (5)
11. Annoyed by some puerile drivell. (5)
13. She's good at spelling. (5)
- 15, 3d & 23d. What George Eliot wrote about Softmint hellholes? (3,4,2,3,5)
16. Mathematicians are forever writing letters on this subject. (7)
20. Demonstrates how, during a point-to-point. (5)
21. Went a-wooing? How old-fashioned is that? (5)
23. This is likely to give you the pip! (5)
24. Hint: copy out a mesmerising word. (8)
25. Unconscious behind Archer's weapon? Leave the competition so. (3,3)
26. Animal show award earned by one's star pupil? (4,2,5)
27. Little Dorothy returns to find Beatrix Potter's fox. (3)

DOWN

1. Unhappy at having to griddle nuts like this. (11)
2. Marge got upset about a major loan. (8)
3. See 15 across.
4. Spanish princess seen in a carbonated drink? (7)
5. Identify part of the body, or Tex will be upset. (5)
6. Let out no yelp in such unashamed manner. (6)
7. Turn up the end of your jersey? Affirmative. (3)
12. How the ape dictated meant one lost the head! (11)
13. Land of Western beers. (5)
14. There are eighteen of them, of course, in Idaho, Leslie. (5)
17. French cheese that quantifies the wind it creates? (8)
18. Make the gal coil up? That makes sense. (7)
19. Pastes up a bone in the ear. (6)
22. Starts to do holograms of the Indian loincloth. (5)
23. See 15 across.
24. Everything revolves around this in a Manchu bazaar. (3)

Gordius – InTouch No. 191 September 2018 Solutions

Across 1. Peppercorn rent 10. Ideal 11. Inculcate 12. Rustler 15. Shove 17. Unit 18. Omit 19. Acted 21. Spinner 23. Magic 24. Peru 25. Aden 26. Nasal 28. Gestate 33. Angiogram 34. Abele 35. Yeti 36. Contractor

Down Paid 2. Presuming 3. Eclat 4. Chime 5. Race 7. Erato 8. Tremendous 9. All-star 13. Leap 14. Running commentary 20. Treatment 21. Scallop 22. Emus 27. Sight 29. Emmet 30. Tiara 31. Argo 32. Bear

Winners of crossword no 191 will be announced in the next InTouch issue

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



CBI recommended read – October

There's a Tiger in the Garden

Written and illustrated by Lizzy Stewart
Frances Lincoln Children's Books 2017 (PBK), 40 pp, €9.79,
ISBN 9781847808073

Attempting to cure Nora's boredom, Grandma suggests she play in the garden. According to Grandma, her garden is filled with wonders, including bird-sized dragonflies, man-eating plants, a grumpy polar bear, and greatest of all, a glorious tiger. Although Nora initially scoffs at Grandma's 'silly games', she soon uncovers an exotic jungle. Stewart's illustrations are simply gorgeous, from the lush foliage to the dazzling tiger. With plenty of humour and a touch of philosophy, this is a splendid celebration of the imagination shared between grandchildren and grandparents. (Age 4–7).




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


September competition winners

INTO #backtoschool competition winners are listed on pages 20/21 of this issue. Each of the 10 winners will receive a €150 One4All voucher.


The winner of the Foodoppi competition was Scoil Mhuire, New Ross, Co. Wexford. Scoil Mhuire has won a visit from the Foodoppi chefs who will work with the teachers in the school to create delicious, innovative recipes to transform any lunchtime meal. Foodoppi was founded by well-known TV chefs Aisling Larkin and Louise Lennox who also write the Foodoppi column for InTouch.

Check out November's *InTouch* to see what the Foodoppi chefs got up to.






Star site




BOOLAVOGUE NS
boolavoguens.ie
Welcoming website. Up-to-date with good use of colour and space.



LeocAD
Leocad.org
Design virtual models you can build with LEGO® bricks. Intuitive interface to ensure that users do not spend too much time learning the application.

INFORMATION IS BEAUTIFUL
informationisbeautiful.net
Presenting data in a visual manner. The site helps users interpret data to make decisions.

TOY THEATRE
toytheater.com
Online games aimed at children in the lower primary age groups. Reading, maths and art games – all highly interactive.



Most viewed

The most viewed links during September

1
CÉ MÉ FÉIN?
scoilnet.ie/uploads/resources/22978/22701.pdf
Seo bileog oibre don chéad cúpla lá ar scoil leis na páistí a chur aga caint agus aithne a chuir ar a chéile.

2
LABORATORY EQUIPMENT
scoilnet.ie/uploads/resources/24602/24325.pptx
A PowerPoint presentation introducing students to laboratory equipment/apparatus.

3
MÉ FÉIN BINGO
scoilnet.ie/uploads/resources/12887/12524.docx
Cluiche bingo bunaithe ar an téama darbh ainm Mé Féin.

4
COUNTIES OF IRELAND
toporopa.eu/en/uk_ireland_counties.html
Can you place the 26 counties in their correct location?

5
MÉ FÉIN – AONAD FOGHLAMA
scoilnet.ie/uploads/resources/6221/6030.pdf
Learning unit with interactive elements and printable resources.

6
AMHRÁIN NA RANGA
scoilnet.ie/uploads/resources/22816/22539.pptx
Seo bileog oibre a féidir a húsáid leis an rang ag tús nó deireadh na bliana.

7
FICHE CEIST
scoilnet.ie/uploads/resources/16647/16324.docx
Download and laminate each sheet back to back.

8
SCOILNET MULTIPLICATION TABLES
scoilnet.ie/uploads/resources/25097/24821.pdf
Printable multiplication tables.

9
DOLCH WORD LISTS AND ACTIVITIES
dolch-words.com/dolch-word-list.html
Dolch Word lists, Dolch phrases, worksheets, flashcards and various activities.

10
CREATIVE DRAMA LESSONS
childdrama.com/lessons.html
Long list of class activities sorted by age level covering the equivalent to infants all the way up to sixth class or even second level.