

intouch

Issue No 180
September 2018
ISSN 1393-4813 (Print)
ISSN 2009-6887 (Online)



into 

Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

150

Keeping InTouch

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



Joe Killeen, INTO President, is pictured with CEC and INTO members at the INTO lobby day in the National Museum in June.

Budget 2019 must deliver to Irish schools

This September, members will return to schools across the nation for the 150th time in the lifetime of the INTO. As we reflect on that extraordinary journey and pay tribute to the leaders who have done so much for our profession, I hope each and every member takes a moment to reflect on those who have come before them and shares their experiences returning to the classroom as part of our #backtoschool campaign.

Budget 2019 is only around the corner. The INTO has lobbied government and opposition TDs and senators on the key issues facing Irish primary education. We need a reduction in class size, proper supports for our principals and teaching principals, restoration of posts of responsibility, an end to pay inequality, increased levels of school funding and the reintroduction of supply panels to secure teacher supply.

These measures will ensure every child has the room to bloom and our members work in good conditions.

On the subject of pay inequality, Congress mandated the INTO to enter a process and to put the outcome of our negotiations to a ballot of members. Public services unions and government have been in regular contact over the summer and we expect these discussions to continue into September. We have consistently made the case for pay equality. Our aspiration remains the same, a pathway out of pay inequality alongside additional investments in Irish primary education. The outcome of this pay process will be put to a ballot of the membership.

Sheila Numan

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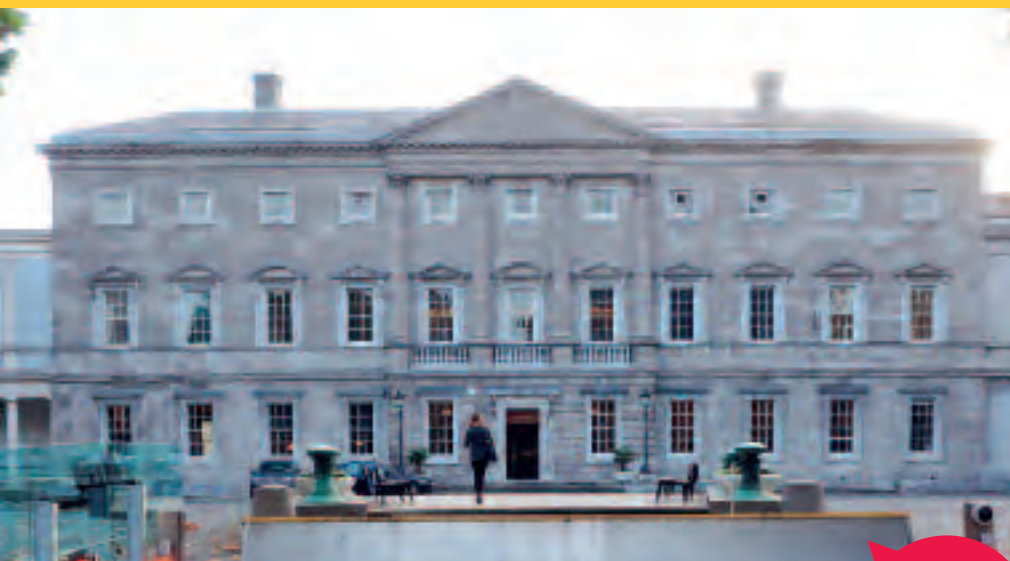
InTouch is published by the Irish National Teachers' Organisation and distributed to members and educational institutions. *InTouch* is the most widely circulated education magazine in Ireland. Articles published in *InTouch* are also available on our website www.into.ie

The views expressed in this journal are

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While every care has been taken to ensure that the information contained in this publication is up to date and correct, no responsibility will be taken by the Irish National Teachers' Organisation for any error which might occur.

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19



Education Committee meet

INTO Education Committee meets to discuss programme for the next school year

Vere Foster medal winner

Medal presented to Maynooth winner

8 page pull-out

26 INTO Learning

- Autumn courses on special education
- New district development officers
- Supporting staff reps

27 Principals' seminars

Seminars for school leaders for 2018/19



KEEPING INTOUCH

3 Editorial

Budget 2019 must deliver to Irish schools

7 10 things you should know

Plus some great competitions for members

INTO NEWS

9 INTO welcomes adjudicator's finding on case of education centre directors

Adjudicator orders payment of allowance to members

#BacktoSchool #INTO150

Ten €150 vouchers to be won in this competition to celebrate INTO 150

10 Budget 2019

Next month's budget must value primary education

13 General secretary announces her retirement

Sheila Nunan to retire in summer of 2019. Procedure for election of general secretary designate initiated.

14 Salary scales

Revised rates from 1 October

15 INTO subscription for substitutes

Change to procedure for INTO subscription deductions for subs to commence January.

Members raise €54,000 for CMRF

16 InTouch digital edition and app

You can now read your INTO magazine on your mobile device



17 Thinking of retiring?

Book an INTO Retirement Seminar to help you plan

Dates for your diary

Important dates to note for 2018/19

19 Equality issues

- Supporting LGBT+ members. INTO rebrands for Pride week
- Equality Committee explore how members' reproductive health issues impact on their work

21 Joint INTO/Early Years seminar

INTO and Early Childhood Ireland discuss transitions across early years' education

23 INTO 150 celebrations

- Members mark INTO's anniversary with events in Clare, Donegal and Dublin
- The first in a series of photographs from INTO's past

24 ICTU Events

Reports from ICTU Women's Conference and ICTU Global Solidarity summer school

25 Death of INTO stalwart

Tom Gilmore's passing means the loss of a great INTO leader

10

INTO ADVICE

29 Family leave for teachers

Summary of family leave entitlements

30 Quick guide for NQTs

What's what and where to find information for newly qualified teachers

RETIREMENTS

33 Retirement functions

Honouring retiring members

BENEFITS AND DISCOUNTS

34 New MembershipPlus cards on the way

MembershipPlus cards for 2018/20 are posting to members. Activate yours to access great discounts and offers.



16

21



NEWSDESK

- 35 Homelessness**
 - New report published by Children's Rights Alliance on the educational needs of children experiencing homelessness.
- 36 Irish language requirement**
 - Details of SCG and OCG 2018/19
- 39 Solidarity**
 - Global Citizenship School – resources for teachers
 - Irish Aid award winners
- 41 News briefs**
 - Féilte 2018 will take place in Limerick
 - Incredible Edible Project winners
 - INTO member to represent Ireland in major international chess event



55

56



35

42 Cumann na mBunscol

News update from Cumann na mBunscol

LIFE

43 Travel

Aisling Hestor cycles the Great Western Greenway

44 Money matters

Our new Life section looks at what you need to know about mortgages

45 Give a teacher an apple

Apples are the theme for this month's recipes from Foodoppi



44

MONEY MATTERS

34



See p7 for competition news

TEACHING MATTERS

47 Digital technologies in your classroom

Advice from PDST on where to start

48 A growth mindset classroom

David Brennan outlines five activities to jumpstart a growth mindset in your classroom

51 Glasnevin and the Irish Women Workers' Union

Remembering three leading figures within the Irish labour movement who are buried in Glasnevin

53 Self-study action research

Network of Educational Action Research in Ireland

Barnardos

Helping children whose parent has a mental health difficulty

55 Solidarity in action

INTO supporting education in Cambodia

56 Sandtray play and storytelling in education

Erasmus project shows how Sandtray play and storytelling can be of benefit in educational settings

58 COGG – Áiseanna Teagaisc

Irish resources from COGG

59 Reviews

Super sleuths, legends and ainmhithe na hÉireann

48



Great competitions for members

The INTO and InTouch have some great competitions to kick off the new school year.

#BacktoSchool #INTO150 competition

Share your back to school experiences and win a €150 One4All voucher. See page 9 for details.

Fancy a break, or two?

Mulranny Hotel have a competition which ties in with this month's travel feature on the Great Western Greenway. See page 32 for details.

Win a school visit from Foodoppi Details below.

INTOUCH READER EXCLUSIVE

School lunchbreak with a difference!

Win a visit from Foodoppi for your school

Foodoppi makes learning about food fun and interesting. They educate teachers, children and parents about 'how to eat' using scientific principles to discover the secrets of how to cook, taste and enjoy food.

Founded by well-known TV chefs Aisling Larkin and Louise Lennox, trained children's feeding therapists, who have over 30 years' combined expertise in food education, culinary innovation, science and nutrition.

Improving the health and overall wellbeing of children are their goals and ambition.

During the past year, Foodoppi was invited to further develop their food

educational programme working with the world's best education system in Finland.

Now, in an exclusive collaboration with InTouch, we are offering one lucky

school the chance of a visit from

Foodoppi in October. Packed expert advice, scientific insights and, of course, fun, delicious, innovative and creative recipes to transform any lunchtime meal which will then feature in November InTouch.

Interested? Just email your school details, contact no. and email address to competitions@into.ie before Monday, 17 September 2018. The lucky winner will be drawn from entries at the close of the competition.

T&Cs in Benefits section on www.into.ie



Digital version of InTouch now available for members

During the past year, the INTO has been working to improve our online version of InTouch and make it available to members in a more accessible digital format. An InTouch 'app' has also been developed for members.

The username and password for the app is available in the Members' Area of the INTO website.

For more information on your digital InTouch please see page 16 of this issue.

We would welcome feedback from members regarding the online version of InTouch and/or the InTouch app. Please email to editor@into.ie



Tell us what you think



InTouch welcomes your letters. Have your say about something you have read in InTouch or want to communicate with other INTO members.

€50 voucher draw each month for letter writers.

Email: editor@into.ie or write to: The Editor, InTouch,

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

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

10 things you should know

1 Budget 2019.
Page 10

2 Surviving GDPR.
Supplement – centre
pages

3 Revised pay scales.
Page 14

4 InTouch goes digital.
Page 16

5 Celebrating INTO 150.
Page 23

6 Autumn training. Page
26

7 Get to grips with family
leave. Page 29

8 Money matters.
Page 44

9 Foodoppi ...
An apple a day.
Page 45

10 Tech in the classroom.
Page 47

Adjudicator orders payment of allowance to members

Decision on case of education centre directors

The INTO, in conjunction with the ASTI and TUI, this summer represented a number of seconded education centre directors as regards retention of allowance. The directors concerned were being compulsorily redeployed to school having served for more than five years as a director. A hearing on the issue, before the adjudicator in the Conciliation and Arbitration Scheme for teachers, was held on 5 July 2018.

The claim, concerning five directors, was that the treatment of their allowance should be the same as that of any other acting up allowance held in excess of five years, i.e. that it is retained on a personal basis on reversion to duties in school. This was contested by the DES and was referred by the INTO to the adjudicator for determination.

'Injustice' finding

In an adjudication decision received in July, it was found that the five people concerned were entitled to be treated in

the same way as a principal would be treated regarding retention of an allowance held for over five years. Noting that no director had ever previously been compulsorily redeployed back to school, the adjudicator stated that the directors had every reasonable expectation to be in their positions for an indefinite duration. These positions had been moved from them for reasons unknown and at substantial cost to them. He described this as "an extraordinary injustice" and that the position adopted of not providing compensation was "utterly inexplicable".

The adjudicator also concluded that the issue before him was the application of a set of existing rules rather than a claim for a new condition of employment and that, as such, it was not a cost increasing claim and should not be affected by clauses limiting such claims.

The INTO has welcomed this finding and is pressing the DES on implementation at time of writing.

General Data Protection Regulation



This issue of *InTouch* contains a special eight page pull out supplement on GDPR. The INTO's legal team has produced this timely question and answer guide for members as they return to school. Further resources on GDPR are available on the INTO website.

#BacktoSchool #INTO150 Competition

This September, INTO members returned to classrooms for the 150th time in the history of our trade union. As we reflect on that extraordinary journey and pay tribute to the leaders who have done so much for our profession, the INTO is running a competition across Facebook, Twitter and Instagram encouraging members to share their back to school experiences visually.

How to participate?

INTO members returning to school are

invited to post an original, insightful and professional image which captures their journey back into the classroom. Your first lesson plan? Your newly laid out classroom? Your first note on the whiteboard? Your first school lunch. The list is endless.

The competition commenced on Wednesday 29 August and runs for ten days, concluding on Tuesday 11 September.

Members must use the hashtags (#BacktoSchool and #INTO150). Leading educator and social media guru Professor Anne Looney, the competition judge, will



select the ten best entries each of which will receive a €150 One4All voucher. T&Cs in Benefits section on www.into.ie

Budget 2019 must value primary education

During the recession the Government made cuts to the Irish education sector as part of 'rebalancing the books'. That was 2008. In 2018, a modern, vibrant Ireland is doing well economically but our primary education system remains underfunded, understaffed and struggling. The recession has cast a long shadow over Irish primary education and the ongoing impact of Government cuts puts at risk the education of our nation.

Reduce the size of our classes

Irish primary school classes are oversized. The OECD found that Ireland has five more students on average in a classroom than the EU average. While Budget 2018 provided some relief, it's imperative we work to secure a cap of 20 students per class.

Smaller classes support inclusion of children, they allow more individual attention to be provided and meet the ambition of the Government to establish the best education system in the world.

Support our school leaders

Principals struggle from unprecedented levels of red tape in Irish schools. Teaching principals are faced with the impossible task of juggling teaching responsibilities with those of a school leader.

The INTO is asking Government to provide one release day per week for teaching principals, as a minimum, to enable them to discharge their leadership duties. More than 5,000 middle management posts were lost during the recession. These positions provide critical administrative support for school leaders and must be fully restored. Even the Chief Inspector concluded that the loss of these posts drastically undermined the teaching and leadership functions within schools.

Equal pay for equal work

At the height of the recession, emergency measures were introduced to limit public sector spending. This resulted in teachers entering the profession from January 2011 being tied

to a lower pay scale.

Over a career in teaching, a new entrant can earn some €100,000 less than others doing the same job in the same school. The INTO voted against the current public sector pay agreement because it failed to deal with pay inequality which affects teachers disproportionately.

In April 2018, INTO members empowered the trade union to enter a process to address salary scale issues for new entrants and to put any agreement

For more on our Budget 2019 campaign please visit www.into.ie/ROI/Budget2019 or follow us on social media using the hashtag #INTOValueEd. Make sure your voice is heard and engage with our campaign today.

reached to a ballot of our entire membership.

Fund our schools

School grants were cut by 15% during the recession. An immediate capitation increase is now needed for schools' basic needs. An annual Minor Works Grant must be guaranteed.

Establish supply panels

Schools struggle to secure cover for teacher absences. Restoration of teacher supply panels is the only way to guarantee qualified teachers for all our children.

In focus: Demanding role of a teaching principal

The school day of a teaching principal in a small school can be a busy one. Arriving early, checking that heating and other utilities are working, clearing any urgent tasks, returning phone calls, scheduling meetings and briefly touching base with my teachers and the occasional parent ... a job in itself, this all happens before I begin to teach my class of fourth, fifth and sixth class pupils. On a good day, teaching continues without interruption, but a knock on the door can turn my day on its head, a discipline problem may need to be dealt with, concerns about a sick child may need to be resolved, or a burst pipe might take over my whole day.

Colleagues, admin principals in larger schools, tell me of their struggle to keep pace with the overload of new initiatives and circulars working their way down from on high.

After a full day in the school, with only a brief break for dinner, the second part of my day starts at about 7 p.m. Revision of school policies and plans is done at home, letters need to be answered. This dominates maybe three or four evenings a week and can spill over into weekends too.

This school year saw a flurry of change ... new circulars, changes to child safeguarding, health and safety and GDPR to name only a few. These changes considerably stretch the already limited capacity of school leaders with no support in sight. Even with the assistance of very willing members of staff, it proved challenging to meet the deadlines for the publication of the Child Safeguarding Statement. Even though the

legislation allowed for a three-month lead-in period, training was not provided until March. GDPR compliance remains a challenge. The INTO do provide some relief, for example by providing templates for things such as the Data Privacy Statement. What do I need to do? What can I discard and what must I keep? There is a necessity to do things correctly. Where am I to find the time to discuss all of these issues with my colleagues?

I live the daily challenges of being a teaching principal. While this is a role I enjoy, principals and teaching principals like me need more support, more assistance from the DES. We need the restoration of middle management posts wholly eradicated during the recession. We need, at an absolute minimum, one release day per week to help manage the ever-growing workload. It's as simple as being able to meet and discuss issues with colleagues at a time other than standing in a windy school yard in West Limerick.

Teaching principals all over the country face similar challenges and, in some cases, the balancing act is much tougher than mine. As a CEC rep I ensure the needs of school leaders are a key focus for the work of the INTO. The Forum on Workload holds promise. United, with my many colleagues all over Ireland, I look forward to the favourable outcome from the deliberations of the Forum that is needed by principals.

ANNE HORAN, teaching principal and CEC rep for District 13

General Secretary announces her retirement

In late August, at a meeting of the INTO's Central Executive Committee (CEC) in Kilkenny, INTO General Secretary Sheila Nunan notified the trade union's executive of her intention to retire in the summer of 2019. The early notification is tied to the INTO's operational rules which mandate ample time be set aside for the election of a General Secretary Designate.

Sheila Nunan has been General Secretary of the INTO since 2009. Prior to that, Sheila was INTO Deputy General Secretary/General Treasurer. She has been a member of the executive of the INTO since 1995 and was INTO president in 2005/2006. A former primary school teacher and principal, Sheila is a graduate of University College Dublin and St Patrick's College, Drumcondra.

Sheila is the current president of the



Irish Congress of Trade Unions. She is also vice-chairperson of the Public

Services Committee of ICTU. In that role, Sheila has been centrally involved in all public sector pay negotiations in recent years. Sheila is the ICTU nominee on the Governing Authority of Maynooth University.

INTO President Joe Killeen said:

"In view of the decision of the General Secretary to retire in the summer of 2019, the CEC initiated procedures for the election of a General Secretary Designate from within the membership. An internal election will begin in earnest with a view to electing a successor later in the year."

Sheila remains at the head of the INTO for the coming year where her unwavering, steadfast and strategic leadership will ensure we deliver for our members in the forthcoming Budget and beyond.

Election of General Secretary – schedule

In view of the decision of the General Secretary to retire in the summer of 2019, the CEC has decided to initiate procedures for the election of a General Secretary Designate as follows:

- Application forms, which are available from rwarren@into.ie, must be completed and returned to the General Secretary not later than 5.00 p.m. on Friday, 21 September 2018.
- Each branch shall be invited to nominate a candidate, from the list of qualified candidates, at the October branch meetings.
- Branch nominations shall reach the General Secretary not later than 5.00 p.m. on Tuesday, 6 November 2018.
- The nominations shall be published in December *InTouch* magazine and Officer Extranet.
- Voting papers shall be issued to all eligible voters on Monday, 26 November 2018 based on the Organisation's membership list. The poll will close on Monday, 17 December 2018 at 5.00 p.m.

Election of General Secretary – Application

The Central Executive Committee of the Irish National Teachers' Organisation invites applications for the post of General Secretary of the Organisation.

The General Secretary, who is the full-time chief executive officer, shall be elected by the members of the INTO from candidates who are or who have been teachers and members of the Organisation for not less than five years.

Prospective candidates must be nominated by a branch or branches of the INTO representing at least 500 members.

The successful candidate will take up office as General

Secretary Designate not later than March 2019 and will take over as General Secretary not later than August 2019.

Application forms are available from rwarren@into.ie

Completed application forms must reach the General Secretary by 5:00 p.m. on Friday, 21 September 2018.

INTO, 35 Parnell Square, Dublin 1

Ph: 01 8047700 Fax: 01 8722462

email: rwarren@into.ie.

The INTO is an equal opportunities employer.

Revised pay scales from 1 October 2018

The Public Service Stability Agreement (PSSA) includes a 1% restoration/uplift to scale salary from 1 October 2018 for public servants encompassed by the Agreement.

Additionally, under the PSSA, the pension levy threshold increases from €28,750 to €32,000 on 1 January 2019. This is worth €325 per annum for pre-2013 pension scheme

members. There is also a reduced rate of levy for Single Pension Scheme (post – January 2013) members, giving a combined worth of over €500 to these members.

Revised scale from 1 October 2018	Revised scale from 1 October 2018
Appointed before 1 January 2011	Appointed on or after 1 January 2011

Notes	Point	€	Point	€	Notes
	1	34,484	1	36,318	
	2	35,259	2	37,804	(i) All entrants start at point 1.
(i) B.Eds started at point 2; post grads at point 3.	3	36,349	3	39,501	(ii) The value of the honours degree allowance is incorporated into each point of the scale
	4	37,443	4	40,276	
(ii) Qualification allowances continue to be paid separately to teachers appointed prior to 1 January 2011	5	39,138	5	41,366	
	6	40,238	6	42,684	
	7	41,335	7	44,162	
	8	44,101	8	45,652	
	9	45,482	9	46,896	
	10	47,133	10	49,118	
	11	48,775	11	50,499	
	12	50,430	12	52,150	
	13	51,813	13	53,792	
	14	53,645	14	55,447	
	15	53,645	15	56,830	
	16	53,645	16	58,662	
	17	56,171	17	58,662	
	18	56,171	18	58,662	
	19	56,171	19	61,188	
	20	56,171	20	61,188	
	21	59,509	21	61,188	
	22	59,509	22	61,188	
	23	59,509	23	64,525	
	24	59,509	24	64,525	
	25	63,196	25	64,525	
			26	64,525	
			27	68,213	

Academic allowances

	Appointed before 1 Jan 2011	Appointed on or after 1 Jan 2011**
	€	€
(a) (i) H Dip in Ed (Pass)*	591	591
(ii) Higher Froebel Cert*	591	591
(b) (i) H Dip in Ed(1st/2nd Hons)*	1,236	1,236
(ii) Ard Teastas Gaeilge*	1,236	1,236
(c) Primary Degree (Pass)	1,842	****
(d) Masters Degree by thesis or exam (Pass)	4,918	****
(e) Primary Degree (1st/2nd/3rd Class Hons)	4,918	****
(f) Masters Degree (1st/2nd Hons) *	5,496	578
(g) Doctors Degree*	6,140	1,222

Notes

Only one of the allowances at (a) or (b) may be held together with one of the allowances (c) to (g).

* Abolished for new beneficiaries from 1 February 2012 (see Circular 0008/2013).

** Teachers who entered service between 01/01/2011 and 31/01/2012 may be in receipt of an additional academic allowance if they held the appropriate qualification prior to the abolition of allowances for all new beneficiaries from 1 February 2012, in line

with Circular 0008/2013.

*** Applies to teachers who have been on maximum point of the common basic scale for at least 10 years.

**** No longer payable as revised salary scale includes the honours degree allowance.

Understanding your pay slip

A payslip is sent directly to an address nominated by the teacher. On your payslip you will see two columns – gross pay on the left and deductions from your gross pay on the right (tax, PRSI, pension deductions, VHI, INTO, Comhar Linn, etc.) Your net (take home) pay will be written in the bottom right-hand corner of your payslip.

A teacher's incremental point is recorded on the top right-hand corner of their payslip. Payroll deduct tax and USC as indicated on your tax cert from Revenue. If there is an issue with these deductions contact your local tax office.

Pay for all teachers issues on a fortnightly basis. Permanent and fixed-term temporary teachers are paid retrospectively – payment received on a Thursday reflects salary earned up to the previous Monday (the payroll period is stated at the top of your payslip). Substitute teachers will always be at least two weeks behind in salary due to the early closure for substitute claims through the Online Claim System.

More information regarding understanding your payslip is available on the INTO website.

Other allowances

	€
Teaching through Irish*	1,583
Gaeltacht Grant *	3,063
Island Allowance*	1,842
Long Service Allowance***	2,324
Secure Unit /Disturbed Adolescent Allowance	2,195
Visiting Teacher Allowance	8,520
Special Education Diplomas*	2,437

INTO subscription for substitute teacher members

Deduction at source ends up-front subscription system

No reductions until 2019

In recent years, substitute teachers paid their annual membership subscription (either €25 or €85) by debit/credit card using the 'Join online' facility on our website. A significant change to this procedure is now being introduced.

Under the new procedure, substitute members – similar to permanent/fixed-term colleagues – will have their INTO subscription deducted directly from salary. However, it will be January 2019 before deductions from salary can be facilitated by the DES. The rate of the deduction, once commenced in January, will be 0.75% of each salary payment.

This new procedure has a number of advantages compared with the previous arrangement:

- there will not be an up-front lump sum payment to join the INTO;

- the procedure will automatically adjust your subscription related to your earnings;
- it will spread the cost of your INTO membership throughout the year;
- you will not have to renew your substitute membership annually as at present; and
- it will not be necessary for you to re-join the INTO as a fixed-term/permanent member if the status of your teaching post changes.

Three months' free membership

Fixed-term/permanent teachers who sign a mandate to have subscriptions deducted from salary receive three months' free membership. i.e. no deductions from salary will be made for the first three months.

The three months' free membership will now also apply to members joining in a

substitute capacity if it is their first time paying through salary.

This year, as we transition to the new system, substitute teachers who join in September will have free membership until the commencement of salary deductions in January 2019.

What you need to do next

The following steps must be taken by all teachers taking out substitute membership i.e. those joining for the first time and those who were substitute members in the 2017/18 or previous school years.

Go to our website www.into.ie and select the link 'Join the INTO' then select the 'Join online' option. From there please select the box for 'substitute members', complete this form and submit it online.

We look forward to welcoming you into INTO membership.

Members raise €54,000 for Crumlin Medical Research Fund

A massive €54,000 has been raised by the INTO this year for Crumlin Medical Research Fund to help some of Ireland's sickest children.

"The INTO are delighted and very proud to once again support CMRF Crumlin through their annual members' raffle." Joe Killeen, President of INTO, said "Thank you to our members for their generosity in raising €54,000 in the 2018 raffle. It will benefit thousands of children all over Ireland in their most vulnerable sick moments, and their parents through periods of strain and worry."

CMRF Crumlin, the fundraising body for Our Lady's Children's Hospital and the National Children's Research Centre, has praised INTO for their continued fundraising – "Every year, we meet fundraising groups like the INTO and we're just overwhelmed by their generosity in the donations and their ability to create such a fantastic fundraiser," Lisa-Nicole Dunne, CEO of CMRF Crumlin, said. The proceeds from



L to r: Sinead Nolan, CMRF; Antoinette Kelly, CMRF; Joe Killeen, INTO President; Georgina Glackin, INTO Head Office; Noel Ward, Deputy General Secretary; Mary O'Donovan, Fundraising Director CMRF and Gerry Cull, CMRF. *Stedman Photography*

the 2018 INTO members' draw will be used to fund an Inflammatory Bowel Disease (IBD) research project.

The 2018 raffle took place under the watchful eye of the CEC at their June

meeting in INTO Head Office. The top prize was a Toyota Auris car and there were nine cash prizes. The INTO centrally funded an additional ten prizes of €150 for staff representatives.

Winners of the Annual Members' Draw 2018

- 1st prize car: Clare McElroy, Castleblaney.
- 2nd prize €4,000: Barry Brett, Claremorris.
- 3rd prize €2,000: Thérèse Curran, Dublin 6.
- 4th prize €2,000: Sarah Quinlan, Dublin 24.
- 5th prize €1,500: Katherine Keys, Carndonagh.
- 6th prize €1,500: James Walsh, Castlecomer.
- 7th prize €1,000: Alacoque Ruane, Claremorris.

- 8th prize €1,000: Sr Mary Culliane, Dublin 22.
- 9th prize €1,000: Ciamhe Harvey, Lifford.
- 10th prize €1,000: Gabrielle Madden, Turloughmore, Co Galway.

Staff representative prize winners

- Elizabeth Reilly, Dublin 4.
- Annemarie Sweeney, Dundalk.
- Mary McEaney, Cootehill.
- Sharon Hoey, Dundalk.
- Ruth Deane, Baltinglass.
- Karen Murphy, Wicklow.
- Kay Diggins, Tarbert.
- Mary O'Dwyer, Tipperary Town.
- Mary O'Sullivan, Dublin 18.
- Frances Gorman, Dublin 18.

intouch Digital edition

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

Viewing *InTouch* on your mobile device

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

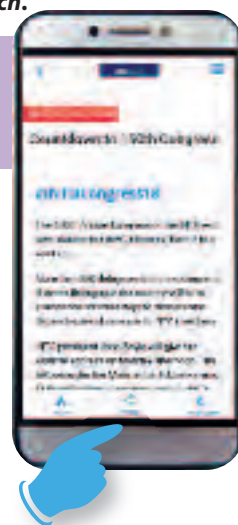
There are two options for viewing the magazine. Replica mode replicates the printed magazine. Text mode shows a simplified text version of the article.

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

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



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



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

Viewing *InTouch* in replica mode

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



Navigate through pages by swiping (Android devices).

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

Viewing an article in text mode

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



Use this menu to view the list of articles.

Viewing *InTouch* on your desktop computer

Available at www.into.ie

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



Retirement planning seminars

Retirement brings change. Taking the time to consider the changes and how to handle them will help you plan and take control of your future.

The INTO Retirement Planning Seminars are delivered by our team of experts and are specifically tailored for primary teachers who are contemplating retirement.

We endeavour to assist members in understanding what to expect from retirement and in helping with the preparation required. The INTO advises that, if you are considering retirement, you would attend a seminar at least one year prior to your proposed retirement date.

Our seminars are designed to be informative, enjoyable and engaging. The programme includes topics under the following headings:

- INTO guide to pensions;
- introduction to the Retired Teachers' Association of Ireland (RTAI);
- income tax;
- wills & inheritance;
- psychological changes in retirement;
- enjoying a healthy lifestyle;
- AVCs and making the most of your investments;
- Comhar Linn Credit Union.

The first three of five retirement planning seminars for the 2018/19 school year have been scheduled:

- 5/6 October 2018 – Crowne Plaza Hotel, Santry, Dublin 9.
- 30 November/1 December 2018 – Crowne Plaza Hotel, Santry, Dublin 9.
- 25/26 January 2019 – Hodson Bay Hotel, Athlone, Co Westmeath.
- Online registration for these seminars is posted on the INTO website.

Details of two further Dublin-based seminars for February and March will be posted on the INTO website in early December 2018.

Dates for your diary 2018-19

September 2018		INTO Officers' Conference
Saturday	08	Venue: Croke Park, Dublin Details on Officernet
Friday	28	INTO 150th Bursary Scheme 2018 September 2018 Application forms must be submitted by 5 p.m.
October 2018		Pay restoration
Monday	01	1% uplift/restoration to pay scale under the PSSA. See page 14 for more information.
		INTO Presidential Dinner
Saturday	20	Venue: The Galmont Hotel, Galway Tickets: Eoin Fenton Contact: intodistrict6@into.ie
		Qualification allowances
Wednesday	31	Deadline to claim an outstanding qualification allowance (eligibility based on criteria outlined in Wednesday 31 Circular 83/17).
November 2018		Summer pay
Monday	05	Last date to commence a temporary contract to get paid throughout the summer.
		INTO Education Conference
Fri/Sat	16/17	Venue: Hodson Bay Hotel, Athlone. Contact: education@into.ie
		INTO LGBT Group AGM
Friday	16	Venue: Central Hotel, Dublin 8.30 p.m. Contact: lgbt@into.ie
December 2018		Joining an INTO committee
Monday	03	Notice in writing of intention to be a candidate for a position on the CEC, BFC, Education Cttee, Equality Cttee or PDC must be submitted by 5 p.m. See rule 40 in the INTO Rules & Constitution.
January 2019		Motions for INTO Annual Congress
		Motions should be submitted through branches at AGMs. Want to be a delegate to Congress? Attend your AGM this month. Check date and venue with your staff rep.
February 2019		Career break and job-share 2019/20
Friday	01	Deadline for career break and job-share applications.
		Motions for INTO Annual Congress 2019
Wednesday	06	Motions must be submitted online by 5 p.m.
March 2019		INTO Northern Conference
Fri/Sat	01/02	Venue: Clayton Hotel, Belfast Contact: infoni@into.ie
April 2019		INTO Annual Congress
Mon/Wed	22-24	Venue: The Galmont Hotel, Galway Download the conference app and find more info on www.into.ie .
May 2019		Thinking about retirement?
Friday	31	Deadline for end of school year retirement applications.

Supporting LGBT+ members



Ahead of Dublin Pride in June, the INTO temporarily rebranded in a show of support and solidarity with LGBT+ teachers, students and the wider community in Ireland. A specially-commissioned INTO Pride logo was created and posted on all public channels across the Organisation for one week.

Whilst Pride is a celebration of the advances which the LGBT+ community has made over many years, it's also an opportunity to reflect on the challenges which remain. In a country where you can marry your same-sex partner yet be attacked for holding their hand in public, or where so many remain in the closet professionally in so many sectors for fear of bias and discrimination, it's clear more remains to be done.

The INTO received overwhelming, positive feedback from members and the public regarding the INTO Pride inspired logo. Amongst comments received were the following:

INTO LGBT+ Teachers' Group march with Pride



The INTO president, Joe Killeen, joined with the INTO LGBT Teachers Group, the INTO equality officer, Alison Gilliland, members of the INTO Equality Committee and other INTO members and staff in a colourful display of LGBT inclusion and celebration at Dublin's Pride Parade on 30 June. Members also travelled to the Belfast Pride Parade on 4 August.

As a member of the INTO since I took up teaching in 1968, and a member of RTA since retiring in 2005, I would like to express my gratitude to all responsible for the 're-branding' of our logo for the week leading up to Pride Weekend.

My generation learned to 'hide in the classroom' as best we could, dogged by fear of discovery every moment of our working day (and indeed in our leisure time as well...).

The INTO has set an encouraging example by this (and indeed by the support given since its foundation to the LGBT Teachers' Group) and it helps me, and I presume people like me, to stand a little taller, knowing that our union supports us.

Just wanted to say a big huge thank you for the rainbow INTO logo! Wow! Am so grateful for such a deliberate show of support, not to mention the article in today's Irish Times. I feel validated and relieved. I'm not the only one, this is not all just in my head. Thank you! I never imagined that seeing our union's logo in rainbow colours would mean so much. I'm so so grateful!



INTO staff with the Pride logo outside Head Office in June



INTO meets with Educate and Celebrate

Pictured l to r: INTO LGBT Committee member, Hilary Egan, Dr Elly Barnes, CEO, Educate and Celebrate and INTO Equality Officer, Alison Gilliland met in August to discuss how schools could become more inclusive and supportive of LGBT pupils and teachers.

Reproductive Health Working Group

The INTO Equality Committee has formed a working group to explore how members' reproductive health issues impact on their work, particularly with regard to current leave entitlements. The group will also investigate best practice in the area of leave for reproductive health care matters in other

jurisdictions. The group comprises of members of the Equality Committee and INTO members who have experienced reproductive health difficulties.

The committee has noted that managing leave to accommodate reproductive difficulties is a growing issue of concern for many members. In recent

years, particularly since the changes to sick leave entitlement, many members have brought motions relating to this matter to INTO Annual Congress. The Equality Committee hopes that its work on this issue over the coming year will contribute to a progressive INTO policy position.

Transitions across early years education

Joint INTO/ECI seminar

As part of the INTO's 150th anniversary celebrations, a joint seminar with Early Childhood Ireland took place, in June, on the topic of Transitions Across Early Years Education: from pre-school to primary.

Sheila Nunan, INTO General Secretary, and Teresa Heeney, CEO Early Childhood Ireland, welcomed nearly 100 delegates to the Clock Tower, Marlborough Street, to consider issues of mutual interest.

Deirbhile Nic Craith, INTO Director of Education and Research, highlighted the INTO's strong and proud tradition of educating young children in infant classes in primary schools. In more recent years, rather than expand state-funded pre-school provision as part of the national school system – as had been the case heretofore – the government decided that the future of pre-school education would take place under the auspices of the Department of Children, now DCYA, building on existing voluntary and community pre-school initiatives.

Early years' education now spans two government departments and two sectors – the infant and Early Start classes in the primary school and the early childhood sector. Today, we have an expansion of state-funded pre-school provision, the introduction of Aistear spanning both the early childhood sector and the infant classes, the work on transitions from pre-school to primary school, and ongoing revision of the primary school curriculum. Therefore, it was timely that the INTO collaborate with Early Childhood Ireland to reflect on these significant developments and to explore some key opportunities and challenges for the future.

Guest presentations were made by the Chief Inspector, Dr Harold Hislop, on Supporting Effective Transitions, and by Prof Emer Smyth, ESRI.

Issues arising in the discussion groups were put to a panel of speakers which included Harold Hislop, Chief Inspector, Emer Smyth, ESRI, Arlene Forster, NCCA, and Bernie McNally, Department of Children and Youth Affairs, and which was chaired by Dr Tom Walsh, of Maynooth University and a former primary teacher. Some of the issues discussed included the need for more opportunities to build relationships between the sectors; shared CPD; curriculum alignment and an inter-



Pictured at the INTO/ECI joint seminar were: Dr Harold Hislop, Chief Inspector, DES; Emer Smyth, Research Professor, ESRI; Teresa Heeney, CEO, Early Childhood Ireland; Sheila Nunan, INTO General Secretary; Deirbhile Nic Craith, INTO Education and Research Director and Joe Killeen, INTO President.

Right: Bernie McNally, Assistant Secretary General, Department of Children and Youth Affairs; Catherine Byrne, board member, Early Childhood Ireland and Arlene Forster, Deputy CEO, NCCA



Joe Killeen, INTO President, addresses delegates at the seminar

departmental approach to policy development.

Closing remarks were made by Catherine Byrne, former deputy general secretary of the INTO, and current board member of Early Childhood Ireland. The

INTO is hopeful that the joint seminar is the beginning of more formal conversations on early years' education across the early childhood and primary education sectors for the benefit of all young children in Ireland.

150 years of INTO Congress



15 August marked the exact date of the INTO's first Congress which took place on 15 August 1868. The INTO honoured the occasion with a commemoration event in the Teachers' Club in Parnell Square.

Pictured at the event were: Noel Ward, INTO Deputy General Secretary/General Treasurer, Feargal Brougham, INTO Vice-President, Michael Shanley, who performed speeches from Congress 1868, Zita Bolton, INTO official, Aoife Mullen, INTO intern, Sheila Nunan, INTO General Secretary and Joe Killeen, INTO President.

INTO 150 events around the branches



Pictured are members from the Mohill Branch, District 3, who celebrated INTO 150 at their May meeting.



Pictured at a recent INTO 150 event in Ennis were: Declan Kelleher, former INTO president; Brendan Horan, CEC District 11; Joe Killeen, INTO President; Michael Drew and Sean McMahon, former INTO presidents.

INTO 150: Photographs from our past

Prominent hats and prominent people at Annual Congress

This posed photo was taken at INTO Annual Congress 1912, held in 'the Theatre', Kilkenny. Included are local dignitaries, prominent INTO

representatives and guests. Two women in the front row, seated third from left and last on the right, are of particular interest. Seated at the right is Catherine

Mahon, first woman president of the INTO who took over as president at 1912 Congress. She has been commemorated in this 'INTO 150' year by District 15 (North Dublin) and was previously (1998) the subject of a biography by Síle Chuinneagáin (see 'Publications' on the INTO website).

The woman with the bouquet of flowers is Lady Aberdeen, wife of the Lord Lieutenant. The *Irish School Weekly* reported on her 'health crusade' address to Congress where she declared that "the teaching of hygiene in unsanitary schools was a farce". In his book *A City in Wartime, Dublin 1914-1918*, Padraig Yeates writes that, although unloved by many unionists and radical nationalists, "the Aberdeens were among the few occupants of the Viceregal Lodge to try to help the poor and marginalised in Irish society, especially women".



INTO attends 10th Annual ICTU Global Solidarity Summer School

Over 80 trade union delegates from right across the island of Ireland, gathered from 25 to 26 July 2018, to discuss the movement's global solidarity work and to hear from a range of national and international speakers. It was the first time the summer school was hosted in Derry.

The INTO delegation were: Joe Killeen, INTO President, INTO members Annie Asgard from Galway and Jane Flannery from Cork. Siobhan McElhinney represented the Northern Committee. Alison Gilliland, INTO Senior Official, also attended and Maurice Hurley represented INTO Global Citizenship School.

Journalist, activist and local political representative, Eamon McCann, welcomed delegates on behalf of the Derry Trades Council and Kevin Callinan, Congress Vice President, gave the opening address.

Over two days, delegates heard from an expert group of speakers, including Emily Paulin of the ITUC Global Organising Academy, which provides training for union organisers on key national



Pictured at the summer school were: INTO members Jane Flannery, Cork; Annie Asgard, Galway; with Maurice Hurley, INTO Global Citizenship School and Joe Killeen, INTO President.

campaigns. Emily discussed how unions have come a long way in "building our power" since the last ITUC Congress in 2014. She highlighted the strengths of trade union action across the world for the benefit of working people.

Following the recent Irish Government report to the UN High Level Political Forum in New York, delegates heard from Coalition 2030 rep, Valerie Duffy, on

Ireland's Implementation of the Sustainable Development Goals. How best to integrate the goals into our trade union work was considered, not least Goal 8 on decent work.

There was a focus on asylum seekers and the recent decision by the Irish Government to grant access to the labour market for people awaiting a decision after nine months. Delegates heard from Lucky Khambule, Movement of Asylum Seekers in Ireland, Michael O'Neill, Head of Legal at IHREC and John O'Neill and Philani Dube about the work of Belfast City of Sanctuary. There was a poignant Rohingya Photographic Display at the summer school and delegates heard from Haikal, a representative of the Rohingya Community in Ireland.

Finally, Dr Mona El-Farra, Director of Gaza Projects of the Middle East Children's Alliance (MECA), told delegates about the serious humanitarian situation in Gaza. This was followed by a discussion on ongoing Palestinian solidarity work by the ICTU and affiliates, including the INTO.

ICTU Women's Conference

INTO leads call for full, free universal public childcare provision at ICTU Women's Conference

The Irish Congress of Trade Unions held its biennial Women's Conference in Enniskillen on 12 and 13 June. The INTO submitted a motion to this conference calling for free universal public childcare provision funded through progressive taxation. This call to action, unanimously endorsed by Congress, recognises the critical role childcare plays in the lives of women, both as workers and parents.

Referencing Minister Zappone's commitment to radically reform the funding model for early childhood care and education, the INTO's equality officer, Dr Alison Gilliland, argued the need to shift away from the failed solutions of the past such as schemes which were too expensive or not available locally. INTO Equality Committee vice chairperson, Nuala Greeley, highlighted the impact the lack of funded childcare has on women's access to work, to further education opportunities and, in many cases, their ability to fully realise their potential.

The motion emphasised that any model



of childcare provision introduced should be flexible to the needs of parents and provide appropriate levels of resource and training for those parents who choose to stay at home and care for their own children. Such a model will allow for a fully supported, appropriately remunerated, professional and unionised career path for childcare workers, minders and providers.

Research carried out by the INTO Equality Committee found that the biggest challenge for women working in the education sector was the cost of childcare and after-school care, followed

closely by the burden of securing suitable childcare provision. Also cited was the lack of flexibility in work to manage disruption in childcare or after-school care arrangements.

There was also evidence that the cost of childcare is a factor when deciding how many children to have, that difficulties in managing childcare or after-school care arrangements prevented women from applying for a promotion and that women reduced their working hours, and even moved jobs, to manage both the cost and the availability of childcare.

The INTO delegation to the ICTU Women's Conference 2018, held on Wednesday 13 and Thursday 14 June in Enniskillen.

The theme of the conference was 'Better Work Better Lives for Women Workers'.

Picture: Kevin Cooper, Photoline.

Death of Tom Gilmore – INTO stalwart, former president and dedicated educationalist

Tom's passing means the loss of a great INTO leader

The INTO greatly regrets the passing (on 1 August) of Tom Gilmore. Tom was a long-time friend and colleague of all involved in the INTO and our union's president in 1989/90. A source of enormous wisdom and good judgement on trade union and education issues, Tom, a native of east Galway, began his teaching career in the West in 1951.

On his move to Dublin in 1958 (where he would later become principal of Mourne Road Boys' School, Drimnagh), Tom's INTO involvement deepened. Elected to the CEC in 1966, he was re-elected annually to that body for a remarkable 25 years, up to 1991.

Tom was always a leader – at INTO branch meetings, on the CEC and at Annual Congress. His inputs were thoughtful and influential; he did not indulge in theatrics but argued logically, calmly and often forcefully. From his early years on the CEC, he negotiated on key issues for the INTO, including at the Ryan Tribunal which brought about a



Tom Gilmore chairing Annual Congress as INTO president in 1990.

common pay scale for teachers, on pensions and on the ending of the Primary Certificate examination. He was a pioneer of INTO officer training, led the INTO team on the government's Primary Education Review Body (PERB) 1988-1990, and he chaired INTO Congress 1990 in Tralee as president.

A widely-read, erudite man, Tom's

advice was highly valued by INTO members, whether on individual queries or on policy questions. In more recent years, Tom served, on INTO's nomination, as vice-chair of the NCCA (National Council for Curriculum and Assessment) and he participated actively in the RTAI (Retired Teachers' Association of Ireland). In common with the late John Coolahan, Tom attended as a guest at the 150th INTO Congress in Killarney at Easter; he remained perceptive and great company, and maintained a lively interest in the welfare of teachers and of the INTO.

Is cúis mhór brón dúinn bás Tom, fear uasal a thug an-shampla dúinn mar mhúinteoir agus mar ceardchummanach.

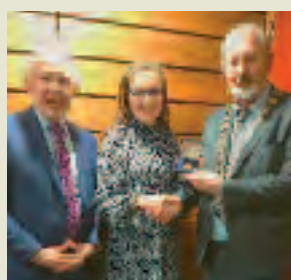
Members who knew Tom will join in mourning his passing and in offering our sincere sympathy, and our gratitude for Tom's service to INTO, most particularly to Tom's wife Annette and to their sons Chris and Andrew.



Tom Gilmore (back row, fifth from left) with the current and some former INTO presidents at Annual Congress 2018.

Vere Foster medal winner

Rachel Murphy, PMEd, Maynooth University, was awarded a Vere Foster Medal at an awards ceremony in Maynooth University. Pictured are: Seamie O'Neill, School of Education, Froebel Department of Primary and Early Childhood Education, Maynooth; Rachel Murphy and Joe Killeen, INTO President, who presented the medal. The Vere Foster medal is generally awarded by the INTO to the student obtaining the highest mark in teaching practice and/or curriculum areas of education.



INTO Education Committee meet



The Education Committee (EDC) advises the CEC on educational and professional matters. The committee considers and progresses education issues such as curriculum and assessment, special education, social inclusion, early years education, Gaeilge, teacher education and school evaluation. Currently the committee are preparing for the INTO Consultative Conference on Education which will take place on 16 and 17 November 2018. The committee are pictured at a recent meeting in Head Office.

INTO Learning



INTO Summer Programme

The INTO Learning team had a busy summer managing the INTO Summer Programme. We would like to thank members who

participated in our wide range of summer courses.

Thanks also to our members who worked with us to design and tutor on our courses.

Special education teacher autumn support course



INTO Learning are offering a short two-module course aimed at teachers new to the role of special education teacher. This course will commence on **Wednesday 19 September** with registration opening Monday 10 September.

Module 1 will explore the special education support system and how supports are allocated under it. It also explores how children learn, particularly the influence of pupils' learning styles and their multiple intelligences.

Module 2 will explore the details of putting supports in place including using the NEPS Continuum of Support, the role of testing, drawing up support plans and reviewing your special education policy.

The course will run up to mid-term with support from an e-tutor and will then remain online and accessible for reference until the Christmas holidays. A pdf of both modules will be made available for downloading and future reference.

The course builds on last year's module on transitioning to the new

model for special education. Comments from some of last year's participants included:

"I enjoyed the course and have found it most useful. The forum was also most useful to hear what other schools do and share ideas. Many thanks."

"An excellent course, very clearly and concisely delivered with excellent resources that really helped us to pin down our own practice and develop suitable policy."

"Lots of excellent information and the help with formulating a new policy based on the GAM model is very useful. The course clarified lots of questions I had. Also, having downloadable material was excellent as the notes will be useful to look back on as we engage with the process throughout the school year."

The course costs €30.



Alison Gilliland, Senior Official, INTO Learning, presents Máire Sheehy with an INTO vase at the close of the summer course Cumarsáid, Comhlúadar agus Craic in Dún Chaoin, Co Kerry. The vase was presented as an acknowledgement of the significant contribution made to the course by Máire's husband, Danny, who tragically died when his naomhóg capsized off the Iberian coast last year

Staff reps support course

Are you a new or an existing staff rep? INTO provides you with a free online course to support in your role. This course consists of four modules:

1. Role of INTO Staff Representative.
 2. INTO structures and Communications.
 3. Teacher Employment Terms and Conditions.
 4. Managing Workplace Relationships.
- On completion of this course, you will be able to avail of a reduced fee online INTO summer course next year.

How to register

INTO Learning will send all staff reps an email communication with an enrolment key to access this course in late September – please ensure you are identifiable as a staff rep on the INTO Membership Database.

The course will commence **Monday 1 October** with Module 1.

For further details see www.into.ie/ROI/INTOLearningandTraining/StaffReprepresentativesCourse/ or contact tut@into.ie.

Congratulations to our new district development officers

District development officers (DDCs) were appointed to each district in June. The role of the DDC is to support branch officers to organise events at local level, to support staff reps and new

members and to support branch member engagement. The DDCs will attend a dedicated training event to support them in their role on Thursday 20 September in Sligo. The DDCs are:

- ✦ District 3: Holly Friel
- ✦ District 4: Colin Syron
- ✦ District 5: Martina Redden
- ✦ District 6: Tomás O'Reilly
- ✦ District 7: Aileen Lynch
- ✦ District 8: Kathy McHugh
- ✦ District 9: John Paul O'Keefe

- ✦ District 10: Hazel O'Connor
- ✦ District 11: Veronica Crowley
- ✦ District 12: Orla Ring
- ✦ District 13: Catherine O'Shea
- ✦ District 14: Jana Lyons
- ✦ District 15: Alison Hayes
- ✦ District 16: Hugh Cronin

Principals' Seminar Programme

2018/2019

Practical and effective support for school leaders

The INTO is continuing its programme of principals' seminars for the 2018/19 school year.

The union is committed to providing up-to-date, practical

and relevant information and assistance. The topics, this year, will span a full range of issues from legal to conditions and terms of employment, curriculum and professional matters.

TOPICS*

- Education (Admission to Schools) Act 2018.
- GDPR.
- Relevant case law for schools.
- Complaints and disciplinary procedures.
- Appointment procedures, governance manual, CIDs and contracts.
- Conditions of employment update.
- Occupational health and sick leave.
- Salary and pension.
- Curriculum, assessment and special education.
- Current professional challenges.

*Please note: Topics may vary depending on seminar.

VENUES AND DATES

Bookable from September 2018

Claregalway, Co Galway:	Claregalway Hotel	10 October 2018
Carrick-on-Shannon, Co Leitrim:	Landmark Hotel	24 October 2018
Gormanstown, Co Meath:	City North Hotel	22 November 2018

Bookable from January 2019

Douglas, Co Cork:	Rochestown Park Hotel	6 February 2019
Tullamore, Co Offaly:	Tullamore Court Hotel	27 February 2019
Tralee, Co Kerry:	The Rose Hotel	13 March 2019
Glen of the Downs, Co Wicklow:	Glenview Hotel	3 April 2019
Wexford Town:	Clayton White's Hotel	16 May 2019

Any further queries email:
principalsseminars@into.ie

SEMINAR BOOKING INFORMATION

- DES authorised day release for principals to attend but, unfortunately, substitute cover is not allowed.
- Seminars are free – subject to a fully refundable booking deposit of €40. Those who do not attend or who do

not cancel within 48 hours will not be refunded.

- Places allocated on a first come, first served basis.
- Applications online using debit/credit card. Check the INTO website for further details.

TIMETABLE

Each seminar commences at 9.30 a.m. and concludes at 3 p.m.

There is a morning tea/coffee break and dinner at 1 p.m. approx.





INTO Advice

(INTO advice for members on issues of importance)

Family leave for teachers

Family Leave	Purpose	Paid	Maximum period	Sub cover	Full details
Family Illness (including Force Majeure)	Urgent tending to a family member who is ill, including accompanying to hospital	Yes	5 school days in a school year (for 'immediate' family). 3 school days for near relative	Yes, no sub cover for first day	Circular 32/07 – Section 1 and Appendix A
Family Bereavement	Related to bereavement and/or attendance at ceremonies	Yes	5 consecutive days or 3 consecutive days (5 days for 'immediate' family)	Yes	Circular 32/07 – Section 1 and Appendix A
Marriage Leave	Teacher's own wedding and days following (if school due to be open)	Yes	7 consecutive days (from date of marriage)	No	Circular 32/07 – Section 3
Graduation/Commissioning Reception/Other's Marriage Leave	Immediate family member graduating, entering Garda/Defence Forces, entering religious order, near relative marrying	Yes	1 school day	No	Circular 32/07 – Section 3
Court Leave – Family Law	Court proceedings re legal separation	Yes	1 school day	No	Circular 32/07 – Section 3
Maternity Leave	Birth and early care	Yes	26 consecutive weeks (and option of additional unpaid leave)	Yes	*Chapter 4 – Terms and Conditions of Employment
Adoptive Leave	To allow adopting teacher a period with placement of adopted child	Yes	24 consecutive weeks (and option of additional unpaid leave)	Yes	*Chapter 6 – Terms and Conditions of Employment
Paternity Leave	Caring responsibilities soon after the birth or placement of a child	Yes	2 consecutive weeks within 6 months of birth/placement	Yes	*Chapter 5 – Terms and Conditions of Employment
Parental Leave	Care of children under 13	No	18 weeks per child	Yes	*Chapter 7 – Terms and Conditions of Employment
Other Leave related to Parenthood	Health and safety leave during pregnancy, antenatal classes, time for breast-feeding etc	Yes	Variable – e.g. max 1 hour per day (within 26 weeks of birth) for breast-feeding	Generally yes	Circulars 32/07 and *Chapter 4 covers limited breast-feeding provisions
Carer's Leave	Care for person medically certified as in need of care	No	104 weeks (in respect of 1 'relevant person')	Yes	Chapter 10*, Carer's Leave Act 2001 amended by Social Welfare & Pensions Act 2006 (Schedule 9), Circular 32/07 – Section 2.
Job-Sharing	Work flexibility for family or other reasons	Half Pay	Unspecified	Fixed-term teacher appointed	*Chapter 9 – Terms and Conditions of Employment
Extra Personal Vacation	Family or other reasons	Yes	5 school days, but linked to length of approved course attended	No	Circular 32/07 – Section 3
Career Break	Break from normal duties for purpose of caring, study, travel etc.	No	10 school years, max of 5 years consecutively	Fixed-term teacher appointed	*Chapter 8 – Terms and Conditions of Employment
Unpaid Leave	Compelling obligation requiring leave	No	10 school days in one school year	Yes	*Chapter 11 – Terms and Conditions of Employment

Notes

- The table above is a summary of leave entitlements only. It is correct at the time of going to print, September 2018, but the relevant circulars or chapters from the *Terms and Conditions of Employment for Registered Teachers* web-book should be consulted for more information and updates.
- The definitions of 'immediate family' and 'near relatives' are not consistent across leave categories. Members are advised to check the relevant circular when requesting leave.
- Unpaid leave, and some categories of paid leave, will generally be granted subject to board of management or Department of Education and Skills approval.
- Authorised unpaid leave will not be considered a break in service and the teacher will resume service on the same terms and conditions.
- Approval may be given for other brief absences.

What's what and where to

A quick guide for new teachers

Join INTO

Joining the INTO means you are part of Ireland's largest and longest-established teachers' union, representing over 44,000 teachers across the island. Visit join.into.ie/index.php?region=ROI.

If you have any queries regarding membership please email rbowes@into.ie or ccunningham@into.ie



The INTO has published an information booklet to assist new members in their first year of teaching.

A copy can be found in your new member's pack which is posted to members after they join INTO. The booklet contains INTO information, tips and strategies for newly qualified teachers. It is also available on the INTO website.

Data protection

The INTO is committed to processing all personal information from members in accordance with the General Data Protection Regulation (EU) (2016/679), Irish Data Protection Laws and any other relevant data protection laws and codes of conduct.

View the INTO data privacy policy at www.into.ie/ROI/StyleAssets/Statements/DataPrivacyPolicy

Subscription

The INTO membership subscription is deducted directly from salary in the case of teachers who are on the DES or ETB payrolls.

Following a decision of INTO Congress 2018, subscriptions from 2019 will no longer be at a flat rate but will be calculated as a percentage of salary. This will reduce the rate of subscription for teachers on the earlier points of the payscale. From January 2019, the INTO subscription will be 0.75% of salary. For a full-time teacher on point 1 of the scale, for example, subscription per fortnight will fall from the current €13.35 to below €10.50.

Each teacher joining the INTO for the first time receives three months' free membership.

Find information on probation, induction and Droichead on the INTO website

For queries in relation to:

Teaching Council registration: website: www.teachingcouncil.ie or email info@teachingcouncil.ie

Induction: website: www.teacherinduction.ie or email info@teacherinduction.ie

Probation: email probation@lec.ie and include your Teaching Council number in your email.

Droichead: website: www.teachingcouncil.ie or email info@teachingcouncil.ie

Advice, support and legal backing

Handling thousands of queries and requests for support, the INTO deals with the Department of Education and Skills, the Teaching Council and Management, providing legal advice/support as necessary.

The INTO has a strong reputation for representing members and has secured agreements about handling complaints, combating bullying and promoting positive workplaces – plus, for NQTs, an easing of probation conditions.

Check the INTO online calendar on our website for branch meetings and other INTO events and conferences.

Salary

Information on your salary is available at www.into.ie/ROI.

Have a question? Need information?

- ✎ Check out the INTO website at www.into.ie/ROI
- ✎ Call our Queryline on: 01 8047700 or 1850 708 708
- ✎ Talk to your staff representative
- ✎ Subscribe to the INTO newsletter at into.newsweaver.ie
- ✎ Follow INTO on social media
- ✎ Email: info@into.ie
- ✎ Contact your district representative (contact details in your member's diary)

find information...

Seeking substitute work?

Register on INTO SubSearch at subsearch.into.ie INTO Subsearch helps teachers find substitute work. You can register your profile and availability on the site. The INTO is committed to supporting and facilitating opportunities for teachers and, in particular, teachers struggling to gain valuable experience in the classroom which will ultimately increase their chances of full-time employment.



Teacher contracts

Make sure you receive written information on the terms and conditions of your job.

Permanent posts

When a teacher accepts a permanent appointment in a primary school, the teacher thereby enters a contract with her/his future employer, the board of management of the school concerned. A letter of appointment and/or acceptance of the post may form part of this contract.

The contract is confirmed by the signing of a Form of Agreement. Before signing such a form a teacher should read it and note its terms. The teacher should be given a signed copy of the form.

If any dispute arises concerning the terms of the contract during a teacher's career, s/he should immediately contact their CEC district representative or INTO Head Office.

Fixed-term (temporary) teachers

In many cases, boards of management require fixed-term teachers to sign contracts if the board proposes to employ the teacher for one year or longer. Fixed-term teachers who have any reservations about signing a contract should immediately contact INTO Head Office or their local district representative.

Contract of indefinite duration

When a fixed-term employee is employed by his/her employer on two or more continuous fixed-term contracts and the aggregate duration of an employee's continuous fixed-term contracts exceeds two years, that employee shall be deemed to be employed under a contract of indefinite duration (CID). To gain a CID the teacher must have been employed by the same employer for over two years. For details of all the terms and conditions related to CIDs see Circular 0023/2015.

Get involved

Ending pay inequality for new entrant teachers is a priority for the INTO. Compared with where the inequalities started out, we have made significant progress, but more is needed.

It continues to be our number one demand of the present government. Progress updates are available on our website and social media accounts.



Interested in a training course?

Visit the INTO Learning section of www.into.ie/ROI for information on courses.



Have a problem?

The INTO is here to advise and support members in any way we can. The Members' Queryline operates from 9 a.m. – 5 p.m. Monday to Friday.

Please have your INTO membership number to hand when you call.

Your call will be logged and a member of staff with the relevant expertise will call you back.



Have your voice heard

The INTO, from the ground up, organises on democratic principles. Annual Congress is the governing body. Your branch meeting is your key point of contact with this Organisation. The INTO ballots members on major decisions, holds elections to key roles and runs a range of consultative events: e.g. Youth Conference, Principals'/Deputy Principals' Conference, Equality Conference and Education Conference.



Stay connected

Keep up-to-date with INTO and education news through the INTO website, e-newsletter and social media accounts.

Web: www.into.ie/ROI

E-newsletter: into.newsweaver.ie

Facebook: [INTOnews](https://www.facebook.com/INTOnews)

Twitter: [@INTOnews](https://twitter.com/INTOnews)



General data protection regulation



INTO question and answer guide

“Everyone has the right to the protection of personal data” – European Commission
The General Data Protection Regulation (GDPR) came into force from 25 May 2018. The new law, which seeks to make the EU ‘fit for the digital age’, governs how we all must collect and process the personal information we hold. The INTO’s legal team provides you with this timely update as you return to school.

1 What is GDPR?

General Data Protection Regulation (GDPR) is an EU-wide piece of legislation which replaces the Data Protection Acts 1988-2003. There are a number of new provisions in GDPR that were not previously in the Data Protection Acts 1988-2003, however, 80% of GDPR mirrors the provisions in the previous legislation. GDPR enhances the individual’s data privacy and data rights and builds on the obligations and responsibilities of data controllers.

Prior to the commencement of GDPR, EU Member States had the opportunity to legislate for GDPR at a national level. Whilst GDPR is the law and supercedes any national legislation, Ireland’s Data Protection Act 2018 applies elements of GDPR in certain, specific ways in the Irish legal context.

2 When did GDPR commence?

GDPR commenced across EU Member States, including Ireland, on 25 May 2018. Since that date, GDPR is the law in all EU Member States, including Ireland.

3 Who does GDPR affect?

GDPR affects all data subjects. An individual under GDPR is known as the ‘data subject’; that is, they are the subject

of the data collected about them by the organisation. In schools, a data subject is a pupil; a parent/guardian; a teacher; a school secretary; any employee of the school. All data subjects had certain rights protected under the previous data protection legislation. GDPR enhances and builds on these rights.

4 What are GDPR principles?

Schools shall be responsible for, and must be able to, demonstrate compliance with GDPR principles. The principles are:

- Fair, transparent and lawful processing: the data subject should know the type of data collected and the reason the school collects that data.
- Purpose limitation: schools should only collect data for a specific purpose and keep only for as long as necessary.
- Minimisation of processing: schools must only process data that is needed to achieve its processing purpose.
- Data accuracy: schools must take every reasonable step to ensure the data they process is accurate and complete.
- Storage limitation: schools should hold data in a form that identifies a data subject for as short a time as possible.
- Integrity and confidentiality: schools must process data securely to safeguard against unauthorised/

unlawful processing, accidental loss, destruction or damage.

5 What are data subject rights?

Data protection legislation/GDPR, sets out the rights of data subjects including:

- The right of access:
 - Accessing one’s own data can be done via a Subject Access Request (SAR). This means that a data subject can request a copy of all his/her data (or their own child) free of charge and this must be provided within 30 calendar days.
- The right to rectification:
 - This right means that a data subject can ask the data controller to rectify the data the controller holds e.g. if a data subject’s phone number changes.
- The right to be forgotten/right to erasure:
 - This means that a data subject can apply to a data controller to erase all the data which the controller holds on that data subject. This is not an absolute right and is qualified in certain circumstances e.g. where data is being held for a statutory purpose or in line with legislation, for example, the rollbook/rolla.
- The right to restrict processing:
 - This means that, in certain circumstances, a data subject can apply to a data controller to restrict the processing of his/her data.

- The right to data portability:
– *Data portability, in simple terms, means that a data subject can apply to have all of his/her data held with one data controller copied and passed to a new data controller.*
- The right to object to certain processing:
– *Save for compelling legitimate reasons, this right means that a data subject can object to the processing of his/her data based on his/her particular situation or state of mind.*

6 What is personal data?

Personal data is any information relating to an identified or identifiable living person ('data subject'). An identifiable living person is one who can be identified, directly or indirectly, e.g. by reference to a name, an identification number, location, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that living person/data subject.

7 What are special categories of personal data?

Special categories of personal data have additional legal responsibilities, which you should discuss with the board of management, and they include:

- race;
- ethnic origin;
- politics;
- religion;
- trade union membership;
- genetics;
- biometrics (where used for ID purposes);
- health;
- sex life; or
- sexual orientation.

8 Why do we collect data? Are we entitled to collect data?

Yes, schools are entitled to collect personal data about pupils through the enrolment process and/or through expressions of interest in relation to enrolment. This is legitimate for the purposes of providing education services to pupils. Additional information may be collected from third parties, including former schools and through school activities and interaction(s) during the course of the pupil's time at school.

Schools also collect personal data about parents and guardians through the enrolment process or expressions of interest for enrolment. Additional personal data may be collected through interactions during the course of the pupil's time at school.

In addition, schools are also places of employment and so personal data is

collected by the school in relation to all employees, including teachers, prior to and during the course of their employment at the school.

9 What is data processing?

Processing is the legal term used to describe various acts including the collection, recording, organisation, structuring, storage, alteration, use of, retrieval, disclosure or transmission of information/data.

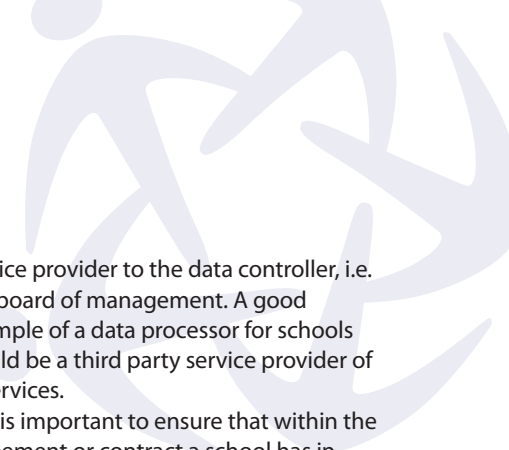
10 What are processing grounds?

A processing ground is the legal reason for which data is collected, processed and retained – in other words, the legal reason why we are allowed to collect, process and retain certain data. Schools collect and process personal data about teachers, other employees, volunteers, pupils, parents/guardians for a variety of legitimate purposes and are entitled to rely on a number of legal grounds to do so. Schools require this data to perform the duties and responsibilities of the school and to comply with legal and statutory obligations.

In addition, schools require this personal data to pursue the legitimate interests of the school and any dealings it may have with relevant third parties, for example, the Department of Education and Skills. The legitimate interests upon which schools rely are the effective operation and management of the school, managing the education and welfare needs of pupils; the employment of teachers and other members of staff; the management of volunteers and other approved school-related matters. Schools, generally but not exclusively, process personal data on the basis of the following lawful purposes:

Schools are entitled to collect personal data about pupils through the enrolment process and/or through expressions of interest in relation to enrolment





a. Legal obligation

Schools process personal data to comply with legal and statutory obligations, including but not limited to, those under the Education Act 1998 (as Amended), the Education (Welfare) Act 2000, the Employment Equality Acts 1998-205, the Education for Persons with Special Needs (EPSEN) Act 2004, the Health Act 1947, the Children First Act 2015, the Child Protection Procedures for Primary and Post-Primary Schools 2017, the Teaching Council Acts 2001-2015 and Safety Health and Welfare at Work legislation.

b. Legitimate interests

Schools may also process personal data in order to:

- enable pupils to develop to their full potential and meet the educational, social, physical and emotional requirements;
- employ members of staff;
- enable parents/guardians to be contacted in the case of emergency, school closures;
- inform parents/guardians of their child's educational progress;
- secure and benefit from the support and services of relevant third parties.

Further information about the lawful processing conditions of personal data is contained in Article 6 of GDPR.

11 What is consent?

The processing of some pupils' personal data requires consent. For example, the school needs to be sure that parents have consented to allowing photographs of their child to be taken by the school, which may be displayed on the school's website or on social media platforms or in the print media. Consent can be withdrawn at any time by contacting the school.

Please note: consent regarding data under GDPR is different to consent received from parents for the purposes of allowing their child attend, for example, a school trip/tour. That type of consent must still be sought in the usual way by the school, in line with advice from the school patron and/or insurer(s).

12 What is a data controller?

A data controller determines what data the organisation/school needs to collect,

In schools, it is advisable to create a culture of awareness and support about GDPR and data privacy

why that data is needed, how it will be collected, how it will be stored and for how long. The data controller in schools is the board of management.

Data controllers are required to store data which they process confidentially and securely. If a security or data breach arises, a data controller, by law, must report the breach to the Data Commissioner within 72 hours. This is not optional, but a legal requirement.

In schools, it is advisable to create a culture of awareness and support about GDPR and data privacy. It is vital that all colleagues feel that they can immediately report to the principal/management if they are concerned that they may have inadvertently caused a data breach at the earliest opportunity. The concern can then be reported to the Data Commissioner.

GDPR compliance at school involves looking at – or auditing – the data that is collected in the school. In other words, what data is collected by the school, how and why it is collected, retained, updated, stored, and/or accessed in respect of pupils, employees and third parties.

It is vital to foster a conversation about data privacy awareness among staff. Whilst there is an onus on the board of management as data controller, there is an onus on all individuals who handle the data of others to be prudent in that regard. Having a discussion about the types of data processed in the school and the importance of reporting any breach in a prompt manner in a supportive culture is advised. This may involve a discussion amongst staff around the need to make some changes in how the school processes (collects, retains, stores and interacts with) the data collected.

13 What is a data processor?

A data processor processes data on behalf of the data controller, for example, a

service provider to the data controller, i.e. the board of management. A good example of a data processor for schools would be a third party service provider of IT services.

It is important to ensure that within the agreement or contract a school has in place between the data controller (board of management) and a third party service provider that the following is clarified:

- a. The personal data are processed only on documented instructions from the controller, including with regard to transfers of personal data to a third country or an international organisation.
- b. The confidentiality and security of the data being processed is ensured by the third party service provider.
- c. The third party service provider gives an undertaking to the data controller that they respect and are compliant with the data subjects' rights.
- d. The third party service provider can engage subcontractors with the data controller's approval.
- e. Where necessary/appropriate, that the third party service provider will delete or return the data to the data controller at the end of the provision of services arrangement unless European Union or Member State law requires the continued storage of that data.
- f. The processor makes available to the controller all information necessary to demonstrate compliance with the obligations under European Union or Member State law.

Regarding the engagement of third party data processors/service providers by a board of management, members are advised to continue to consult with their relevant school patron for advice.

14 What is data retention?

Data retention means holding on to data relating to a data subject. A school should only retain personal data for as long as it is necessary to fulfil the purposes the information was collected for, including any legal, accounting or reporting requirements. Some data is required, by the State, to be retained indefinitely, because of legal requirements, e.g. rollbook data. The retention period(s) of other types of data collected by the school is a matter for each individual board of management to decide. Members are advised to continue to consult with their relevant school patron



A school should only retain personal data for as long as it is necessary to fulfil the purposes the information was collected for

and school insurers for advice in this regard.

15 Does my school need a Data Protection Policy?

Yes, all organisations that process data require a data protection policy. If your school already has a data protection policy, that's great. However, you should check to make sure that the legislation referred to in the policy is GDPR and the Data Protection Act 2018, and not the previous legislation. If GDPR and the Data Protection Act 2018 is not reflected in your school Data Protection Policy, the policy will need to be reviewed. It is anticipated that most schools will need to update their Data Protection Policy and, in this regard, please refer to the INTO website where further advice and resources are available.

Some key elements of your school's Data Protection Policy should include:

- The purpose of the policy.
- The data controller's commitment to data protection principles/rights under GDPR and the Data Protection Act, 2018.
- The name of the data controller (i.e. the BOM).
- The lawful basis of the processing of data.
- Details of when consent is required and that it can be withdrawn.
- The categories/types of pupil data collected, processed, retained, shared by the school.

- The categories/types of BOM data processed, retained, shared by the school.
- Data security measures taken.
- CCTV, including purpose and use of CCTV data in the school.
- Rights of data subjects and how to access them.
- Contact details for the Data Protection Commission.
- All other policies which may interlink: e.g. Child Protection Policy; Anti-Bullying Policy; Code of Behaviour/ Discipline; CCTV Policy; ICT Policy; Acceptable Use Policy; SPHE Policy etc.

16 What is a Subject Access Request?

A Subject Access Request (or SAR) is exactly the same as a Data Access Request, in that a data subject can apply to a data controller to be given a copy of any information on record relating to the data subject, which is kept on computer or in a structured manual filing system operated by the data controller.

In schools, teachers can make a SAR to the data controller, board of management as their employer, in relation to their own data only. Parents/guardians can make a SAR to the data controller, board of management, on behalf of their own child.

Under GDPR, a SAR can be done by writing to the data controller/board of management requesting copy of the personal data held in relation to the data subject. A SAR must be complied with within 30 calendar days, whether it arises

during a school closure or not. Failure to comply within this timeframe may be reported to the Data Commissioner. Crucially, GDPR provides that copy of the data is provided to the data subject free of charge.

17 Does my school use CCTV?

If your school uses CCTV, data subjects should be informed through visible and clearly legible notices inside and outside the school. While it is a good idea to have a CCTV policy, at the very least, use of CCTV in the school must be noted within the school Data Protection Policy. In addition, please note that it is advisable to specify the basis – or purpose for the use of CCTV. Is it for security purposes only? Is it for health and safety purposes also? Whatever the purpose, it must be specified in your policy.

Please note that if CCTV is used for health and safety purposes – i.e. for investigations into bullying etc, data subjects would be entitled to seek a copy of a recording should they wish to. Should any SAR be made in relation to CCTV, please note that, before release, the recording must be redacted/pixelated so that the only visible person is the relevant data subject. Pixelation is a process which may incur fees, so it is a good idea to have a discussion about this with the board of management. In addition, it is a good idea to note the duration period of a CCTV recording in the school policy – i.e. whether it lasts for 25/28/30 days etc., before restarting.

18 Does my school need an Acceptable Use Policy?

In May, 2018, the Department of Education and Skills issued Circular 38/2018. The circular advises that schools consult “with their school community, including teachers, students and parents regarding the use of smart phones, tablets and video recording devices with a view to developing a whole-school policy for their use or updating an existing one”. Such a policy could assist in devising the parameters of use of technology in all aspects of engagement between teachers, pupils, parents and other members of school staff. See: www.education.ie/en/Circulars-and-Forms/Active-Circulars/clo038_2018.pdf

19 What is a website privacy notice?

If your school website collects, processes and retains personal data, you need a privacy policy that informs users about this. The purpose of the privacy notice is to inform the users of your website about how their data is collected, processed and retained (if it is retained). This will differ from school to school, depending on the nature and construction of the school website. Schools can verify with the relevant service provider whether the school website collects, processes and retains personal data.

20 What is a data breach?

A data breach is where, accidentally, inadvertently or unlawfully, personal data are destroyed, lost, disclosed or accessed, transmitted, stored or otherwise processed. Schools, as data controllers, are required to store data which they process confidentially and securely. If a data breach does happen or you have concern that it may have happened, you must report your concern to your principal/the board of management immediately. The relevant data subject must also be informed. The reason for the immediate requirement of reporting is that the data controller, by law, must report the breach to the Data Commissioner within 72 hours. This timeframe is not optional, but a legal requirement.

Contact information

The Data Protection Commission: dataprotection.ie/docs/GDPR-Overview/m/1718.htm

If GDPR and the Data Protection Act 2018 is not reflected in your school Data Protection Policy, the policy will need to be reviewed.

Email: breaches@dataprotection.ie
Tel: +353 (0761) 104 800 |
LoCall: 1890 25 22 31
Fax: +353 57 868 4757
General queries to the Data Protection Commission can also be emailed to info@dataprotection.ie.

21 What is a joint controller?

Where two or more controllers jointly determine the purposes and means of processing, they shall be joint controllers.

22 Do schools require a Data Protection Officer (DPO)?

Currently, schools are not required to appoint a DPO, except in the case of education and training board (ETB) schools. The creation of a DPO role creates specific legal obligations on the Data Controller, including the provision of relevant training and specific resources. In this regard, it is advised that schools do not create a DPO role, unless further directed.

23 Fines, data breaches, liability and compensation

Under GDPR, fines for data breaches can be imposed by the Data Commissioner. In certain circumstances, where a data subject's rights have been breached, a data subject can seek to claim compensation. Such circumstances will be context/case specific. For the most part, the spirit of the legislation suggests

that large fines will only be applied to large companies and corporations.

24 INTO supports/ resources/templates

- The INTO released a Data Privacy Statement for schools on 25 May, 2018 – ‘GDPR Day’. This Data Privacy Statement is an amendable Word document which sets out the various key considerations for the collection of pupil data in schools www.into.ie/ROI/NewsEvents/LatestNews
NB: All template documents must be approved by the school board of management prior to use/circulation.
- INTO website – Further downloadable and other resources are available.
- INTO Principals’ Seminars Series 2018/19.
- The school management bodies have created a website which informs schools about GDPR in the school context gdpr4schools.ie.
- The Data Protection Commission has a website which informs citizens about GDPR and rights and obligations arising under GDPR gdprandyou.ie/

25 Can I contact the INTO if I have a further query about any of these matters?

Of course, members are most welcome to raise any further queries with the INTO by telephone or email.

Tel: +353 1 804 7700

LoCall: 1850 708 708

Email: info@into.ie and ensure you include your INTO membership number or teacher number in any correspondence.

The INTO has taken every care to ensure the accuracy of the content of this guide. However, it not intended as exhaustive information or legal advice. It is important for each school's board of management to ratify its own policy and procedure in line with GDPR, taking any advice as required.

Summary Points for Schools

1

GDPR affects all data subjects. An individual under GDPR is known as the 'data subject'; that is, they are the subject of the data collected about them by the organisation. In schools, a data subject is a pupil; a parent/guardian; a teacher; a school secretary – any employee of the school.

2

Under data protection legislation/ GDPR, when an individual gives their data to an organisation or a body, there is a legal obligation on that organisation or individual to keep that data safe, secure and private/confidential, in line with the data subject's rights.

3

Schools collect and process personal data about teachers, other employees, volunteers, pupils, parents/guardians for a variety of legitimate purposes and are entitled to rely on a number of legal grounds to do so. Schools require this data to perform the duties and responsibilities of the school and to comply with legal and statutory obligations.

4

Schools are entitled to collect personal information about pupils through the enrolment process and/or through expressions of interest in relation to enrolment. This is legitimate for the purposes of providing education services to pupils.

5

Personal data is any information relating to an identified or identifiable living person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly.

6

Schools are also places of employment and so personal data is collected by the school in relation to all employees, including teachers, prior to and during the course of, their employment at the school.

7

Processing is the legal term used to describe various acts including – the collection, recording, organisation, structuring, storage, alteration, use of, retrieval, disclosure or transmission of information/data.

8

The legitimate interests upon which schools rely are the effective operation and management of the school, managing the education and welfare needs of pupils; the employment of teachers and other members of staff; the management of volunteers and other approved school-related matters.

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It is vital to foster a conversation about data privacy awareness among staff. Whilst there is an onus on the board of management as data controller, there is an onus on all individuals who handle the data of others to be prudent in that regard.

10

The processing of some pupils' personal data requires consent. For example, the school needs to be sure that parents have consented to allowing photographs of their child to be taken by the school, which may be displayed on the school's website or on social media platforms or in the print media. Consent can be withdrawn at any time by contacting the school.

11

A data controller determines what data the organisation/school needs to collect, why that data is needed, how it will be collected, how it will be stored and for how long. The data controller in schools is the board of management.

12

In schools, it is advisable to create a culture of awareness and support about GDPR and data privacy. It is vital that all colleagues feel that they can immediately report to the principal/management if they are concerned that they may have inadvertently caused a data breach at the earliest opportunity. The concern can then be reported to the Data Commissioner.

13

If a security or data breach arises, a data controller, by law, must report the breach to the Data Commissioner within 72 hours. This is not optional, but a legal requirement.

GDPR

14

Schools should review the types of data collected, processed and stored by your school as this will inform its Data Protection Policy. The school can identify, perhaps as a whole staff exercise, the types of data collected and processed by the school by doing a data audit.

17

A Subject Access Request (or SAR) is exactly the same as a Data Access Request, in that a data subject can apply to a data controller to be given a copy of any information on record relating to the data subject, which is kept on computer or in a structured manual filing system operated by the data controller.

20

If your school uses CCTV it is a good idea to have a CCTV policy. Data subjects should be informed of the use of CCTV through legible notices.

21

If your school website collects, processes and retains personal data, you need a privacy policy that informs users about this.

22

Currently, schools are not required to appoint a DPO, save for ETB schools.

23

The INTO released a Data Privacy Statement for schools on 25 May, 2018 – 'GDPR Day'. This Data Privacy Statement is an amendable Word document which sets out the various key considerations for the collection of pupil data in schools. See the INTO website.

24

INTO members are most welcome to raise any further queries with INTO by telephone or email.

Tel: +353 1 804 7700

LoCall: 1850 708 708

Email: info@into.ie

and ensure you include your INTO membership number or teacher number in any correspondence.

15

In May, 2018, the Department of Education and Skills issued Circular 38/2018. The circular advises that schools consult *"with their school community, including teachers, students and parents regarding the use of smart phones, tablets and video recording devices with a view to developing a whole-school policy for their use or updating an existing one"*.

18

A SAR must be complied with within 30 calendar days, whether it arises during a school closure or not.

19

A school should only retain personal information for as long as it is necessary to fulfil the purposes for which the information was collected. Some data is required, by the State, to be retained indefinitely, because of legal requirements e.g. rollbook data. The retention period(s) of other types of data collected by the school, is a matter for each individual board of management to decide.

16

If GDPR and the Data Protection Act 2018 is not reflected in your school Data Protection Policy, the policy will need to be reviewed. It is anticipated that most schools will need to update their Data Protection Policy and, in this regard, please refer to the INTO website where further advice and resources will be available from September.

GDPR checklist for schools



- Has your school a Data Protection Policy?
- Is the school's Data Protection Policy in line with GDPR?
- Has the school reviewed your school's practice in processing data?
- What type of data does your school collect?
- Why is the school holding data?
- How did the school obtain it?
- For what purpose did the school originally gather data?
- Does the school check data for accuracy?
- How long will the data be retained by the school?
- How secure are the data?
- Does the school ever share data with third parties?
- What is the basis for the school sharing data?
- Is there a clear procedure to follow in the event of a data breach?
- Is there a clear procedure for responding to Subject Access Requests?
- Is there a process for data subjects to invoke other GDPR rights?
- What steps has the school taken to familiarise staff with GDPR principles and its Data Protection Policy?
- Where is your school's Data Protection Policy displayed or available?

Retirements

Pictures from branch and district functions to honour retiring members



Cork City South West

Members of Cork City South West at a recent retirement function. Back (left to right): Rose O'Regan; Eoin O'Callaghan; Eleanor Condon; Emir Kelliher, Branch Secretary; Anne Murphy; John O'Hea; Jerry Coakley, Branch Organiser; John Fahy; Pat Barry; Jack Durcan and Willie Murphy. Front row: Martin Shiel; Siobhan Allen; Maureen Peters; Kathleen Flynn; Leo Lowney; Mary Healy; Angela McGrath and TJ Coakley. Pic: Mike English.



Kilkenny

Officers and members of Kilkenny City Branch at a recent retirement function. Included in the picture (from left): Maire Gannon, St Canice's Co-Ed; Eileen Moran, Presentation PS; Joe McKeown, CEC; Cait Doyle, Thomastown NS; Mary Grace Neary, St John's Senior School; Marie Manning, Branch Chairperson; Liz Davin-Reade, Organiser; John Cooney, St John's Senior School and Margaret Riordan, Presentation PS. Pic: Tom Brett



Bandon

Back row: John Lordan, Branch Secretary; John Driscoll, CEC; John Boyle, INTO President 2017/18; Anne O'Donoghue, Branch Chairperson; Bob Allen, BFC. Front row: Donie Keane, Bishop Galvin Central School, Newcestown; Anne Fenton, Scoil Bhride Crossmahon; Anne Twomey, Scoil Phadraig Noafa, Bandon; Kathleen McCarthy, Scoil Mhuire Lourdes, Carrigaline; Pearl Deane, Bandonbridge NS.



Galway

Front row left to right: Paddy Forde, Mervue BNS; Olive Dilleen, Maria McLoughlin, Scoil Róis; Joe Killeen, INTO President; Ann Hyland, Oranmore BNS; Orla MhicAogáin, Branch Secretary; Brian Hynes, iar-uachtarán. Back row left to right: Rita Conneely, Chairperson; Tommy Greally, CEC; Christine Hartnett, St Anne's Special School; Michael Gallagher, Scoil Éinde; Inez Riordan, Claddagh NS; Fintan Coughlan, St Pat's NS.

Your 2018/20 Membership Plus card is on its way ...

You will shortly be receiving your 2018/20 INTO Membership Plus card. These are being 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, check out the latest blockbuster movies, keep fit at the gym, save on your weekly grocery shop or get away for a hotel break 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 and enter fantastic competitions.

Please take time to read the information on the 'How To Use' page on the Membership Plus website. Read the

terms of each offer to ensure you receive a warm welcome at the venues.

Win a €50 gift card

Everyone who activates their 2018/20 Membership Plus Card by 31 October 2018 will enter a draw for a €50 gift card of their choice from a range of discounted gift cards.

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

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, Membership Plus will be happy to reimburse the discount.



What our members say...

"I've used my Membership Plus card a lot and continue to use it. I saved hundreds of Euro on my last holiday with Eurocamp and Irish Ferries."

"I love the feature of the app that tells you all the offers by distance. I find it handy when in shopping centres."

"Thanks, it's always nice to get a discount. You don't feel as guilty treating yourself or your friends to things you clearly don't need but do enjoy!"

"The app is great to remind you where to use the card and how much discount you receive. I have recommended others to join the union based on this perk alone!"

The brand new Membership Plus App is now available to download

Our brand new app brings over 1,500 offers to your fingertips. Search for your favourite offers or find somewhere new where you can save with your Membership Plus Card.

Find offers on the go

Whether you are out and about or relaxing at home, see what offers are close to you.

My offers

Keep track of the offers you have used or save new offers to 'My Offers' so you can come back to them again and again.

Leave reviews

Share your experience with other members.

Suggest venues

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

Free to download

Available from the App Store for the iPhone and



Google Play for compatible Android phones – simply search for 'Membership Plus'.

Membership Plus offer categories

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

Over 1,500 discounts of up to 50% ...

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.

Save over €1,000 with your Membership Plus card

	Monthly Spend	Monthly Savings	
Days Out	€52	€13	
Eating Out	€147	€29	
Home & Lifestyle	€256	€26	
Fashion	€110	€15	
Holidays & Travel	€139	€14	
Monthly Totals	€704	€97	
Yearly Savings	€1,164		



Schools providing 'beacon of hope' for homeless children

New report from Children's Rights Alliance published

Thousands of children have had their education interrupted and negatively impacted by homelessness, according to a report commissioned by the Children's Rights Alliance and carried out by Dr Geraldine Scanlon and Grainne McKenna from the DCU Institute of Education. The report, *Home Works: A Study on the Educational Needs of Children Experiencing Homelessness and Living in Emergency Accommodation*, shows:

- Children's basic needs for nutrition, adequate rest and good health are not met when they experience homelessness. The children featured in the report experienced frequent school absences attributed to poor diet, inadequate rest and poor living conditions. The parents described how infections were common, and difficult to treat and manage while living in overcrowded and confined

accommodation.

- Parents reported that school was important to their children, not only because of friendships and learning experiences, but also because of the stability and predictability it offered amid the uncertainty and stresses that accompanied their experience of homelessness.
- The majority of parents spoke positively about their children's relationship with teachers and school staff. They described how praise, authentic encouragement and access to in-school supports had assisted children during periods of transition.
- The parents and teachers surveyed repeatedly identified lack of access to a healthy diet as a factor impacting on children's school attendance and learning. Parents described challenges in providing

school lunches while living in emergency accommodation, some reported having to choose between paying for transport to school and feeding their children.

- Scarce financial resources, long journeys to and from school, significant transport costs and lack of facilities results in irritability, exhaustion, low self-esteem and feelings of social isolation amongst children experiencing homelessness. This impacts on their school attendance and results in reduced engagement and participation in school life.
- The uncertainty and displacement caused by homelessness result in changes to children's behaviour, including refusal to eat, increased levels of agitation, crying and comfort-seeking behaviours – with negative repercussions for their education.

The recommendations in the report include

- A ring-fenced fund for schools to provide for the needs of children experiencing homelessness, including psychological assessment and support, extra-curricular activities, homework clubs, additional tuition, or wrap-around services delivered within the school premises.
- Increased provision of the HSCL programme, and extension of this service to non-DEIS schools with children experiencing homelessness.
- Expansion of the DES July Education Programme to include children experiencing homelessness.
- All temporary and emergency accommodation centres should have appropriately trained staff, safe and secure spaces for rest and sleep, age-appropriate homework and study spaces, adequate facilities for food preparation and storage, and appropriate standards of sanitary accommodation, including private bathrooms and access to washing machines.
- A commitment from Government to provide a specific timeline in which it will end the use of emergency hotel and B&B type accommodation

for families with children. The report recommends that families with children should not have to live in emergency or temporary accommodation for more than six months and figures relating to the type of provision and period of homelessness for families should be published on a monthly basis.

- All schools making provision for children experiencing homelessness should have access to resources and facilities to provide children with regular, nutritious food.
- Consideration should also be given to mechanisms to support children's access to nutritionally adequate food outside of school hours – through the development of community-based meal provision within school settings.
- A review by the Department of Employment Affairs and Social Protection of the circumstances of families experiencing homelessness to determine whether an Exceptional Needs Payment would assist with additional education-related costs, particularly at the start of the school year.



INTO Congress 2017 passed a resolution on homelessness. The issue was also covered in the October 2017 issue of *InTouch* available on the INTO website.

Home Works, published in July, is available at www.childrensrights.ie

An Cháilíocht sa Ghaeilge

Eolas do bhunmhúinteoirí a fhaigheann a gCáilíochtaí

Cén fáth a ndéanann daoine An Cháilíocht sa Ghaeilge?

Bíonn ar bhunmhúinteoirí a fhaigheann a gCáilíochtaí oideachais lasmuigh den Stát an Cháilíocht sa Ghaeilge a bhaint amach chun lán-aitheantas a fháil mar bhunmhúinteoirí i bPoblacht na hÉireann. Tá dhá bhealach ann chun tabhairt faoin gCáilíocht sa Ghaeilge. Is féidir le hiarrthóirí an Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (SCG – Scrúduithe Inniúlachta) a roghnú nó is féidir leo

Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge (OCG – Tréimhse Oiriúnaithe agus Measúnuithe) a roghnú.

Conas a roghnóidh mé an bealach is oiriúnaí domsa?

Tá difríochtaí tábhachtacha ann idir an SCG agus OCG. Moltar d'iarrthóirí féachaint go cúramach ar an eolas agus ar an treoir a chuirtear ar fáil ar an suíomh idirlín www.ilrweb.ie. Difríocht shuntasach amháin idir SCG agus OCG is

ea go mbíonn ar an iarrthóir a roghnaíonn OCG 120 lá a chaitheamh ag múineadh mar mhúinteoir ranga príomhshrutha i scoil ar leith nó i scoileanna éagsúla. Ní bhaineann an riachtanas sin leis an SCG. Is féidir leis na difríochtaí idir an SCG agus OCG tionchar a imirt ar rogha an iarrthóra. Chun cabhrú leat an bealach is oiriúnaí duit féin a roghnú, tugtar na príomhghnéithe den SCG agus d'OCG i ngreille chomparáideach anseo:

An Cháilíocht sa Ghaeilge

	SCG An Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (Scrúduithe Inniúlachta)	OCG Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge (Tréimhse Oiriúnaithe agus Measúnuithe)
Modúl le baint amach	Ceithre mhodúl neamhspleácha. Ceithre scrúdú neamhspleácha (is féidir le hiarrthóirí modúl amháin nó aon mheascán de mhodúil a thógáil in aon scoilbhliain ar leith).	Ceithre mhodúl neamhspleácha. Ceithre mheasúnú neamhspleácha (is féidir le hiarrthóirí modúl amháin nó aon mheascán de mhodúil a thógáil in aon scoilbhliain ar leith).
Modúl 1:	1. Páipéar 1 (Scrúdú Ginearálta Teanga a chuimsíonn gné phraiticiúil i Múineadh na Gaeilge a dhéantar a mheasúnú sa seomra ranga).	1. Triail Scríofa (Measúnú Ginearálta Teanga).
Modúl 2:	2. Páipéar 2 (Scrúdú ar rogha de phrós agus d'fhilíocht ainmnithe agus a chuimsíonn gné phraiticiúil – Teanga agus Cultúr a scrúdaítear sa seomra ranga).	2. Triail Chluastuisceana (Leagan Amach: ceisteanna ilroghnacha).
Modúl 3:	3. Triail Chluastuisceana (Leagan Amach: freagraí scríofa).	3. Triail i Labhairt na Gaeilge (Pictiúr le plé agus agallamh ginearálta).
Modúl 4:	4. Scrúdú i Labhairt na Gaeilge (Sliocht le léamh agus agallamh ginearálta).	4. Múineadh na Gaeilge (Measúnú sa seomra ranga).
Pasmharc:	40% i ngach modúl.	40% i ngach modúl.
Cuairt Scoile:	Cuairt scoile amháin i rith Eanáir/ Feabhra chun scrúdú a dhéanamh ar na gnéithe praiticiúla de Pháipéar 1 agus/nó Páipéar 2.	Dhá chuairt scoile i rith Eanáir / Feabhra chun measúnú a dhéanamh ar Mhúineadh na Gaeilge.
Riachtanais Ranga:	Caithfidh an t-iarrthóir a bheith in ann rang príomhshrutha a úsáid chun tabhairt faoi na gnéithe praiticiúla de Pháipéar 1 agus de Pháipéar 2.	Caithfidh an t-iarrthóir a bheith ag obair mar mhúinteoir príomhshrutha. Caithfidh an t-iarrthóir an riachtanas ar leith a bhaineann leis an Tréimhse Oiriúnaithe a shásamh agus 120 lá scoile, ar a laghad, a chaitheamh ag múineadh i scoil phríomhshrutha ina múintear Gaeilge mar ábhar ranga.
Socrúchán Gaeltachta:	Caithfidh iarrthóirí freastal ar chúrsa aitheanta Gaeltachta SCG. Moltar d'iarrthóirí an cúrsa Gaeltachta a dhéanamh sula dtugann siad faoin Scrúdú i Labhairt na Gaeilge.	Caithfidh iarrthóirí freastal ar chúrsa aitheanta Gaeltachta OCG. Moltar d'iarrthóirí an cúrsa Gaeltachta a dhéanamh sula dtugann siad faoin Triail i Labhairt na Gaeilge.

Moltar d'iarrthóirí féachaint go cúramach ar Treoir: SCG agus ar Treoir: OCG ag www.ilrweb.ie sula ndéanann siad rogha idir SCG agus OCG.



oideachais thar lear

Conas a chláróidh mé don SCG nó d'OCG?

Caithfidh iarrthóirí ar mian leo tabhairt faoi na scrúduithe SCG nó na measúnuithe OCG i rith na bliana acadúla, 2018-2019, clárú le hOifig na gCáilíochtaí Gaeilge in Institiúid Oideachais Marino roimh 31 Deireadh Fómhair, 2018 (tá foirmeacha iarratais ar fáil ag www.ilrweb.ie). Moltar d'iarrthóirí clárú go luath. Ar chlárú, faigheann iarrthóirí eolas faoi scrúduithe agus measúnuithe na bliana reatha, ábhar

foghlaoma crua agus ábhar foghlama ar líne. Tríd an bpróiseas clárúcháin, cuireann iarrthóirí sonraí scoile ar fáil d'Oifig na gCáilíochtaí Gaeilge a bheidh ag teastáil chun comhordú a dhéanamh ar na gnéithe praiticiúla scoilbhunaithe.

Cá bhfaighidh mé eolas faoi chúrsaí don Cháilíocht sa Ghaeilge?

Agus iad ag clárú, is féidir le hiarrthóirí spéis a léiriú i bhfreastal ar chúrsa roghnach aghaidh ar aghaidh. Ag brath ar

éileamh, cuirtear cúrsaí SCG/OCG ar fáil nuair is féidir, trí ghréasán na nIonad Oideachais. Tá ábhar foghlama deartha ag Rannóg na Gaeilge, Institiúid Oideachais Marino, agus tá oiliúint faighte ag teagascóirí ón Rannóg chéanna. Moltar d'iarrthóirí tabhairt faoi chúrsa oiriúnach. Bíonn de bhuntáiste ag na cúrsaí go gcuireann siad teagmháil rialta, le teagascóirí agus le hiarrthóirí eile, ar fáil. Íoctar táill do na cúrsaí sin go díreach leis an Ionad Oideachais.

Staitisticí: An Cháilíocht sa Ghaeilge

Líon na nIarrthóirí a bhain pas (40%) nó os a chionn amach um Cháisc 2018

An Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (SCG)		Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge (OCG)	
Páipéar 1	54 (66%)	Múineadh na Gaeilge	61 (94%)
Páipéar 2	70 (82%)	An Triail Scríofa	54 (82%)
An Triail Chluastuisceana	68 (85%)	An Triail Chluastuisceana	61(100%)
An Scrúdú i Labhairt na Gaeilge	56 (74%)	An Triail i Labhairt na Gaeilge	55 (80%)

Féilire an SCG/OCG – 2018/2019

Meán Fómhair – Deireadh Fómhair	Clárú le hOifig na gCáilíochtaí Gaeilge, Institiúid Oideachais Marino. Foirmeacha ar fáil ag: www.ilrweb.ie .
31 Deireadh Fómhair	An Cháilíocht sa Ghaeilge: Spriocdháta do chlárú.
Deireadh Fómhair/ Mí na Samhna/Mí na Nollag	Téarma 1 de chúrsaí SCG/OCG in Ionad Oideachais (maireann gach cúrsa thart ar 10 seachtaine, tá na cúrsaí roghnach agus braitheann infhaighteacht na gcúrsaí ar éileamh).
14 Eanáir – 15 Feabhra	Gnéithe Praiticiúla – Measúnuithe sa Seomra Ranga.
Eanáir/Feabhra/ Mí an Mhárta	Téarma 2 de chúrsaí SCG/OCG in Ionad Oideachais (maireann gach cúrsa thart ar 10 seachtaine, tá na cúrsaí roghnach agus braitheann infhaighteacht na gcúrsaí ar éileamh).
23, 24 & 25 Apríl	Scrúduithe SCG agus Measúnuithe OCG in Institiúid Oideachais Marino.
22 & 23 August	Scrúduithe Atrialacha SCG agus Measúnuithe Atrialacha OCG in Institiúid Oideachais Marino.

Céard is féidir liom a dhéanamh chun feabhas a chur ar mo chuid Gaeilge?

- ✳ Bain úsáid as na leabhair agus as an ábhar foghlama oifigiúil a chuireann Institiúid Oideachais Marino ar fáil d'iarrthóirí.
- ✳ Bí dearfach i gcónaí i leith na Gaeilge. Bí oscailte don Ghaeilge. Cuir fáilte roimpi agus labhair í mar theanga i do scoil agus le do chairde.
- ✳ Faigh cabhair ó theagascóirí Gaeilge.
- ✳ Roghnaigh féachaint ar TG4 anois agus arís. Faigh Raidió na Gaeltachta agus éist leis ag am nuachta.
- ✳ Téigh go dtí siopa leabhar agus ceannaigh leabhar Gaeilge a thaitneodh leat.
- ✳ Bí ag cur le do stór focal i gcónaí. Ná bíodh eagla ort ceist a chur ar chara leat.

- ✳ Faigh Gaeilge ar an idirlíon. Léigh an nuacht ar www.tuairisc.ie. Úsáid www.tearma.ie agus www.foclóir.ie chun an Ghaeilge ar fhocail a fháil.
- ✳ Cuir téacs nó ríomhphost chuig do chara i nGaeilge.
- ✳ Roghnaigh cártaí beannachta Gaeilge, uaireanta.
- ✳ Bí fiosrach faoin nGaeilge i do thimpeallacht. An bhfuil a fhios agat céard as a dtagann an logainm sin?
- ✳ Sa Ghaeltacht, labhair Gaeilge le do chairde, le do theagascóirí, le bean is fear an tí.
- ✳ Ní stopann tú riamh den fhoghlaím. Bí i gcónaí ag iarraidh barr feabhais a chur ar do Ghaeilge. Bíodh an Ghaeilge mar chompánach agat i do shaol i gcónaí.

Tuilleadh eolais faoin SCG agus faoi OCG

Teileafón: 01 8535134
Ríomhphost: scginfo@mie.ie agus ocginfo@mie.ie
Gréasán: www.ilrweb.ie

Aodán Mac Suibhne, Marie Whelton agus Peadar Mac Giolla Bhríghde (Institiúid Oideachais Marino)

Solidarity

Global Citizenship School – resources for teachers

The 17 Global Goals are our UN agreed future.

Global Goal No 1 is to End Extreme Poverty on our planet. Wednesday, 17 October is 'UN End Extreme Poverty Day' and we ask your school to take action by organising your pupils to participate in the 'WRITE YOUR WISHES ON STONE' event. It's simple and 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. Smooth stones and 'Posca' pen markers work very well.

This is a great project to finish the World's Largest Lesson month (17 Sept – 17 Oct) whereby every class in the world learns one Global Goals lesson and takes action on 17 October. See www.october17.ie for more information.

Global Citizenship School supports teachers and schools in learning about and taking primary school appropriate action on local and global issues of Justice, Equality and Sustainability. We provide free online lessons, classroom resources and suggestions for actions to make our world a

better place for everyone. More info: www.into.ie (GlobalCitizenshipSchool). Global Citizenship School is part of INTO Global Solidarity www.into.ie/GlobalSolidarity.

Mark it in your diary

Wednesday, 17 October
and keep an eye on @INTOnews



Irish Aid award winners 2018 focus on global goals

St Mary's Convent PS, Nenagh, was the winner of the 13th annual Our World Irish Aid Awards, for their project 'Children's Voices on Our Climate Choices'. The fifth class students spent many weeks studying all 17 Global Goals and exploring ways in which they can live more environmentally-friendly lives. They also considered what they might do to slow down climate change and minimise its effect on the lives of children living here in Ireland and in the developing world.

Congratulations to the students and their teacher, Ann-Marie O'Sullivan, on receiving their award at the national final in Dublin Castle in June.

Another winner on the day was fourth class, Scoil Choilm Community NS, Clonsilla, Co Dublin, and their teacher, Orlaith Kenny, who were named the Best Newcomer School. Their project was titled 'How can the Global Goals improve the lives of the children in developing countries?'

Cecelia Gavigan from Balbriggan

Educate Together NS, was named Teacher of the Year, much to the delight of her pupils and colleagues. The school's project, 'Raising Awareness and Taking Action on the Global Goals', focused on the United Nations Sustainable Development Goals.

Visit www.ourworldirishaidawards.ie for more information.

Also, watch out for invitations from Irish Aid to take part in the 2019 Our World Irish Aid Award.



Féilte 2018 to take place in Limerick

FÉILTE, the Teaching Council's Festival of Education in Learning and Teaching Excellence, will take place in Mary Immaculate College in Limerick on 5/6 October 2018. This year's theme of 'Life-long learning: Making a difference!' includes keynote speeches from Wexford manager, Davy Fitzgerald, and Senator Lynn Ruane. Aoibhinn NI Shúilleabháin will MC both days.

This year's panel discussions are on 'The 21st Century Classroom' and 'Education: Pedagogy of the Oppressed or Pathway to Freedom?'

Teachmeet and Studentmeet will



return, along with Researchmeet, which will feature the work of the recipients of the John Coolahan Research Support Framework bursary.

FÉILTE's fringe festival takes place for the first time, kicking off with Teachers Got Talent, hosted by 'Rock N'Roll Kid' Eurovision winner Paul Harrington, in Dolans' music venue in Limerick on Friday, 5 October.

The musical entertainment continues early the next morning with an early morning dance and wellbeing event called Morning Gloryville, where teachers will wake up to dancers, wake up angels, performers, DJs, massage therapy, yoga and face painting.

For more information:

www.teachingcouncil.ie and @feilte

Incredible Edible Project winners



Joe Killeen, INTO President, was one of the judges for this year's Incredible Edibles Project. Joe is pictured with other members of the judging panel.

Agri Aware's Incredible Edibles is a healthy eating initiative for primary school pupils. Each year, schools participating in the Incredible Edibles Healthy Eating Project have the opportunity to win a number of prizes, including a polytunnel, a class recipe to be included on the Incredible Edibles website or a VIP trip for a class to Family Farm, developed by Agri Aware and Buline Zoo.

Over 1,600 schools registered for Incredible Edibles 2018 and the winners were:

1st prize – Mobile Farm and Mobile Kitchen school visit

Fourth Class, St Patrick's PS, Co Galway.

2nd prize – Trip to Dublin Zoo

Carbury NS, Co Sligo.

3rd prize – Vouchers

St Columba's NS, Co Dublin.

Best 'as Gaeilge' Submission – Mobile Farm Visit

Gaelscoil Inis Cóirtheadh, Co Wexford.

Good luck for the ultimate checkmate

INTO member David Fitzsimons from Glasnevin Educate Together NS is representing Ireland this month in the 43rd International Chess Olympiad in Georgia.

David is a four-time Leinster Champion, won the Prague Summer Open in 2014 and has represented Ireland on the Senior Men's Team at the Chess Olympiad in Siberia in 2010. He has been the head coach of the Irish Junior International Chess Squad since 2011 and runs a chess club in his school on a voluntary basis.

We wish David well in the Olympiad in Georgia.



No holidays for Cumann na mBunscol!



When schools closed their doors at the end of June for the summer break, many teachers were already looking ahead to the next school year. Planning is well underway to cope with the demands of a new language curriculum or a new maths curriculum. For teachers involved with Cumann na mBunscol, it is no different. By the third week of July, David Gough and Micheal Smyth of Cumann na mBunscol Atha Cliath were hard at work laying plans for the 2018/2019 school year. Aided by experienced long-time activists including Edward O'Riordan and Gerry O'Meara, David and Michael set about collating details for a busy term ahead.

Cumann na mBunscol in Dublin, like units throughout the country, has a remit far bigger than could have been imagined even a decade ago. Rapidly expanding suburbs have seen new schools opening and interest in Gaelic games in the capital is at an all-time high. The successes achieved by Jim Gavin's Dublin footballers and clubs, such as All-Ireland club hurling champions Cuala, have seen participation numbers swell at all levels.

"Almost 450 teams will take part in activities organised by Cumann na mBunscol Átha Cliath when the new school season swings into action",

according to Michael. "These competitions will culminate in 32 finals over three days in Croke Park before the Halloween midterm."

Of course, the work of Cumann na mBunscol is not confined to Gaelic



Dublin teachers hard at work organising leagues for September.

games. The Cumann na mBunscol school sports event in Santry each year is a highlight of the primary school calendar.

In June 2018, almost 400 schools took part in this extravaganza which took place over seven days. The young athletes enjoyed a huge variety of events including wheelchair races.

"This year, we celebrate our 90th year in existence and Cumann na mBunscol Áth Cliath has grown from eight schools in 1928 to over 300 today. Indeed, eight new schools have registered this year alone", says Michael.

A similar scenario exists in Cork where Sarah Clynn, Rúnaí of Sciath na Scol, and her fellow officers were busy preparing for the big throw-in in September. Schools take part in 32 competitions in football alone, between boys' and girls' teams. And that's just in Cork City! In the North Cork Division, Sciath na Scol organises 12 competitions, catering for schools of all sizes. West Cork schools are just as active and, already, eyes are trained on Clonakilty which will play host to 14 football finals before the end of October.

The story is repeated throughout the country as Cumann na mBunscol caters for schools of all sizes from the largest suburban schools to one and two teacher schools in rural Ireland.

"Pride in your school jersey is something that never fades," says Bernadette Ryan, Cathaoirleach, Cumann na mBunscol.

Niall meets the longest serving bainisteoir in Croke Park

The Donoghue family were doubly engaged in Croke Park on 28 July, the day of the epic Clare v Galway All Ireland hurling semi-final. Galway bainisteoir, Micheál Donoghue, patrolled the touchline as his team battled with Clare for a place in the All-Ireland final.

His son, Niall, lined out in the Galway colours in the INTO Mini Sevens on the same day. Micheál, from the Clarinbridge club, coached Galway to success in the 2017 All-Ireland final and was at the helm again this year as the Tribesmen reached the 2018 decider. For his INTO Mini Sevens appearance, Niall's

side were looked after by bainisteoir, Pat Monaghan, who has been filling that role with the INTO Mini Sevens for over 25 years. A native of Co Westmeath, Pat taught in for many years in Scoil Mearnóg, Portmarnock. A member of Naomh Mearnóg GAA Club, where he served as secretary, Pat is part of Gerry O'Meara's team who ensure that the children who play in the INTO Mini Sevens enjoy every aspect of their big day.

Niall Donoghue, son of Galway bainisteoir Micheal, with INTO president Joe Killeen and GAA president John Horan.



Niall Donoghue with bainisteoir Pat Monaghan at the INTO Mini Sevens.



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

Cycling the Great Western Greenway

Keen to do more exploring in Ireland, we headed off to Westport to cycle the Great Western Greenway! Now I can cycle a bike but definitely wouldn't call myself a cyclist... I don't own a bike or any lycra-type outfits and the last time I hopped on a bike was in Bruges... two years ago... for about an hour! But all that aside, cycling the Greenway was a fantastic experience and one which I would definitely do again. It's great to take advantage of some of the beautiful trails on offer on our own doorstep.

Here are some answers to questions I was asked before the cycle.

What is the Great Western Greenway?

The 42km Great Western Greenway is the longest off-road walking and cycling trail in Ireland. It's a traffic-free cycling and walking trail which follows the route of the Westport to Achill railway which closed in 1937.

The Greenway is divided into 3 sections:

- Achill to Mulranny 13km
- Mulranny to Newport 18km
- Newport to Westport 11km

How to plan a trip on the Greenway?

For our trip, we began by contacting Clew Bay bike hire. We asked about the various packages they have on offer and decided to go with the silver package. This included our bike hire and the choice of one outbound or return shuttle transfer at their locations along the Great Western Greenway. Take an outbound shuttle bus from Westport to Achill for a return cycle, or just cycle from Newport to Mulranny and be collected and brought back on a bus. The silver package costs €30.

This option also includes free roadside assistance along the trail. It's always best to book in advance as it can get very busy.

Where should I start my cycle?

We chose to start our cycle in Achill. On Saturday morning we arrived in Westport at Clew Bay bike hire at 9.15 a.m. We filled

out the forms, got our helmets, hi-vis vests and some info about the cycle. At 9.30 a.m. we hopped on the mini-bus (with our bikes) and were driven to Achill (about an hour away). In Achill, we hopped out, grabbed the bikes and began our cycle.

Do I need to cycle it all in one go?

No. The best thing about Clew Bay bike hire is that they have locations at Westport, Mulranny, Newport and Achill so if you decide, at any of the locations, that your legs need a rest, or that you want to continue the cycle another day, you can give them a call and arrange to drop the bike at one of their shops and catch their minibus (if available) or grab a taxi back to Westport. No need to worry!

We decided we would cycle to Newport and then make up our mind if we would continue to Westport or not. As it happened, it was a lovely day, so we continued to Westport and finished the Greenway!

To be honest, the best views are on the sections from Achill to Mulranny and then from Mulranny to Newport.

Stops along the way?

Yes! There are lots of great places to stop along the way for a coffee or lunch.

On the Achill to Mulranny section we stopped at Doherty's for a quick coffee. There is also a supermarket next door to grab a snack.

The Mulranny Park Hotel is also lovely for coffee or a bite to eat.

The Mulranny to Newport section is the longest stretch at 18km so at about the half-way point we veered off the Greenway for about 1km to Nevins bar (It's well signposted) for a quick refreshment.

Once we got to Newport we had lunch in The Grainne Uaile. They had a lovely menu and we opted for the chowder ... just what we needed after 31km!

Are there toilets along the sections?

Yes, there are 'Greenway Toilets' (Green portalooos) along the way.

Is it safe?

Yes, it's very safe. The Great Western Greenway is very well signposted and is on an off-road traffic-free trail. There are very small sections, mostly when entering or leaving the towns, where we were cycling on a path along the main road before we rejoined the next section of the Greenway. Cyclists and walkers use the trail and we met others along the way.

What to bring/wear?

The weather can be unpredictable, especially in the west of Ireland, so a raincoat is essential! Also runners, comfy tracksuit bottoms and a hat to wear inside the helmet.

I took a small backpack for water, wallet, phone and a few snacks. There are shops, bars and restaurants in all of the towns but there isn't anywhere on the Greenway itself so water and a few snacks are essential!

Is it difficult?

There were some sore legs the next day!

If you opt to do the full Greenway, it is a long cycle but the scenery is absolutely stunning along the way. We took our time, made three stops for food and drinks and a countless amount of photo stops and completed the Greenway in about five hours. It's definitely worth a try. Even if you only do one or two of the sections it's definitely worth the trip!

We opted to stay in Westport and were delighted to be able to have a nice meal and relax after our day's cycling.

AISLING HESTOR teaches in Galway.

Visit her travel blog at www.lessonsontavel.wordpress.com.

Win a great break in MULRANNY PARK HOTEL – see page 32



Mortgages: what you need to know



Purchasing a property or taking out a mortgage is probably one of the biggest financial decisions that most people will have to make in their lifetime. So, before you apply for a mortgage you need to have a six-month plan. For second time buyers, remember that just because you have a current mortgage does not mean you will get another mortgage.

Central Bank rules allow you to borrow 3.5 times salary or a combined salary. You also need a 10% deposit for first time buyers and 20% for second time buyers. Three years ago, the Central Bank had no limits on the amount one could borrow and all purchasers needed was a 10% deposit. Now, it is important to be aware of the 3.5 times salary rule, especially where you may have purchased a property prior to the new Central Bank rules and borrowed more than 3.5 times salary or your circumstances may have changed (you may have children/gone job-sharing). So, before you sell your home, you should always get mortgage approval first for a new property as the new mortgage may be based on 3.5 times salary and this amount may not be enough to cover the purchase of the new property.

When applying for a mortgage, it is necessary to prove to the bank that you have a proven affordability record to pay the mortgage. For example, if we assume a teacher is seeking a mortgage of €300,000 over 30 years, the repayments on this mortgage will be €1,154 per month. The bank will want you to prove that, if the interest rates increase by 2% to say €1,500 per month, you can continue to pay the mortgage. You need to show the

bank that, over the last six months, you have saved regularly, or saved and paid rent of €1,500 per month. For example, if your current rent = €600, savings = €900 (totalling €1,500), you have shown affordability.

The top 'Do's and Don'ts' for the six months prior to applying for a mortgage

- ✓ **Do** pay rent by credit transfer from your back account, even if it is to your parents.
- ✓ **Do** clear your credit card in full each month.
- ✓ **Do** save equal amounts each month.
- ✓ **Do** reduce the amount of bank accounts that an individual or couple have.
- ✗ **Do not** gamble online.
- ✗ **Do not** have any missed direct debits or go overdrawn.
- ✗ **Do not** withdraw cash from your credit card.
- ✓ **If** getting married and you are saving for a wedding, **do** keep one bank account to save for the wedding and pay all wedding bills from this same account. (I would recommend applying for your mortgage before you pay for the wedding as, in a lot of cases, if you apply just after paying for your wedding and honeymoon, it is very hard to show affordability due to the large amount of movement in the bank accounts).

The last important thing is, after you get mortgage approval, to continue saving and do not take out any loans prior to getting the mortgage funds released. The bank will do another check the day you are due to get your mortgage and, if you have taken out any new loans, they may refuse to release your mortgage. You could lose your house and your 10% deposit.

Once all of the above is in place, the next question is what bank should one use? Should you go to the bank directly for your mortgage? Or should you use a mortgage broker?

Some mortgage brokers charge a fee

but, if you save 1% on your interest rate, it is well worth it. If you approach the bank directly they will not tell you if another bank has a better interest rate.

Are you paying too much on your current mortgage?

The Central Bank issued a report based on the analysis of over half a million mortgages and found that up to 21% of mortgage holders could save money by switching. If you have a €300,000 mortgage over 30 years the following is the saving that could be made:

At time of going to print, the cheapest interest rate on the market is 2.3%. Based on this rate, repayments over 30 years would be €1,154.40 per month. If your current rate is 4.2% (Bank of Ireland variable rate August 2018) at more than 61% loan to value, you would be paying €1,467.05 per month. By switching, you would save €312.65 per month or €3,751 per annum. That is €112,554 over 30 years. Also, at present, most banks will give you cash towards your legal fees so you are saving from day one and it costs nothing to change.

Are you currently in negative equity? If so, you are not covered by the Central Bank Rules, so you only need a 10% deposit. You can sell your current property and carry over the negative equity to your new mortgage. In addition, you are not covered by the 3.5 times salary rule. (More on this in future issue).

SEÁN COUCH, QFA, Director, EDUC Mortgages.
educmortgages.ie or tel: 01 2995020 and
086 355 5240

Free seminars for members – See ad on page 54.

**EDUC
MORTGAGES**

Next month our Money matters column will cover the **HELP TO BUY** scheme and **REBUILDING IRELAND HOME LOANS**.

If there is any particular financial matter you would like to see covered 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.



Give a teacher an apple

There is a long-standing tradition through history that students give their teacher an apple. It is said this began in the 1700s, when poor families used a basket of apples as payment for their children's education. Now, we definitely do not recommend that but, as it is officially the start of autumn, we felt apples were the perfect theme for this month's recipes. These apple and

coconut muffins are ideal for breaktime. Why not bake up a quick batch and bring them in to the staffroom and share them around? Our delicious lunchtime take on a classic Waldorf Salad is perfect for the beginning of the autumn season – light, healthy but wholesome.

Apple and coconut muffins

Makes 48 mini muffins or 20 regular fairy cake size or 12 large muffins

Ingredients

- ※ 350mls tinned coconut milk (tin 400mls)
- ※ 150g desiccated coconut
- ※ 1 egg
- ※ 150g brown sugar
- ※ 1 tsp vanilla extract
- ※ 180g self raising flour
- ※ 2 tsp baking powder
- ※ Pinch of salt
- ※ 2 grated apples
- ※ 100g fresh strawberries (chopped)/ blueberries/blackberries

Optional spices

- ※ 1/2 tsp cinnamon

Icing

- ※ 50mls coconut milk
- ※ 150g icing sugar

Method

- 1 Preheat the oven to 180°C. Brush the inside of the mini muffin tin with melted coconut oil/ butter/spray oil.



- 2 Weigh out the ingredients.
- 3 Combine the coconut milk and desiccated coconut in bowl and allow to sit for 10 mins.
- 4 Wash and grate the apples. Wash the strawberries and cut into large chunks.
- 5 Stir the flour, baking powder, sugar, salt, spices and berries into the coconut milk mixture.
- 6 Using 2 small spoons scoop the mixture into the muffin tin.
- 7 Bake for 25 minutes.
- 8 To make the icing – combine the leftover coconut milk with icing sugar. Drizzle over the top of the muffins and sprinkle with a little bit of desiccated coconut.

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

and children's food media production. Aisling and Louise joined forces a few years ago and created Foodoppi.



Chicken and Waldorf Salad

Serves 2

Ingredients

- ※ 1 roast chicken fillet
- ※ 12 grapes
- ※ 10 walnuts
- ※ 1/2 pink lady apple
- ※ Squeeze of lemon juice
- ※ 2 large handfuls mixed leaves
- ※ 25g parmesan cheese grated

Dressing

- ※ 1 tbsp mayonnaise
- ※ 1 tbsp greek yogurt
- ※ 1/2 tsp honey
- ※ 1 tsp apple cider vinegar/apple juice
- ※ Pinch of salt



Method

- 1 Roast the chicken fillet the night before by popping it in a piece of foil with a little bit of butter and some seasoning. Seal up really well and allow the chicken to part steam, part roast in the foil.
- 2 Wash and slice the grapes in half.
- 3 Wash the apple. Cut in half, remove the core and cut into very thin strips. Squeeze the lemon juice over the apple.
- 4 Grate the cheese.
- 5 To make the dressing combine all the ingredients together in a little tupperware container. Seal and chill separately.
- 6 At lunch time, assemble – slice up the chicken and combine with the grapes, walnuts, leaves and parmesan. Spoon over the dressing and toss well. Enjoy.

Teaching matters

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

Where to start with digital technologies in your classroom

During the summer, over 4,000 teachers participated in PDST Technology in Education online and face-to-face summer courses. Here are a few highlights from the courses, along with suggestions of how you might use some of these resources in your own classroom:

Webwise (www.webwise.ie)

Introduce internet safety to the classroom this year using Webwise's free teaching resources and lessons. Webwise also provide free information, expert advice and supports for teachers and parents.

Suggested activity

Promote respectful online communication using the MySelfie resource. Explore the topic of exclusion using the 'Vicky's Party' animation. Get involved in Safer Internet Day 2019 (www.saferinternetday.ie).

Scoilnet (www.scoilnet.ie)

Scoilnet contains over 19,000 resources which have all been selected by Irish teachers and mapped to the curriculum. Search for any subject, at any level, and you will find high quality teaching resources.

Suggested activity

Use the resource finder to find a resource for your class, then add this to your 'favourites' section which you will find on your dashboard after you sign in with a Scoilnet account.

RTE Archives (accessed via Scoilnet.ie)

Scoilnet has partnered with RTE to select a series of videos around which they have built activities which are aimed at honing pupils' skills of working as historians, analysing evidence and developing an understanding of change and continuity.

Suggested activity

Access the RTE archives via the Scoilnet homepage, find the activities to cover videos on transport, communication, electrification and lots more.

Irish Newspaper Archive (accessed via Scoilnet.ie)

The newspaper archive also gives teachers and pupils access to primary source documents through national and local newspapers covering hundreds of years of Irish history. Over 60 newspapers are included in the archive, with some dating back as far as 1738.

Suggested activity

Explore ready-made lessons by searching 'Irish Newspaper Archive' on Scoilnet. See why Timothy the Tortoise is famous.

World Book Online (accessed via Scoilnet.ie)

Scoilnet provides unlimited access to World Book Online via its website. World Book Online is an authoritative and safe source of information and is a useful

reference source for classroom work, project research and homework.

Suggested activity

Access World Book Online via Scoilnet, enter the 'Kids' section and select 'Compare Places'. Choose a country you will be exploring this school year and compare it to Ireland.

Good Practice Videos (accessed via www.pdst.ie)

Filmed in Irish classrooms, these short clips demonstrate innovative and practical uses of digital technologies across the curriculum from using images and digital storytelling to support literacy, to using green screen technology in a visual arts lesson.

Suggested activity

Share a Good Practice video with your colleagues at your next staff meeting!

Finally, if you didn't do a PDST Technology in Education course this summer, check out the term-time offerings both online (via TeacherCPD.ie) and face-to-face (via your local education centre), or apply for PDST in-school support (www.pdst.ie).

We look forward to continuing to support you throughout this school year.

MADELEINE MURRAY, National Co-ordinator, CPD Design, PDST Technology in Education.



Webwise's campaign MySelfie and the Wider World was aimed at fifth and sixth class pupils



Good Practice videos from the PDST Technology in Education.

5 activities to jumpstart a

There are many times when teachers hear the words 'I can't do this sum' ... 'but teacher I can't draw' ... 'these questions are too hard'. To improve students' attitude towards difficult tasks and challenges, David Brennan has looked into the idea of promoting a 'Growth Mindset' in his classroom.

This is nothing brand new as I remember my own days in school when our teacher used to continuously state: "If you don't try you'll never know" and "positivity breeds positivity", but it does provide a framework to develop positive thinking and a 'can do' attitude that I have found students take on board.

It stems from the belief that students can have two mindsets; one where they believe their intelligence is static and fixed and another, where they believe that their intelligence can be developed and grow.

1 Introducing a growth mindset to the class

A simple way to introduce the concept of two different mindsets to students is through using two Lego characters and a short story ('Really Hard' John and 'Work-At-It' Michael). 'Really Hard' John had a fixed mindset; he knew that he was good at reading and art but wasn't good at maths. He tried hard during maths lessons but thought he just wasn't able for it and said "It's really hard" when he got stuck. 'Work-At-It' Michael, in contrast, had a growth mindset; he believed that if you put in effort, you can get better at everything. He tried hard in all subjects, even in subjects that he struggled with.

Students, I've found, identified with these Lego characters and it gave them an immediate starting point of understanding, as some of the students began to use the terminology on whether they were being a 'Work-At-It' Michael or 'Really Hard' John during lessons. It further manifested to other students offering advice to others on how to adapt from a person A mindset to a person B. The exemplary videos on Classdojo.com further reinforced this concept along with the book *My Fantastic Elastic Brain* by JoAnn Deak Ph.D, which I read to the class. I also gave students the opportunity to design a large poster such



Increasing my use of paired and group work has helped to build a growth mindset along with developing students' social and problem-solving skill sets as they learn from each other.

as the one on the opposite page to display on the classroom door as a further visual reference.

2 My own feedback

I began to praise students for the strategies they used to figure out a problem which, research suggests, promotes a growth mindset. This is in contrast to praising a student when they get an answer right rather than the effort they put in or process they use which creates a 'fixed mindset'.

3 Allowing for more group and paired work

Increasing my use of paired and group work has helped to build a growth mindset along with developing students' social and problem-solving skill sets as they learn from each other. Incorporating the classroom reward system which, at present, is Classdojo and giving team points for things such as effort strategies used and accountable talk, in addition to getting the correct answer, has really worked.

growth mindset classroom

4 Offering more variety in my classroom

Offering the choice of a 'normal' maths/English test or a 'more challenging' one at the end of the week has worked well.

Students pick out their preferred test after it is understood that, while they might not perform as well in the more difficult test, it provides a chance for them to improve and learn. I also have an early finisher folder, where students can select a worksheet or puzzle task (Lego, Rubric Cubes and Maths Task Cards) ranging in difficulty, and which can be identified by the students as being such, has provided a good level of challenge. Incorporating formative assessment tasks weekly has provided my students with further opportunities for collaboration. Focussing solely on summative assessment which, although it is required, according to research can foster a classroom environment for a fixed mindset where the assessment is all about judgment. Students really enjoy some self-assessment and self-reflection tasks that I found on twinkl.co.uk where

they could take a personal inventory of their current skills, how far they have come since the beginning of the school year, and where they would like to be by the end.

5 Use the word 'yet'

As a class, we have introduced the mantra of the word 'yet' to the end of any sentence when students explain they can't do something – they can't 'yet'! By simply introducing the word 'YET', students have changed from a fixed mindset to a growth mindset and it has positively changed what might seem hard or impossible into something that they feel is attainable.

This simple linguistic trick has really helped some students in the class to approach difficult tasks more positively. They've stopped thinking of what they can't do but what they will be able to do by following the steps they think will get them there – perseverance and effort.

DAVID BRENNAN, (BEd., MSc.Ed.HRM, MSc.E-Learning, PDSL), St Conleth's NS, Tuam.

By simply introducing the word

YET

students have changed from a fixed mindset to a growth mindset and it has positively changed what might seem hard or impossible into something that they feel is attainable

DEVELOPING A GROWTH MINDSET



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Glasnevin and the Irish Women Workers' Union

On 5 September 1911, the Irish Women Workers' Union was founded in the Antient Concert Hall, Great Brunswick Street (modern day Pearse Street). The meeting was organised by Delia Larkin, younger sister of Jim Larkin. She announced to all gathered that women were weary of "toiling to fill the pockets of unscrupulous employers". The IWWU was the female wing of the Irish Transport and General Workers' Union. Jim Larkin served as IWWU president, with Delia as secretary. This month marks the 107th anniversary of the founding of the IWWU and this article remembers the role of three leading figures within the Irish labour movement: Delia Larkin, Helena Moloney and Rosie Hackett, all of whom are buried in Glasnevin Cemetery.

Born in Liverpool to Irish parents, **Delia Larkin** worked as a nurse before moving to Ireland where she turned her attention to the trade union movement. In her weekly column for the *Irish Worker*, she wrote "all we ask for is just shorter hours, better pay than the scandalous limit now existing and conditions of labour befitting a human being". In 1913, the Strike and Lock-Out began and it is estimated that over 20,000 workers were locked out of employment with many thousands more facing ruin due to knock on effects. Whilst Jim Larkin tried to increase support from England, Delia took up the reins in Liberty Hall. With the aid of Countess Markievicz and Hanna Sheehy-Skeffington, she fed thousands of

the capital's starving children. After seven long months, the workers were forced to return to employment and the Lock-Out ended. Along with her brother, Delia began to lean towards communism after the Lock-Out. She later supported Jim in setting up the Workers' Union of Ireland.

Dubliner **Helena Moloney** had joined the cause for Irish independence as a young woman. She was instrumental in the running of Inghinidhe na hÉireann and set up the newspaper *Bean na hÉireann*. Helena became involved in the IWWU during the Lock-Out and replaced Delia as secretary. As a member of Connolly's Irish Citizen Army, Helena was part of the garrison in City Hall during Easter 1916. During the War of Independence, she assisted the Minister of Labour, Countess Markievicz, in the First Dáil. She was an urban district councillor in Dublin city for Rathmines/ Rathgar and campaigned against the Conditions of Employment Bill of 1935. This had been introduced by Fianna Fáil and included restrictions on the employment of women in certain sectors of industry. In the following year, Helena was elected president of the Irish Trade Union Congress; the only other woman to have previously held this position was Louie Bennett.

Another founding member of the IWWU was 18-year Jacob's worker, **Rosanna (Rosie) Hackett**. Rosie grew up in the tenements of Dublin and worked as a messenger for Jacob's. In 1911, she led the women there in an

organised withdrawal of labour, which resulted in improved working conditions. The women went on strike again in 1913 in support of the tram workers. As a result of her actions, Rosie was fired, but worked as a clerk in Liberty Hall. Here she trained as a printer and joined the ICA. During the Rising she was stationed in St Stephen's Green, and presented Connolly with a printed version of the Proclamation which was printed in Liberty Hall. After the Rising, Rosie and Louie Bennett reorganised the IWWU, which grew to over 70,000 members. The Laundry Strike of 1945 saw the IWWU win the right to an extra week of paid holidays for all workers. In 2014, the memory of Rosie was honoured with the opening of the Rosie Hackett Bridge across the Liffey.

This article only hints at the achievements of these women who were pioneers of their time and believed the words of Jim Larkin that "an injury to one is the concern of all".

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

If you are interested in finding out more, you can explore the interactive exhibits at Glasnevin Cemetery Museum. Any school tour can be tailored to include the lives and work of these women. Contact the Education Department at education@glasnevintrust.ie.



The grave of Rosie Hackett in Glasnevin Cemetery.



Delia Larkin is buried alongside her brother, James, in Glasnevin Cemetery.



Dubliner, Helena Moloney.

Self-study action research

Network of Educational Action Research in Ireland (NEARI)

When teachers get together to engage in professional dialogue with one another, it is frequently a positive and uplifting experience. Teachers can learn from their shared insights. When educators involved in self-study action research get together, something almost magical happens. It has to do with the idea of mutual respect and support. It also relates to the possibility of doing research in your own classroom; the taking charge of your own practice; the sharing of the story of your learning, as well as the quest for enhanced practice and the pursuit of new insights into your practice.

What is NEARI?

NEARI is the Network of Educational Action Research in Ireland. The network was formed when four primary teachers and doctoral graduates from the University of Limerick, Bernie Sullivan, Mary Roche, Caitriona McDonagh and Máirín Glenn and a colleague from DCU, Pip Bruce Ferguson, established the network as a result of their passion for self-study action research and living theory, and their conviction of its power, not only as a form of professional development,

but also as a research approach.

It is a network that puts practitioner researchers from all fields of education at the heart of its approach and encourages them to explore how they might enhance their practice or their understanding of their practice and to celebrate new insights into it. The research may be on a small scale but it may have huge influence on those with whom you share it. As practitioners engage in self-study they will learn to question everything – even their own questions.

At NEARI, practitioner researchers or aspiring practitioner researchers will develop a collegiality with other action researchers who are friendly and supportive. All will be encouraged and supported.

NEARI is for you

NEARI is a network for practising teachers who wish to enhance their practice, be they teachers undertaking research, teacher-educators, doctoral students, doctoral supervisors, or policy makers. The network embraces the principles of self-study action research and living theory but enjoys the participation of all

educators involved in practitioner research. A platform for sharing research stories, it also provides opportunities for professional development, critical engagement as well as for resource sharing. It links action researchers on the island of Ireland with the broader global action research communities.

NEARI participants come together in various institutions three times a year. Members of NEARI also communicate regularly through their discussion group and website at www.eari.ie as well as on Twitter at @InfoNeri.

Enjoy a breathing space

NEARI is an independent network and has no formal affiliations with any institution.

There is no charge for joining and NEARI-meets usually alternate between Dublin and various rural venues, usually on a Saturday in September, January and March. Join by emailing info@eari.ie and learn some more about NEARI at www.eari.ie

Mary Roche, Máirín Glenn, Caitriona McDonagh and Bernie Sullivan (co-convenors of Network Educational Action Research Ireland)

Barnardos: supporting children whose parent has a mental health difficulty



Central to a child's development is that they have someone who looks after them and loves them no matter what, this is usually the child's parent but can also be another family member, teacher etc. Promoting, facilitating and enabling this is a core aspect of Barnardos' work with parents where they focus on the importance of nurturing and supporting the parent/child relationship.

Barnardos has 40 projects across the country and worked with more than 15,300 children and families in 2017. Families are referred to Barnardos from different sources including teachers, public health nurses, GPs, social workers and self-referrals. In all cases, the children's development, health and wellbeing is compromised.

Barnardos work with parents through a suite of practical family support measures to improve their parenting capacity ensuring they are able to meet their child's basic needs, and works through

one-to-one or group work with children to improve their own social and emotional wellbeing. Barnardos works in the family home, early years centres, their projects and in local schools.

The majority of the families worked directly with are living with poverty, poor housing, parental addiction, domestic violence, and/or poor parental mental health. Barnardos works with many families who experience mental health difficulties spanning the spectrum of anxiety and stress through to more acute episodes of depression.

There are many challenges for families when a parent is battling a mental health difficulty. These include the absence of community-based supports, lack of interagency working between services and the stigma surrounding mental health preventing them from asking for help as it could be perceived they are a 'bad' parent.

For the child it can mean their parent struggles to connect with them

emotionally and is unable to meet their need for affection, consistency and open interactions. They experience inconsistent and erratic parenting, which can leave them feeling confused, fearful, and blaming themselves.

In Barnardos' experience, how schools and teachers respond varies significantly. In some cases, parents have told Barnardos of the excellent support teachers have been to their children by offering a sympathetic ear if the child is late again, facilitating group discussions about mental health and/or encouraging them to join homework clubs.

Barnardos believes responses to parental mental health must be conscious of the impact it has on their children and we collectively have a role to play to support the child and family through this difficult time.

June Tinsley, Head of Advocacy, Barnardos,
www.barnardos.ie



CAMBODIA IRELAND: solidarity in action



Having lived in the Kingdom of Wonder for nearly five years now, it is clear that Cambodia is a country with a myriad of problems. The INTO is working with local organisations to address these problems and to bring about positive and sustainable change. As a former INTO member, I am proud of the contribution that the union is making to address some of the challenges here.

An education is a priceless gift. It is difficult to overestimate the impact of Pol Pot's Khmer Rouge on the country's development. Between 1975 and 1979, nearly two million Cambodians died as a result of enforced labour and mass executions. The vast majority of teachers were killed during this time, as the regime sought to get rid of the educated class entirely.

Today, one in two Cambodian children does not complete primary school. Half of Cambodian teachers did not complete secondary school. Quality education is extremely rare. I work for an organisation called SeeBeyondBorders, which is trying to change this. We believe the way to bring about positive change in Cambodia is to enhance the education system. We also believe that, in order to do this, we need quality teachers who have access to quality training, mentoring, and professional development.

Having been an INTO member for 10

years, it was a privilege to accompany a Cambodian SeeBeyondBorders delegation to Ireland on an exploratory visit in March 2018. The support of the INTO enabled representatives from SeeBeyondBorders and PEPY (Promoting Education, emPowering Youth) to travel to Ireland. Both SeeBeyondBorders and PEPY are members of the well-established CambodIreland partnership.

While we were in Ireland, we met various stakeholders in the Irish education system. These included the Inspectorate, representatives from teacher training colleges and schools. The enthusiasm everyone we met had for our work was overwhelming, and the innate ability to understand the changes we are working to achieve was humbling.

Our group were absolutely thrilled to meet Joe Killeen, INTO President; Noel Ward, Deputy General Secretary and John O'Brien, Senior Official. We gave a presentation on our work in Cambodia, providing in-service professional development and mentor training to teachers in Siem Reap and Battambang. We discussed how the teacher plays such an important role in society, and how both the INTO and SeeBeyondBorders are seeking to promote the interests of education. We both strive to raise educational standards, and to support equal access to full education for all children.

In the final days of our visit to Ireland, a

meeting took place with Minister of State, Ciarán Cannon. Representatives from SeeBeyondBorders, PEPY, Donabate Portrane Educate Together NS and the INTO spoke to the minister about the need for continued support for Cambodia, our CambodIreland partnership and the work being done to improve educational outcomes at systemic (SeeBeyondBorders) and community (PEPY) levels.

Improving access to quality teaching and learning in Cambodia is our mission. To help us achieve this, we want to work with fraternal partners in the education sphere outside of Cambodia. The INTO is undoubtedly one such organisation. There is considerably more scope for collaboration on matters such as online learning, development of educational resources and improving the status of the teaching profession in society. We look forward to strengthening our links with the INTO and other organisations on the island of Ireland in the months and years ahead. For now though, on behalf of SeeBeyondBorders Cambodia, I would like to sincerely thank the INTO for the impact it is having on improving education here.

Ní neart go cur le chéile

**COLM BYRNE, Director of Development,
SeeBeyondBorders**
colm.byrne@seebeyondborders.org
www.seebeyondborders.org

Shutterstock: Siem Reap Province/ Cambodia

Sandtray play and in education



In the spring of 2015, two teacher colleagues and I who work together in a large town school in County Clare flew to Reykjavik in Iceland. We were on our way to attend the first conference of a transnational European Erasmus project on the impact of sandplay and imaginative storytelling on children's learning and emotional-behavioural development. The two-year project involved three European countries; Iceland, Romania and Ireland, with sandplay therapists, psychologists, teachers from mainstream and special education settings, and headteachers from each nationality.

The aim of the project was to illustrate how Sandtray play and storytelling can be of benefit in an educational setting, both as a tool to initiate creative thinking and expression for pupils of different ages and abilities in their regular schoolwork and as a therapeutic method for pupils with disabilities such as poor learning skills or attention and/or emotional problems.

What is Sandtray play in education?

Sandtray Play is an educational tool that involves students making miniature worlds with a variety of small figures in trays of sand just large enough to fill the field of vision. Upon completion of the tray, the child is invited to tell a story about what they have created.

A teacher (certified in Sandtray play in education) works with individual students or with small groups in this way.

Laying the project foundation in Ireland

On arrival in Reykjavik, we were met by Kristin Unnsteinsdottir, project leader, and fellow teacher colleagues from Artunsskoli primary school in Reykjavik where the conference, including seminars and workshops, was to be hosted. We bonded with the Icelandic and Romanian participants and it soon became clear that our project was going to be about more than just work – socialising together was to play an important role. Time was set aside for touring educational and popular tourist venues and, in the evening, there would be time for relaxation and fun. Next morning we travelled to Artunsskoli, a wonderful

primary school of about 170 pupils in a suburb of the capital, where the emphasis is on health-promoting attitudes, multi-sensory learning and a child-centred, holistic approach. There we laid the foundation and agreed on the groundwork for the two years duration of the project. Each morning there were presentations, meetings and discussions about how Kristin wished to replicate her years of Sandtray play in classrooms and in her learning center in each of the participating countries. A highlight was a visit to Kristin's own Sandtray play classroom in the school.

Some afternoons, we toured some key Icelandic landmarks such as the Gullfoss Waterfall in Southern Iceland. One of the highlights was an afternoon in a hot spring public bath – outdoors.

Subsequently, three transnational meetings took place: Bucharest, Romania in October 2015, Ennis, Ireland in June 2016 and the final conference was held in Bucharest in May 2017. Each country hosted in turn, presenting a golden opportunity to showcase some of the national highlights. Naturally, a visit to the world renowned Cliffs of Moher and the Burren (on a balmy summer's afternoon) were top of the list in County Clare!

Kristin and Sandtray play

Kristín Unnsteinsdóttir, PhD, is the designer of the method Sandtray play

and storytelling in education. She adapted Jungian Sandplay for use in schools and education and has called it Sandtray play in education to distinguish it clearly from Sandplay as a psychotherapeutic method. Kristín studied with Dr Barbara Turner, sandplay psychotherapist, and is herself a registered Sandplay therapist. In March 2017 she received the Award of Motivation from the Educational Council in Reykjavik for the method Sandtray play and storytelling in education.

Kristín has a background in Jungian psychology, fairy tale lore and children's stories and finished a PhD from The School of Education and Professional Development at the University of East Anglia in 2002. She runs a learning center in Reykjavik where she has developed the Sandtray play method. Kristín engaged in a four-year research study in 2005-09 on the influences of Sandplay and imaginative storytelling on children's learning and emotional-behavioural development. This research has now been replicated as a result of this collaborative transnational Erasmus study. The final report on Sandplay was submitted to the Erasmus programme in autumn 2017. Kristin's findings suggested that creative imagination is indeed a powerful tool in the process of learning and emotional-behavioural development that



Above: Clare teachers Padraig, Anne, Liz, psychotherapist Siobhan, and psychologist Aileen visiting Kristin's Sandtray play classroom in Reykjavik, Iceland in March 2015.

storytelling

Report on a transnational Erasmus project 2015-17: The impact of sandplay and imaginative storytelling on children's learning and emotional-behavioural development



Pupil immersed in sandtray play

emphasises the importance of play in child development.

When Kristin arrived with her Icelandic colleagues to Ireland for the hosting of the third Erasmus seminar in June 2016, she held a seminar on Sandtray play at the local education centre in Ennis. Irish and Romanian colleagues attended in addition to local teachers and those interested in this topic.

Implementation in Ireland: Sandtray Play at Ennis National School

Armed with Kristin's evidence-based knowledge of the success of the Sandtray play method as an educational tool, we were eager to replicate her study in our special education setting at the school. As each of us had a different caseload of special education pupils, we could only hope that the Sandtray play method could be successfully employed in a special education setting with our individual special education pupils.

A plan was formulated to involve a number of special education pupils with needs such as language deficits and emotional/behavioural problems. We considered that a cohort group such as this might benefit most from Sandtray play. A decision was made to conduct a Sandtray play study with ten sand play sessions for each pupil. A dedicated Sandtray play room was located and set up commenced. Three sand play trays were made to Kristin's specifications, sand

obtained, and a variety of miniatures bought and displayed on display shelving units. The final task was to decide upon a schedule for the duration of our project – to last about one school term.

At the end of each Sandtray play session, we listen to the story of the tray, record it / jot it down, take pictures of the pupil's creation (we ask the child's permission to do this) and use it as part of his/her literacy development. It may form part of a group display or become an addition to a pupil scrapbook.

Ennis NS Sandtray play project results

From the start, pupils looked forward to the sessions and were eager to relate the story of their sandtray creation. While immersed in their world of sand and miniatures, imagination takes over and inhibitions are temporarily suspended, thus helping the flow of language. Pupils with language deficits blossomed in their story-telling and their confidence improved.

Our findings suggested that Sandtray play sessions are hugely beneficial to pupils with social and emotional difficulties (we propose to continue Sandtray play with such pupils). It enables them escape into an interior world, where they become actors in their new world, thus facilitating better emotional stability. An important benefit arising from the session is that such children return to the

classroom much calmer and refreshed. They are then much more likely to engage with the work of the classroom for the remainder of the school day. In addition, they make better progress in literacy skills when they tell/draw/write about their creation

Last year, Padraig, Liz and I made some changes to upgrade the Sandtray play room. This action taken by us is a measure of our satisfaction with the success of the Sandtray play project at our school. We increased the number of sand trays, display units and miniatures to facilitate larger group work so pupils in the group can work simultaneously.

Recently, we moved Sandtray play equipment/resources to Liz's special education classroom with the intention of providing wider opportunities for group work. Mainstream pupils in small groups into this room to incorporate Sandtray play with literacy projects or other creative projects into the future.

Useful Links

The Association of Sandplay Therapy – sandplayassociation.com/
Kristin Unnsteinsdóttir - website sandtray-play.com/
sandplay.artunnskoli.is/index.php/8-iceland/26-sandtray-play-in-education

Books

'Sandtray Play and Storytelling: a catalyst for imaginative thinking in children's educational and emotional development' by Kristin Unnsteinsdóttir in *The Routledge International Handbook of Sandplay Therapy* edited by Barbara Turner. (2017).
Sandtray Play in Education, by Kristín Unnsteinsdóttir, PhD and Barbara A. Turner, PhD. (2016).
Sandplay and Storytelling: The Impact of Imaginative Thinking on Children's Learning and Development by Barbara A. Turner, PhD & Kristín Unnsteinsdóttir, PhD. (2011).

ANNE MC MAHON, Special Education Teacher, Ennis National School, County Clare.

Many thanks to all the Erasmus project participants from Ennis, Reykjavik and Bucharest who collaborated in the Erasmus Sandplay study 2015-17 under the guidance of Kristin Unnsteinsdóttir PhD.

COGG – Áiseanna Teagaisc

Bunaíodh an Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) in 2002 le tacaíocht a chur ar fáil do scoileanna Gaeltachta agus lán-Ghaeilge agus do theagasc na

Gaeilge i scoileanna uile na tíre. Is iad seo na réimsí oibre atá ag COGG:

- ✳ Comhairle a chur ar fáil don Aire Oideachais agus Scileanna agus don CNCM.
- ✳ Soláthar acmhainní

teagaisc.

- ✳ Seirbhísí taca.
- ✳ Taighde.

Díreofar san alt seo ar sholáthar acmhainní teagaisc.

Ochtar atá ag obair ar fhoireann COGG. Déantar riachtanais an chórais a mheas ó thaobh áiseanna foghlama agus teagaisc agus comhoibriú an eagraíocht le foilsitheoirí oideachasúla le leaganacha Gaeilge de théacsleabhair agus d'áiseanna eile a chur ar fáil agus cuireann sí maoiniú ar fáil dóibh. Bíonn comhthionscadail idir lámha go leanúnach le CCEA agus leis an Áisaonad i dTuaisceart Éireann, chomh maith leis an nGúm.

Ar an mBunachar Sonraí atá ar an suíomh idirlín www.cogg.ie tá cur síos ar níos mó ná 4,000 áis teagaisc atá ar fáil do theagasc trí Ghaeilge agus do theagasc na Gaeilge.

Tá cur síos ar na háiseanna seo sa Leabhrán Áiseanna – **Oscail agus Léigh** – a ndéantar uasdátú air agus a sheoltar chuig gach bunscoil gach bliain. Tá Taispeántas Taistil i veain atá maoinithe ag COGG, veain a thugann cuairt ar scoileanna ar fud na tíre, agus tá sampla d'fhormhór na n-áiseanna teagaisc sa veain seo.

Is liosta le háireamh iad na háiseanna atá ar fáil saor in aisce ar shuíomh COGG.

Molann Curaclam Teanga na Bunscoile go ndéanfaí an Ghaeilge a theagasc tríd

an gCur Chuige Cumarsáideach. Tá béim ar leith ar ionchur, ar chleachtadh agus ar dhaingniú teanga sna tréimhsí ceachta ar leith.

Anois féachfaimid ar roinnt de na háiseanna a chabhróidh leis an gCur Chuige Cumarsáideach.

Tá sraith iontach de 50 póstaer ildaite, tarraingteach ann a dearadh i gcomhar le **Foinse** agus atá ar fáil saor in aisce ar www.cogg.ie/sraith-postaeir/. Clúdaíonn na póstaerí rogha leathan téamaí. Chomh maith le heiseamláirí teanga agus foclóra, tá seanfhocal léirithe ar gach póstaer. Níl dabht ar bith ann ach go dtacóidh na póstaerí go mór le múineadh, cleachtadh agus forbairt na Gaeilge.

Tá sraith eile póstaer le híoslódáil ón suíomh www.cogg.ie/postaeir-ar-na-botuin-is-coitianta/; tá siad dírithe ar chruinneas na Gaeilge agus bunaithe ar na botúin is coitianta a dhéanann daltaí.



Treoir nua maidir le múineadh na Gramadaí atá san áis **Bain Súp As**. Tá moltaí ann don mhúinteoir, agus tá sraith ceachtanna, gníomhaíochtaí agus cluichí ann a fhorbróidh feachtas na bpaistí ar fhoirm na teanga le cruinneas teanga a shealbhú. www.cogg.ie/bain-sup-as/

Tá an-tóir ar **Spreag an Ghaeilge le Spraí**, pacáiste teagaisc chun an Ghaeilge a fhorbairt, a spreagadh agus a shaibhriú. Tá teanga ar leith a bhaineann le cumarsáid i dtimpeallacht na scoile leagtha amach sa chomhad atá le híoslódáil agus tá ceachtanna ann chun an teanga sin a mhúineadh. Tá nasc ann ar www.cogg.ie gearrthóga fise na gCluichí Clóis a bhaineann leis an bpacáiste freisin.

Is fiú, chomh maith, cuairt a thabhairt ar www.aisaonad.org, www.leighleat.ie agus www.ccea.org.uk/curriculum/gaeloideachas le raon leathan áiseanna tacaíochta don Ghaeilge a fháil saor in aisce.

Níl anseo ach blaiseadh den raon leathan áiseanna atá maoinithe ag COGG. Déan teagmháil le maire@cogg.ie le breis eolais nó comhairle a fháil maidir le háiseanna ar bith.

Lean COGG ar Twitter
[@AisTeagaiscCogg](https://twitter.com/AisTeagaiscCogg) @CoggOid.

MÁIRE NIC AN RÍ, Oifigeach Bunscoile, COGG.



Reviews

Very helpful maths series

We used this Gill Skills series from second class to sixth class in our school during the last school year to great success. All the teachers have commented positively on their use of the books in their classrooms. I have used them in my sixth class and have found them to be extremely successful.

The *Super Sleuth* books are a great companion for tackling the maths curriculum. I find them very helpful in engaging the students in problem solving skills in whichever strand of the curriculum we are working on. The children have adapted the 'CLUES' problem-solving acronym contained in the books and frequently use it to help them in their maths work. I have found the series a brilliant teacher and child-friendly resource and would recommend it to any teacher looking for another way to

engage their students in problem solving or word problems in maths.

The books really encourage higher order thinking. Each section is beautifully broken up into 'Day one – Day four', enabling children to access the content easily for classwork or homework.

Gill Skills. ISBN: 1st: 978-07171-71750, 2nd: 978-07171-71767, 3rd: 978-07171-71835, 4th: 978-07171-71842, 5th: 978-07171-71798, 6th: 978-07171-71804. Cost: €6.95 – €7.50

Reviewed by
SHANE
McINTYRE, St
Laurence
O'Toole's CBS,
Dublin.



Dual language book unravels a legend

St Brigid's Cloak, adapted by Gabrielle Ní Dhomhnaill and illustrated by Anita Foley, is a dual language book that unravels the legend of St Brigid's cloak in both English and Irish. Gabrielle and Anita are both primary teachers in St Laurence's NS, Baldoyle, Co Dublin. As both teachers are passionate about the Irish language, folklore and storytelling traditions, they collaborated on this book.

Gabrielle captures the very essence of the old traditional tale of Brigid, Ireland's only female patron saint and how she came to acquire the land she needed to build a convent. The caring and benevolent spirit of Brigid is portrayed in a style that will engage and inspire children. Anita's beautifully crafted, intricate illustrations brings Gabrielle's wonderful words to life on the page. This allows the reader not only to see Brigid's love of nature but also that of the author and illustrator.

The book is accompanied by a CD which includes narration in English and Irish. The English version is narrated by Irish screen legend Maureen O'Hara in a familiar and charming manner. The Irish version is narrated by RTE's Eanna Ní Lamhna in a colourful and exciting way.

Young and old will truly enjoy reading and listening to this delightful story time and time again.

Ten percent of proceeds from the sale of this book go towards the Jack & Jill Foundation, which provides professional nursing for children under five who are seriously ill.

The book can be purchased for €14.95 from the Jack & Jill Foundation website at www.jackandjill.ie and the Trinity College gift shop.

FRANCIS SWEENEY, St Laurence's NS, Baldoyle, Co Dublin.

Bailiúcháin ar árd-chaighdeán

Is leabhair eolais den chéad seo an leabhar seo. Juanita Browne a scríobh an leabhair álainn seo (Fidelma Ní Ghallchobhair a d'aistrigh). Is bailiúcháin eolais é, ar ainmhithe duchais na hÉireann. Tá an leabhair leagtha amach ar árd-chaighdeán agus i mbealach an-mhealltach. Tosaíonn sé leis na hainmhithe is lú agus méadaíonn siad de réir tomhais fad is a leanann an leabhair ar aghaidh – comh maith le bheith eagraithe de réir speiceas. (4 speiceas míol mór againn in Éirinn!) Tá boscaí le fíricí faoi gach ainmhí, le grafach éagsúil ag braith ar an saghas eolas atá ann. Msh. Leathannach ón bhféilire má tá baint aige le am ar Leith sa bhliain agus súile má tá baint aige le radharc. An rud a mhúscaíl an méad is mó suime uaimse agus as na páistí ná go bhfuil comparáid tomhais déanta faoi chuile ainmhí. Tá pictiúir do lámh dhuine nó corp an duine



daonna agus an t-ainmhí in aice leis. Is bealach iontach maith é seo le tomhais gaolmhara a fhiosrú agus a thuiscint (agus nasc iontach leis an Mata). Tá ealaíon dochreidte maith (learáidí uiscédhatha le hAoiqe Quinn) ar gach leathannach agus griangraifeanna den scoth ann chomh maith. Is leabhair álainn, mealltach, eolach an leabhair seo a mhúscaíl an-chuid suime sa seaomra ranga. Bheadh sé an-úsáideach don OSIE agus le haghaidh tionscnaimh ranga i dtreo brat glas scoile a fháil. Bheadh aon rang in ann tairbhe a bhaint as an leabhair seo – ach ceapaim go mbeadh sé is oiriúiní do na meán-ranganna.

Cois Life. ISBN: 978-1-907494-75-8. Costas: €12.

ORLA NÍ FHCHEALLAIGH, Gaelscoil Thaobh na Coille, An Chéim, BÁC.

Want to join our Reviewers' Panel?

If any member would like to review books or software for the *InTouch* reviews page, please let us know. 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 October issue of *InTouch* should arrive in Head Office by 10 September.

The deadline for the November issue is 10 October.

Please email copy to editor@into.ie



Homelessness

FREE SCHOOL TALKS

Dublin Simon Community are dedicated to raising awareness of the challenges faced by people experiencing homelessness or at risk of becoming homeless.

They are now offering to visit schools to speak about the homeless crisis and their work. For more information contact Steven at stevenshort@dubsimon.ie or tel 01 472 2133.



Art and the Great Hunger

Coming Home: Art and the Great Hunger, the world's largest collection of Famine-related art, opened at Uillinn, West Cork Arts Centre in Skibbereen in July and will run until 13 October. This follows a hugely successful run at Dublin Castle. Guided tours for groups and schools are available on request. Contact 028 22090 or email info@westcorkartscentre.com



Kindling the Flame

150 YEARS OF THE IRISH NATIONAL TEACHERS' ORGANISATION

Kindling The Flame: 150 Years of the INTO chronicles 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 (cost: €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.



Bringing history to life

The National Museum of Ireland at Collins Barracks has a rich education programme suitable for a wide range of audiences. The programme includes events and projects that mark significant anniversaries in our history such as women's suffrage and the First World War, along with projects that celebrate European Year of Cultural Heritage 2018 and events which mark the discovery of the Ardagh Chalice 150 years ago.

More information on the full public programme is available on the museum website at www.museum.ie



First national longitudinal study of primary school children

Children's School Lives (CSL)

A new longitudinal study commissioned by the NCCA will explore the lived experiences of children in primary schools across spring 2019 to spring 2024, providing Ireland's first nationally representative study of primary schooling. Conducted by UCD School of Education, this study will follow 4,000 children as they transition into, through and out of primary school, across a 6-year period. 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 exploring issues related to their learning, well-being, 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. This is a landmark study both nationally and internationally, providing an in-depth and comprehensive overview of policy and practice in our primary schools, at a time of significant social change. The UCD team will be contacting schools over the coming months inviting participation.

For further information about the study, and to register your interest, please email cs1@ucd.ie.



Book wanted

Seeking a copy of *Tús na Gramadaí* by CJ Fallon (green cover). Will gladly pay for book and postage. Email cathym294@gmail.com

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

Comhar Linn draw winners

May

Car – Toyota Yaris

Suzanne Frawley, Cratloe NS, Co Clare.

Cash €1,000 plus two All Ireland football final tickets

Sinéad Foley, St Laurence's NS, Greystones, Co Wicklow.

Cash €1,000 plus two All Ireland hurling final tickets

Róisín Nic Aoidh, Gaelscoil Bhaile Munna, Baile Átha Cliath 9.

Cash €1,000

Sinéad Clifford O'Sullivan, Aghatubrid NS, Cahirciveen, Co Kerry.

June

Car – Toyota Yaris

Orlagh Yore, Balbriggan ETNS, Co Dublin.

Cash €1,000 plus two All Ireland football final tickets

Colm Wall, Lusk, Co Dublin.

Cash €1,000 plus two All Ireland hurling final tickets

Margaret Connolly, Cornamaddy NS, Athlone, Co Westmeath.

Cash €1,000

Stephanie Leslie, Blanchardstown, Dublin 15.



June car winner, Orlagh Yore, Balbriggan ETNS, Co Dublin.

July

Car – Toyota Yaris

Mary Richardson, Carnane Mixed NS, Killmallock, Co Limerick.

Cash €1,000 plus two All Ireland football final tickets

Laura Mockler, St John the Baptist NS, Cashel, Co Tipperary.

Cash €1,000 plus two All Ireland hurling final tickets

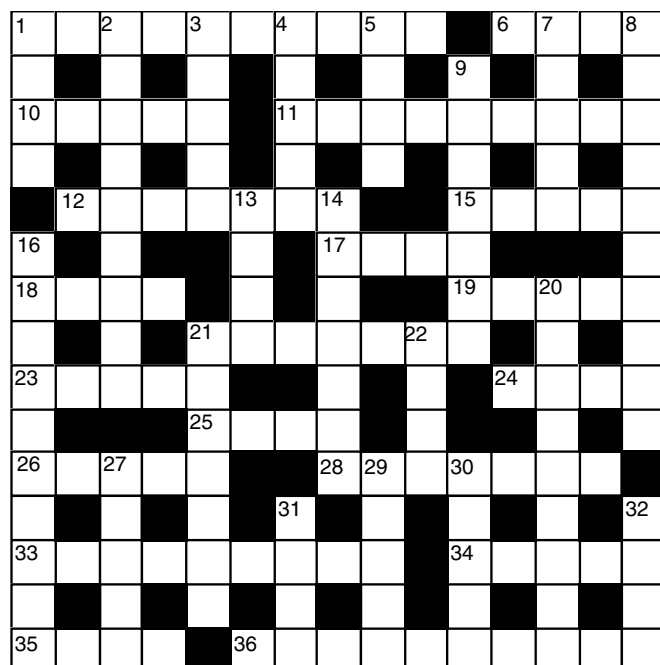
Mary Patricia Lawler, St Joseph's NS, Hacketstown, Co Carlow.

Cash €1,000

Lisa Hearne, Scoil Lorcáin BNS, Waterford.

Comhar Linn Crossword no 191

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 28th Sept. 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. & 6. There's a nominal amount to pay when a small amount of spice gets torn. (10,4)
10. Perfect way I give out cards. (5)
11. Instil values in the copper, Novice Blanchett! (9)
12. One who takes stock of another's operation! (7)
15. Push a cardinal to a place near Brighton. (5)
17. One section inside will overrun Italy. (4)
18. I'm to change? Leave it out! (4)
19. Account, Edward, for how one performed. (5)
21. Type of bowler useful at making threads? (7)
23. Impressive spelling! (5)
24. Country identified in the paper Ursula delivered. (4)
25. Middle Eastern port is the undoing of the dean. (4)
26. Alan's confused concerning the nose. (5)
28. How one might get teas to develop very early. (7)
33. Such a diagnostic picture may make the Magi groan. (9)
34. Make a biblical victim point to a tree. (5)
35. Aye, Tibet - that's where you'll find Bigfoot. (4)

36. Conor gets an agricultural vehicle for the builder. (10)

DOWN

1. Given cash for quiet assistance. (4)
2. One's taking for granted impugners will be upset. (9)
3. Gallic brilliance - showing up a story about Cézanne, initially. (5)
4. See him in Clare? That should ring a bell. (5)
5. A people in search of the fastest. (4)
7. One tore a Muse asunder. (5)
8. Mentored us in transition? Fantastic! (10)
9. Sporting maestro identified totally by The Sun. (3-4)
13. Jump from the meadow, quietly. (4)
- 14 & 16. What you might hear contemporaneously from Ger Canning or George Hamilton - but only about the marathon? (7,10)
20. Change, Matt, and enter therapy. (9)
21. All cops cooked some seafood. (7)
22. Muse about flightless birds. (4)
27. It shows vision to take this up around the capital of Greece! (5)
29. Ant seen in Bethlehem, methinks. (5)
30. Headgear appropriate when I am in the home of the High Kings. (5)
31. Jason gave it a right go in this ship! (4)
32. Tolerate a grizzly creature. (4)

In Touch No. 189 April winners are Aoife Flynn, Waterford and Aoife McReynolds, Co. Tyrone. InTouch No. 190 May/June winners are Kevin Henry, Ballyhaunis, Co. Mayo and Mairead Allen, Kilkee, Co. Clare.

Gordius - InTouch No. 190 May/June 2018 Solutions

Across 1. Long division 9. Zeus 10. It's all my eye 11. Mean 14. Hands 16. Spar 18. Upset 21. Rated 22. Expel 23. Suede 24. Reed 25. Theta 26. Ladle 29. Main 33. Joan of Arc 34. Opal 36. See 37. Mademoiselle

Down 1. Lee 2. Nose 3. Dail 4. Vista 5. Solid 6. Nape 8. Control panel 9. Zimmer frames 12. Centre 13. Reads 14. House 17. Puppet 19. Siege 20. Tents 27. Adore 28. Lento 30. Item 31. Efts 32. Bowl 35. Awe

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



CBI recommended read – September

The Storm Keeper's Island

Written by Catherine Doyle

Bloomsbury Children's Books 2018 (PBK), €8.99, ISBN 9781408896884

Fionn and his sister are sent to stay with their eccentric grandfather on the remote island of Arranmore for the summer. Each generation, the island chooses a new Storm Keeper to wield its power and protect its magic from enemies. As Fionn's grandfather steps down, the battle to become his heir unleashes an ancient war. Combining fantasy, adventure and myth, Doyle offers a gripping plot, an immersive setting and charming characters. Fionn's relationship with his grandfather is especially compelling, heightening the tale's humour and heart. (Age 9–12)



Book-gifting schemes for schools

Children's Books Ireland's vision is an Ireland in which books are central to every child's life. To help schools in particular need, CBI have developed book-gifting schemes to help ensure all children have access to books and reading. The Bookbag scheme, in partnership with Brown Bag Films, is open to primary schools in the Dublin area and the Robert Dunbar Memorial Libraries, in partnership with the Irish Copyright Licensing Association, are open to schools nationwide, both primary and secondary. Applications for both schemes open on 24 September and separate eligibility and criteria apply so please read the details carefully.

For more information visit
www.childrensbooksireland.ie
and www.bookbag.ie



portal for Irish education



Star site



Top 10

The most viewed resources over the summer

- IRISH FAMINE FILM**
youtu.be/9ks9e7GaORA
Short clip from around 1905 to depict the famine.
- SCIENCE HOOKS**
sciencehooks.scoilnet.ie
Videos to explain science topics
- MARINE INSTITUTE LESSON PLAN WITH A CREATIVE TWIST**
www.marine.ie/Home/site-area/areas-activity/education-outreach/science?language=en
Class level based lesson plans from junior infants all the way up to sixth class.
- EUREKA – IRISH INDEPENDENT (ÓICHE SHAMHNA)**
cogg.ie/wp-content/uploads/eureka-3-5.pdf
Student-friendly article for Halloween..
- IRISH FAMINE TIMELINE**
irishhistorian.com/IrishFamineTimeline.html
Straightforward timeline before, during and after.
- JUNIOR BRAINTEASER – CONSTRUCT 2D SHAPES**
www.scoilnet.ie/uploads/resources/19395/19089.docx
Recommended by PDST Numeracy Team for Maths Week Daily Brainteaser Challenge.
- ORAL LANGUAGE – VOCABULARY LISTS**
scoilnet.ie/index.php?id=1068
Lists for group work, debates, interest talks, storytelling, oral reports, instructions and arguments.
- LOLLIPOP STICK SHAPES**
scoilnet.ie/uploads/resources/24739/24462.pdf
Making 2-D shapes with lollipop sticks
- THE VERY HUNGRY CATERPILLAR**
youtu.be/muGAPNgBXDc
Read aloud book by Eric Carle.
- WATER CONSERVATION THEMEPAGE**
scoilnet.ie/index.php?id=990
The class will learn why it's important to conserve water and how they can change their habits to conserve water.

ST MOLUA'S NS, ARDAGH, CO LIMERICK
stmoluasns.ie
Beautiful looking website with up-to-date content and an excellent resources section.

ONES TO WATCH



POBBLE 365
pobble365.com
A powerful teaching tool that offers pictures as teaching prompts. Each picture has a different writing challenge.

ESB ARCHIVES
esbarchives.ie
See when over 1,300 Irish towns, villages and parishes were connected to the electricity network.

HERITAGE SCHOOLS
heritageinschools.ie/teachers-resources
Designed to inspire and develop an appreciation and curiosity about Ireland's wonderful natural and cultural heritage.