

# Printout

into   
Irish National Teachers' Organisation  
Cumann Múinteoirí Éireann

September 2020



**Actions speak louder  
than words**

Page 3

**Safe use of display  
screen equipment**

Page 4

**INTO Remote Teaching &  
Learning Survey**

Pages 13 & 14

# There are more questions than answers

Even now at the beginning of this new term, unfortunately, there remains many unanswered questions.

The primary concern for teachers and principals is around safety. The Minister is insisting that schools can open safely but just because Peter Weir says it doesn't mean its true. The Guidance has done nothing to reassure INTO members and hunting for answers through a maze of links some of which aren't even working is adding to the frustration and concern. The Minister is also claiming that he consulted with the unions on this document. This has not been INTO experience!

What we have seen since the beginning of the Covid pandemic from our Minister has been a failure of leadership.

Stepping into this space where the Minister should be are the teachers and principals. They are providing the leadership; they are interpreting the Departments Guidance and they will not let the children and young people down. They are doing this despite concerns for their own safety and that of their families. The apparent belief in the higher circles of government and the Department of

Education that teachers and children in schools will be immune from the virus would be funny if it were not so serious.

The Minister needs to get real and he needs to do so now. He could begin by providing some clarity on a number of issues, the most important of which is funding. The school system, if it is to provide the education service our children and young people are entitled to rather than child minding, needs additional funding as a matter of urgency. The allocation of an additional £41 million odd, in recent days, is helpful but it is not enough.

Additional staffing and cleaning costs will consume this in a matter of days across eleven hundred schools. The Minister need only look south to discover what sort of funding our schools need and how it should be spent.

The focus from the Minister and his officials has been to get every child back to school yet little or no thought appears to have been given to keeping the schools open. What is Plan B in the event that the rate of infection which is again on the rise and indeed higher now than when

schools were closed in March, continues to increase? What sort of a curriculum will be delivered in primary and post primary schools as teachers and principals struggle to manage the safety concerns and balance the staffing requirements? How will this impact on the examinations to be held in 2021 or more pressing is the question of whether the transfer tests should be held later in this term? How will the work to facilitate what is being referred to as Blended Learning be carried out should we need to again shut down schools. These questions and many others are unanswered at this time.

What INTO can say with certainty is that we will continue to demand answers to these questions on behalf of our members and the issue of member safety will continue to drive our response to the wider re-opening of schools. INTO members want to see the schools re-opened in a manner which is safe and sustainable. The practical and common-sense approach of principals and teachers which has sustained the system in the face of a decade of cuts will be applied to this latest crisis as once again teachers step up in the interests of the children and young people. INTO will not allow their efforts to be ignored or the risks being forced upon them dismissed. Teachers and principals are the leaders the system sorely needs, and their efforts cannot go unrewarded.



**Gerry Murphy**  
Northern Secretary

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# Actions speak louder than words (even on zoom)

Looking back on the last 6 months what can we say?

**Schools actions demonstrated that they believe in and are committed to the education and well being of their pupils and families both in the school building, school day and beyond.**

Since March, the role of schools has publicly extended beyond the school gates (something those of us in schools knew always happened). COVID-19 has highlighted not only only the lack of resourcing and investment in schools for many years but also the devastating impact austerity has had on a significant number of the pupils and their families. School halls turned into food banks;



**CAROLINE MCCARTHY,**  
Northern Committee Chairperson

school equipment was delivered out to homes where the stark reality of the lack of basic provision in homes became apparent. Teachers are at the heart of their communities not just in words but in actions.

**The Minister of Education proved that what he says goes and that won't change.... Until it is apparent it has to, to avert disaster.**

After fumbled decisions made through informal settings, in August the Minister of Education did the easy part – he publicly directed schools to open fully. He verbally assured students and parents that schools would be safe based on the guidance that he delivered to schools two working days before many schools opened on 17th August 2020.

School doors have been opened and the onus put on schools to deliver but that is not acceptable without action: funding, practical support and consistent communication from the Executive.

**INTO has an essential role in the gap left by the Department between words and action. Practical, accurate and clearly communicated advice is what is needed and that is what the INTO does best.**

Since March, the INTO has focused on ensuring clear advice is available to all members, unpicking the onslaught of documents from DE. Over the last 6 months hundreds of emails to the Northern Office have been received, every member supported and guidance for all members formulated on the website.

**The weather proved again that the exam months are glorious and the summer... not so much.**

Going forward INTO has committed to ensuring that advice remains readily available to our members, that support is at the end of an email or a call.

INTO will be continuing to call to task the Department of Education and the Executive in not only opening schools but keeping schools open safely – safely for the staff, pupils and wider school community. It is not acceptable to have words and no action.

Within our schools, school leaders need to be transparent with parents – for too long schools have patched the failings of the Department, they need to call to task their employing authorities.

As teachers we need to be asking questions, informing risk assessments and ensuring that identified risks as we move forward are addressed.

Each Chair to the Northern Committee of the INTO brings their own knowledge, skills and style. What is consistent is that we ensure that the voice of the members is central to the union. In the void of practical guidance and action by the Department the INTO will be demanding that this is redressed and letting our members know that we are doing it.

The real worth of a union is in the action it takes for its members. Words are easy, social media creates a quick response market – who is quickest off the mark – what a union really needs to deliver is practical, enforceable advice. Words

with action can empower, challenge and succeed.

If a teacher shouts behind a facemask does anyone hear – is anyone listening? Together we need to ensure we are listened to. Safety is the priority, keep track of the advice on our website, read it and share it in your schools. While a school is open it must be safe that is not negotiable.



## COVID-19 and Health and Safety

# Safe Use of Display Screen Equipment

Various legislation governs health and safety in the workplace in the north of Ireland and this informs INTO's guidance on 'COVID: Safer School' published on the INTO website. This legislation can be found here:

<https://www.legislation.gov.uk/nisi/1978/1039>

<https://www.legislation.gov.uk/nisr/2000/388/contents/made>

While the entirety of the legislation is important, the following from Section 2 of the Health and Safety at Work (Northern Ireland) Order 1978 is particularly pertinent at present:

- '(1) It shall be the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all his employees...
- (c) the provision of such information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable, the health and safety at work of his employees;
- (d) so far as is reasonably practicable as regards any place of work under the employer's control, the maintenance of it in a condition that is safe and without risks to health and the provision and maintenance of means of access to and egress from it that are safe and without such risks;
- (e) the provision and maintenance of a working environment for his employees that is, so far as is reasonably practicable, safe, without risks to health, and adequate as regards facilities and arrangements for their welfare at work.'

Section 2 part 4, 5 and 6 of the same order goes on to outline the duty of employers to consult and the possibility of the establishment of 'safety committees' in workplaces. In short this means that all staff must be consulted throughout on establishing safe working practices and control measures in relation to COVID-19 (and indeed all other aspects of health and safety in the workplace). Meaningful consultation is not optional.

Another relevant piece of legislation is The Health and Safety (Display Screen Equipment) Regulations (Northern Ireland) 1992 that has been, if you will pardon the pun, brought into focus by the recent lockdown and prolonged period of working from home. The 'DSE' regulations cover not only the use of PCs and laptops but also desks, tables, chairs, keyboard and other associated

devices. Employers must have assessed these for health and safety risks to users under their duty of care.

The HSENI summarises the employer's responsibilities as applying to 'a fixed workstation, mobile workers, home workers, hot-desking.'

HSENI also state, based on the DSE regulations, that employers must: 'do a DSE workstation assessment, reduce risks, including making sure that DSE users take breaks or do a different type of work for a period of time, provide eye tests, reimbursement of eye tests to all employees who are regular DSE users, provide training and information for employees.'

Further to this, according to HSENI, employers should look at: 'the whole workstation, including equipment, furniture and work conditions, the job being done, any special requirement of a member of staff, for example a user with a disability.'

'Where there are risks identified, employers should take steps to reduce them.'

And:

'Employers must do an assessment when: a new workstation is set up, a new user starts work, a change is made to an existing workstation or the way it's used, users complain of pain or discomfort.'

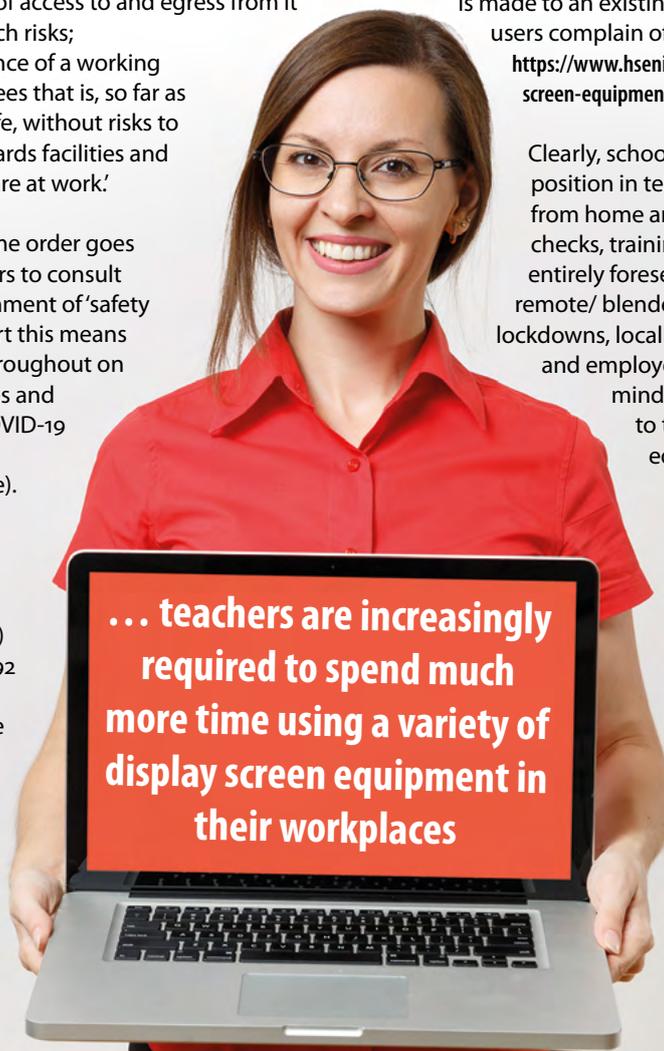
<https://www.hseni.gov.uk/articles/working-safely-display-screen-equipment#toc-1>

Clearly, schools were caught in a difficult position in terms of preparing staff to work from home and in providing the necessary checks, training and so on, however, it is entirely foreseeable that further periods of remote/ blended learning will be enforced by lockdowns, locally or across the entire jurisdiction and employers, including schools, must be mindful of their lawful duties in relation to the safe use of display screen equipment.

Aside from the immediate issues presented by the global pandemic, since the regulations came into force in 1992, teachers are increasingly required to spend much more time using a variety of display screen equipment in their workplaces and INTO intend to table the issue of the safe use of display screen equipment with management side in order to ensure members rights in relation to this are enhanced and protected.



**KEVIN DALY**  
Trade Union Official



# Working from home; avoiding burnout

From the start of the COVID-19 lockdown and the subsequent school closures, teachers, young and old, have faced what can only be described as possibly one of the greatest challenges of their teaching careers. Basically, teachers were divided into two categories, those who worked at school with vulnerable and key worker children, and those who, because of school closure or shielding, worked remotely from home.



This new remote learning presented its own stressful challenges which were reported to INTO and could, depending on circumstances, continue for some teachers through the 2020/2021 school year. If teachers are to be engaged in further remote teaching, they will need to be aware of their own limitations and just like other workers working remotely from home, they will need to set parameters to avoid additional stress and burnout.

But avoiding stress or burnout is no easy feat for remotely working teachers. Defined by the World Health Organisation as an occupational phenomenon, burnout, describes the vital occupational exhaustion which results from unmanaged chronic workplace stress. It manifests itself through increased mental frustration or negativity around the job, feelings of both physical and mental exhaustion and ultimately reduced productivity. Left unchecked it can lead to other physical health issues. Burnout

manifests itself differently for everyone and includes feelings of tiredness, frustration, irritation, anger, sadness, and a sense of being overwhelmed.

Having pop-up classrooms in living rooms and kitchens, means that the boundaries between home and school life become increasing blurred and this lack of variety in a teacher's working day results in it simply becoming too easy to check emails in the evening.

This unconscious habit can contribute to the feeling of constantly working all the time.

If teachers are to be involved in further remote teaching, taking positive action to avoid the feeling of constantly working all

the time can help. Teachers need to make home timetables and stick rigidly to them. They need to be disciplined and let the people they share a home with know their planned routine and structure their days so that they can do the work which is expected while maintaining a healthy work/life balance. They should attempt to mirror the school day which includes the normal breaks, lunch and downtime. At the end of the day it is essential to tidy the workspace and turn off the work screen.

Teachers should attempt to create commute-type divides in the day and turn their attention to some non-work-related activities. This could be a substitution of the commute and

something as simple as a ritual coffee or going for a walk at either the start or the end of the working day; or both.

During lockdown, some teachers may have found that their normal life was not as busy as usual and so naturally drifted into the habit of opening emails or double-checking remote lessons thereby never properly switching off. Recognising this type of behaviour as poor practice is the first step to a renewed wellness.



**Tommy McGlone**  
Senior Official

## Teaching/contact time and supervision definitions

All teachers are expected to be available to be directed by their principal for 1265 hours within 195 days per academic year. This is called directed time. However, within this directed time is the teaching or contact time. This breaks down as being no more than 25 hours per week for primary teachers and 23 ½ hours for post-primary teachers. These are, contractually, absolute maximums; not targets to aim for.

Therefore, when school managements or timetable supervisors are planning cover for absent colleagues, care needs to be taken so that teachers are not

requested to be in breach of their contractual contact time. Any time which requires a teacher to be involved in class cover for an absent colleague and do more than call a role is contact time. Also, while registrations have traditionally been considered part of a teacher's directed time, teachers required to deliver any learning or pastoral work during the registration period must have this period included in their teaching/contact time. This was reinforced in the recent pay award joint communication which addressed the status issue of registration by stating that, if a teacher is

required to deliver learning or pastoral work, this period of time is considered to be class contact time in the time budget. Similarly, teachers delivering assemblies must have this time included in their teaching/contact time.

Teaching/contact time is different to supervision. Supervision occurs when a teacher is requested to engage in activities outside of the classroom where there is no actual teaching taking place. Supervision includes...morning and afternoon breaks, monitoring the arrival and departure of pupils, and bus, assembly, and examination supervision.

## Members' Voice

# Anti-racism: it's everybody's fight

"Confident, sociable, strong," are words my friends and colleagues would use to describe me. (I asked them, I swear!) Upon meeting me you would probably see some of these traits. But what you wouldn't see is how I came to develop them. You wouldn't see how my personality has been shaped by the racism I experienced growing up. Some of it was encountered in the community – our house and my dad's car saw their fair share of cracked eggs – and some of it was in school.

As one of only four Black, Asian and Minority Ethnic (BAME) pupils in my primary school, I was aware of the colour of my skin from a very early age. There were racial slurs from my peers to assumptions being made about my character based on stereotypes. As a young child, I was left thinking "I am different" and "I am not good enough."

I eventually decided I wouldn't be made to feel this way. I pretended to be confident, "Fake it till you make it," as they say! I was lucky, because in time the confidence took root, and with this confidence came the strength that I'm proud my friends see in me. However, not everyone is so fortunate. Would I trade this confidence and strength to be like everybody else? To be white? Up until adulthood, yes, I'm afraid I would have. And unfortunately, I know I am not the only person of a BAME background to feel this way.

The brutal murder of George

Floyd was a stark reminder to us all: racism is not a thing of the past. Men, women and children are still discriminated against purely on the basis of skin colour. The Black Lives Matter movement and anti-racism campaigning is no longer just about the actions of four police officers in the US. It is about how we, as a society, can do better and need to do better. To quote Angela Davis: "In a racist society, it is not enough to be non-racist, we must be anti-racist."

As we know, our school years are some of the most formative in our lives. I believe schools have a vital responsibility in educating their pupils about what it means to be anti-racist, as we do with raising awareness of other issues in society. If we can broaden the minds of our pupils, I am hopeful that the future can be brighter.

How schools implement an anti-racism campaign will be different in each case. But we can look at what we do on an

individual basis. Many of us will work in schools that have a low percentage of BAME students and teachers, but this doesn't mean racism isn't our

problem. A person of colour does not have to be present for racism to occur. No doubt we will, at one point or another, hear a racist comment in class and how we respond to that can be very significant. If we can explain to our pupils what is problematic about their words and turn it into a teaching moment, rather than just reprimand or ignore them because our time is already pressed, then hopefully, moment by moment, we can help create change.

Our generation has been taught to not "see" skin colour. But I think it's time for that to change. I am hopeful that with the anti-racism movement, we can become a more understanding society. With all that we know about how someone's skin colour can affect their lives; it's time for us to say, "I see you and I support you".



**KHADIZA UDDIN**  
North Antrim Branch



# Advice for Members returning to school

Advice for members who are pregnant, clinically vulnerable, clinically extremely vulnerable or live with someone who is clinically extremely vulnerable.



Staff will be required to follow any relevant guidance and raise any concerns with their principal/line manager in the first instance.

	Individuals	Principal /Line managers Under advice from Managing Authorities
<b>Members who are pregnant</b>	<ul style="list-style-type: none"> <li>• Should work from home where possible</li> <li>• Are advised to take extra care in social distancing</li> <li>• To work in school, an Individual Risk Assessment must be completed with their Principal/line manager to assess and control measures to reduce risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Should endeavour to support working from home where possible.</li> <li>• If not possible an individual risk assessment must be undertaken with the individual to assess and control measures to reduce risk. They should, if necessary, be offered the safest available on-site roles.</li> <li>• Risk assessment templates are available on the DE website</li> </ul>
<b>Members who are clinically vulnerable, including members from the BAME community</b>	<ul style="list-style-type: none"> <li>• Should work from home where possible</li> <li>• Are advised to take extra care in social distancing</li> <li>• To work in school, an Individual Risk Assessment must be completed with their Principal/line manager to assess and control measures to reduce risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Should endeavour to support working from home where possible.</li> <li>• If not possible an individual risk assessment must be undertaken with the individual to assess and control measures to reduce risk. They should, if necessary, be offered the safest available on-site roles.</li> <li>• Risk assessment templates are available on the DE website.</li> </ul>
<b>Members who are extremely clinically vulnerable (were shielding)</b>	<ul style="list-style-type: none"> <li>• Members who fall into this category should have received a shielding pause letter from their GP.</li> <li>• Should work from home</li> <li>• “Where vulnerable staff cannot follow guidance on social distancing at work . . . they should tell their employer they need to follow government advice and avoid these risks. . . people who have been advised to shield should still maintain strict social distancing.” <a href="https://www.nidirect.gov.uk/articles/coronavirus-covid-19-pausing-shielding-extremely-vulnerable-people">https://www.nidirect.gov.uk/articles/coronavirus-covid-19-pausing-shielding-extremely-vulnerable-people</a></li> <li>• If you are unable to work from home, you can now return to the work place subject to an individual risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Should endeavour to support working from home</li> <li>• If not possible an individual risk assessment must be undertaken with the individual to assess and control measures to reduce risk.</li> <li>• “Employers have a ‘duty of care’ for staff. . . . In practice, this means taking all steps they reasonably can to support the health, safety and wellbeing of their staff.” <a href="https://www.nidirect.gov.uk/articles/coronavirus-covid-19-pausing-shielding-extremely-vulnerable-people">https://www.nidirect.gov.uk/articles/coronavirus-covid-19-pausing-shielding-extremely-vulnerable-people</a></li> <li>• Based on risk assessment the Principal/Line Manager and employing authority reserve the right to request that Clinically extremely vulnerable staff do not attend the workplace.</li> </ul>
<b>Members who live with someone who is extremely clinically vulnerable (was shielding)</b>	<ul style="list-style-type: none"> <li>• DE guidance states that you are able to attend work with suitable controls in place.</li> <li>• “For now, people who have been advised to shield should still maintain strict social distancing. This includes family members.” <a href="https://www.nidirect.gov.uk/articles/coronavirus-covid-19-pausing-shielding-extremely-vulnerable-people">https://www.nidirect.gov.uk/articles/coronavirus-covid-19-pausing-shielding-extremely-vulnerable-people</a></li> <li>• Members should have an Individual Risk Assessment conducted</li> </ul>	<ul style="list-style-type: none"> <li>• An Individual Risk Assessment should be conducted before the most appropriate course of action is determined.</li> <li>• Members of staff who are vulnerable or extremely vulnerable, or live with someone who is vulnerable or extremely vulnerable, should be supported as they follow the recommendations set out in guidance on social distancing and shielding respectively.</li> </ul>
<b>Members who live with someone who is pregnant or clinically vulnerable</b>	<ul style="list-style-type: none"> <li>• Current PHA advice does not require you to self isolate, you are able to attend work.</li> </ul>	<ul style="list-style-type: none"> <li>• Members of staff who are vulnerable or extremely vulnerable, or live with someone who is vulnerable or extremely vulnerable, should be supported as they follow the recommendations set out in guidance on social distancing and shielding respectively.</li> </ul>

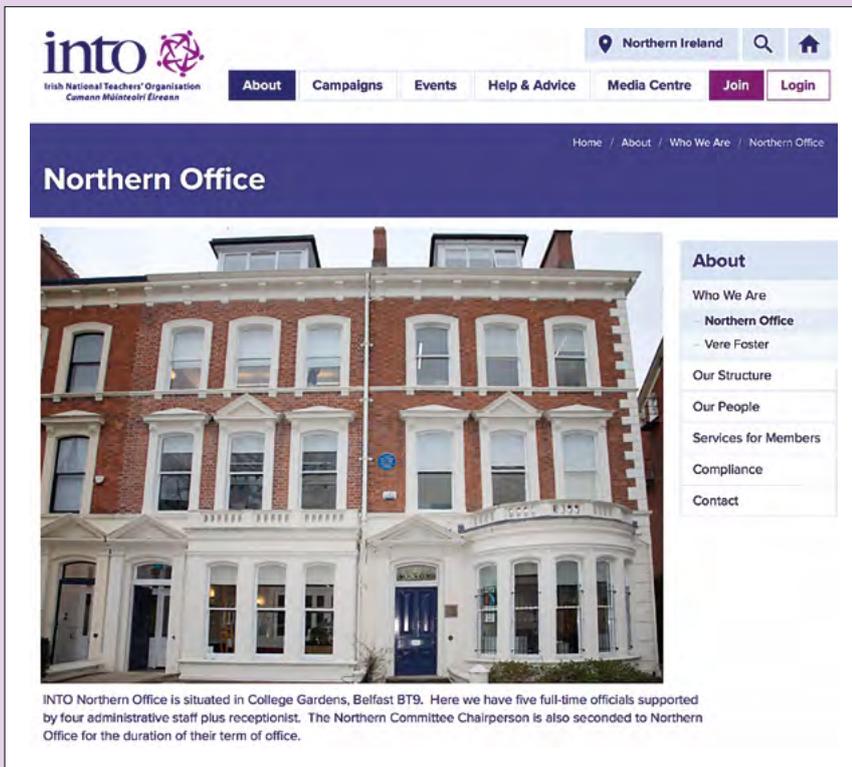
Every Principal/line manager should have a return meeting or conversation with staff prior to their return into the school. The key focus should be on health, safety and wellbeing. They should endeavour to ensure that the school remains inclusive, and that every employee feels they are returning to a supportive and caring environment.

Staff are expected to make themselves available for work and if they cannot they must clearly explain their situation and agree options with their Principal/line manager. Members who do not feel able to return to work but have no medical reason for not doing so should discuss with their principal alternative working arrangements, reduced working

hours/days or unpaid leave.

**NB** Where this guidance states that managing authorities and schools: “should” do something, there is a clear expectation, that it should be done; (<https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day>)

# Have You Set Up Your Portal Account on the INTO Website?



THE NEW INTO WEBSITE was launched successfully in September 2019. The first thing members will have noticed is the vibrant colour scheme and the intuitive and consistent site-wide navigation system with improved menu functionality directing you to the information you seek more readily.

**In order for you as a member to get the full use of the website, you need to be fully registered on the new database with your most up to date details**, including your email address, otherwise you will only have limited access to the new website. **Please follow these three quick and easy steps:**

1. Create your portal account on the INTO website
2. Log in and check your details are correct
3. Set your preferences for receipt of email updates and INTO magazines

## 1. Create your portal account on the INTO website

New members will have a portal account already as creating this is the first step in applying for INTO membership.

Existing members who do not have a portal account should please email [infoni@into.ie](mailto:infoni@into.ie) with their name and Teacher Reference number to request a

special one off link that will allow you to register a portal account. Existing members who go directly to the INTO website and try to register an account from there will be unable to do so – you will be asked for your TR number, because this is already in the system you will get an error message. **Please do not attempt to use an invalid TR number.**

Members with a portal account but who have forgotten or misplaced their password can use the Reset Password option on the login page.

**For assistance with any of the above please email [infoni@into.ie](mailto:infoni@into.ie)**

## 2. Log in and check your details are correct

Once you have your portal account please review your details: telephone numbers, email details and home address. Members can update and save these details at any time. Permanent teachers who see their school details are incorrect should make Northern Office aware of this as soon as possible. Please email [infoni@into.ie](mailto:infoni@into.ie) should you require any assistance.

## 3. Set your preferences for receipt of email updates and INTO magazines

In your portal account under "My Preferences" members can select what

they wish to receive from INTO in terms of electronic and printed communications.

Should you wish to receive email updates from Northern Office please ensure you have allowed for receipt of bulk emails. Previously members could sign up for emails from Northern Office on the INTO website however going forward only members who have allowed for receipt of bulk emails in their portal account will be included as subscribers – you can change your preference to stop receipt of emails at any time. Some members may have signed up for email updates via the INTO website but have no email address on their INTO records, please ensure you have an up to date and valid email address registered with INTO. By signing up to bulk emails you will receive vital updates on any new guidance for members and occasionally more general information on topics of interest to teachers. INTO reserves the right to email members on matters essential to union operations.

Members have been in touch, some for environmental reasons, to ask that they no longer be sent hard copies of INTO magazines. Members automatically receive a free copy of Printout (the triannual magazine for northern members issued once a term) and InTouch (the monthly magazine for all 40,00 plus INTO members north and south, issued individually to northern members in October, January/February and May). Members can opt in or out of hard copies of the INTO's magazines under "My Preferences". Members can always access the most recent and archived editions of both magazines on the INTO website.

**The more up to date your information is the better the service INTO can provide.**

The INTO website and portal facility are intended to provide members with as much current information and reference material as possible and ensure INTO can reach you the member as quickly and reliably as possible, based on the contact details you have supplied.

Any member having difficulty registering, or resetting their password or with any aspect of their portal account should contact INTO Northern Office by email at [infoni@into.ie](mailto:infoni@into.ie)

# Why NQTs (and all teachers!) should be members of INTO

## Declan Colgan

My name is Declan Colgan and I have been teaching in the primary sector for nine years and during this time I have also been a member of the INTO.

When I graduated from St Mary's University Belfast, I didn't really know the importance of being part of a union, however people kept telling me you don't know when you might need them. I therefore took this advice on board and signed up with INTO in 2011 and a few years later down the line there did come a time when I needed to call on the assistance of INTO.

INTO played a crucial part in helping me gain employment in a teaching job closer to home and this has had a really positive impact on my life since.

Less of a distance to travel to work has given me more energy and enthusiasm in my daily teaching as well as more time made available to spend with my family.

After this positive change in employment I felt it was time to give something back and I therefore decided to get more involved in the INTO.

I initially started attending my local INTO branch meetings. Immediately I was made feel very welcome and I therefore kept returning to these

branch meetings. From going to the local branch meetings, I got to know many other teachers as well as acquaint with past teaching colleagues and students from University. I became more aware of what was going on in other schools and what rights as teachers we have.

Furthermore, by getting involved in the INTO I became aware of a number of conferences and social trips that I was able to attend.

My first conference was the Youth Conference of 2019 in the Armagh City Hotel. This was a weekend I thoroughly enjoyed and as result I have now attended other conferences such as the Northern Conference. All my experiences of these INTO Conferences have been positive, thoroughly enjoyable and educational.

At each branch meeting and conference, I am overwhelmed with how hospitable INTO is towards its members.

I would highly recommend and encourage any university graduate to become an INTO member and I look forward to meeting some of you hopefully in the future.

## Daniel Coogan

Final year student, St Mary's UC,  
September 2020

I have friends and family who are teachers and they have told me about the importance of being part of a union. The INTO is the union that I am most familiar with and it's the one I will be signing up to when I graduate. I'm not fully sure yet why it is important to be in a union, but I know that it is.

## Northern Conference 2021

**Northern Conference will take place on Friday 12th - Saturday 13th March 2021, in the Slieve Donard Hotel, Newcastle.**

**To be a delegate at Northern Conference you need to attend your local branch meeting.**

**For further information regarding this year's virtual branch meetings please contact your branch secretary (contact details on INTO website).**

## Member's Voice

*... experiences of  
pandemic to date*

# I could not be more grateful

When lockdown was announced in the South on the 12th of March, we knew with certainty that this was what we in the North should be doing too. Instead teachers, parents and pupils in the North endured a further 10 days of indecision and contradictory advice. Schools went into planning mode. My school closed to pupils on the three days following St Patrick's Day break so that we could work out the best way forward. Our staff meetings, held in the Assembly Hall on socially distanced chairs, were surreal and ominous. The plans we made on each of those three days were inevitably turned on their head by government announcements on TV at 5:00 pm. In those three days I met with colleagues, prepared home-learning packs and registered pupils and teachers for an educational software package. Over those days and at the weekend I attended SLT meetings and prepared to open my class for key workers' children on the following Monday. I hardly slept. I thought about possible protocols for staff and pupil safety, protocols for management of the classroom, playground and school environment and possible activities for children who would be feeling overwhelmed by this experience.

On Monday 23rd of March, while many of my colleagues distributed home-learning packs and guidance for online learning for our 900 plus pupils, I worked with a year group colleague in my classroom and two of the five pupils I was expecting. There were supposed to be over forty pupils in the whole school,

but about half of parents opted out at the last moment. Their fears and uncertainty were real too. When my pupils went home at 3pm I brought tea and coffee to my colleagues who were still distributing the packs in the playground. I was exhausted. I had an awful headache. My body ached from moving tables and chairs to clear the room. I returned home and went straight to bed. When I woke at 8pm I was running a high fever and the sleep hadn't done anything for my exhaustion. I was sick.

Three of my family are medics and on Tuesday I was tested because they were now quarantined too. My fears were for my family, the teacher who worked alongside me on Monday, the children in my room and my colleagues. I felt sick and I felt guilty. The positive result that I received on Wednesday evening was devastating. Making that call to my principal was awful, because I knew the level of anxiety that it would bring for all those I worked with.

The illness progressed but at Day 7 I thought I was getting better. I stayed awake longer and was able to sit outside for a little while. I was optimistic. Around Day 10 things quickly changed. The fever, which hadn't broken, worsened and the headache was even more intense and constant. My breathing became rapid and I had a tingling in my face, arms and hands. My GP advised a check-up at the Covid-19 A&E. At the triage station my husband wasn't allowed to come with me. I thought I'd come back out again after assessment, but I couldn't, and I didn't see my husband again for another week. It was

quickly established that I needed oxygen, IV antibiotics and that I had developed pneumonia in both lungs. I was transferred by ambulance to the Nightingale Hospital. Security staff blocked off corridors and held the lifts as I was brought from the ambulance to the ward.

My ward was a small, four bed bay. We were at the start of this pandemic and procedures were new and evolving. The door to the corridor was kept closed. Nurses communicated with us about minor things through a baby monitor to reduce their exposure and the number of times they had to gear up in full PPE. I only got to know the nurses at observations times when each patient was monitored, or if the medical staff had a specific task to do. I found the distance created by the masks very sad and isolating – but very necessary. The medical staff were amazing. They tried to normalise this very abnormal situation.

The first group of patients I was with were very elderly and very weak. The ward was silent. Mechanical beeps and the hiss of our oxygen masks were all I could hear. After a few days, two of the ladies were moved to a ward for geriatric patients. The third lady was discharged to a residential home. We now know that this was an ill-conceived policy, that has had dire consequences for so many of our elderly and vulnerable people.

I wasn't alone for long. The next patient was also elderly, but she was very alert and very afraid. This was probably my most difficult time on the ward. With only a cloth curtain between us, I couldn't

help but hear the kind and careful doctor explain to her the process of agreeing a DNR order. She was so ill and so afraid. When the doctor left, I sat with her. I reminded her of the very thorough medical plan the doctor had outlined – a way forward, a way to recovery.

The next day two other patients arrived. One lady came from ICU, the other, like myself, had not expected to be separated from her partner so suddenly and be admitted to hospital. We all felt the strain of separation. I hadn't the strength to phone my husband or my family. Instead we kept in contact by text. I was too tired to talk and, honestly, it was just too difficult for me to talk about what I was going through. I kept them updated on each obs. and told them I loved them and missed them. I

texted good morning, I texted goodnight.

As the antibiotics began to work and as my levels of need for oxygen reduced, I was able to take in more of what was going on around me. Our ward on the 9th floor had the most beautiful view over the city. The dawns were spectacular, and the city lights were a welcome reminder that everything will eventually get back to what it was. Because lockdown was so carefully adhered to, it was strange to see sun-soaked streets empty of children and the motorway so free of traffic. One of the tallest city centre hotels blinked its sign at us and kept its rooftop terrace lit against the night sky. The three women I was with then, we've made it our goal to meet up again on that rooftop - and I know we will.

After a week of hospital treatment, I

was ready to be discharged. I still don't know the faces of the nurses and doctors who cared for me, but I could not be more grateful. My journey home was emotional, my return to my family was wonderful.

It's been nearly four months since my discharge, and I am still on the road to recovery. I get easily exhausted and I need to siesta like I was born to it. My breathing is not always good, and my heart sometimes runs away with itself - all things that can happen after Covid. At times I find myself emotional and tearful. I'm not myself - yet. I avoid news updates on the virus. August is looming in my mind and I wonder if I will be well enough and strong enough for whatever shape the new academic year will take. I suppose we all wonder about that.

## Member's Voice

# *Determined to do what I could*

The past several months has been the most stressful period of my working life. School leaders have to deal with the welfare of staff and pupils, but it is not widely recognised that each principal was also juggling the impact of COVID-19 on their own lives and the lives of their families. I was determined to do what I could, during the crisis to help the school community. That included taking a stand on closing the school early, organising online learning and then reopening the school to the children of Key Workers. In the middle of the global crisis, I realised the importance of looking after the well-being of staff. I did this by ensuring that what was required of them was reasonable and allowed for a lot of flexibility so they could juggle their own personal lives and online learning.

I was determined to reach out to try and ensure the well-being of our pupils and their families. We were quick to recognise that many of our pupils were not able to access the online learning due to a lack of technology at home and so we allowed our pupils who did not have access to technology to borrow iPads. We reached out to families whose children for other reasons were not engaging in online learning to see if there were other background difficulties that we could help with. The outreach was successful and there are many examples where

we made a real difference. One of the most heartbreaking but yet rewarding experiences I had was accompanying a teacher to the flat of one of our young families who were living in conditions that were spartan in the extreme. The teacher had gone out of her way to contact support agencies that could help the family with food and furniture but she really felt the need to call to the flat and to bring bits and pieces from school and from her own home. How could any school leader not be proud of their school community when they see fellow colleagues wanting to help in this



manner but these sorts of things go unrecognised in society.

As we come through all the difficulties, we are experiencing from COVID-19, we will hopefully learn some lessons that we can apply to education in the coming years. One might be to have more reasonable expectations of everyone around us and realise that after the emotional turmoil we have all come through we cannot work under the same pressure as pre COVID-19 and to continuously jump through hoops created by DE, EA and ETI. We need to refocus on what is important in education and less on the unnecessary paraphernalia that surrounds education. We need to look after each other better and support each other in the workplace. Finally, we really do have to realise there are limited resources and therefore there are natural limits to the work of schools. The time of getting more out of the resources available by squeezing harder is gone in education. This is simply down to the fact that the main resource is the workforce and due to the mental shocks from COVID-19 nothing more can be squeezed out of the workforce. A bit of slack is needed instead or we won't have healthy teachers or school leaders to educate our children in the coming years as we adjust to living with COVID-19 or adapt to a post COVID-19 world.



Member's Voice ... experiences of pandemic to date

# Seesawing through Lockdown

When school buildings were closed to the majority of children across the community and teachers found themselves flung into a 'virtual reality,' many teachers were faced with a steep learning curve themselves in being able to provide a useable platform to support pupils and parents in a remote learning environment.

Our school decided we would use the 'Seesaw' app. We had been using the free version for a number of years in the Foundation Stage classes as a learning journal of what was happening in classroom activities. Parents responded positively to it and so we made the decision in the school year 2019/20 to begin to move it up through the school for similar purposes.

We were aware after a short training session that it could do so much more, but I was sceptical that it would be useful in my P3/4 classroom. I can tell you now I'm a convert!

Throughout the lockdown I was able to schedule weekly plans for families to follow. I recorded morning messages either through videos or by recording voice messages over an image. I even used 'Chatterpix' to record a message using a 'Bitmoji' image of myself. Through this I have discovered that 'Seesaw' is compatible with so many other apps we all have been using for years. I shared links to other websites, created choice boards with stories, videos and activities embedded. We created shared readings of topic poems. I was able to do so much more than I thought I could.

I also made use of the fantastic community bank of activities which already exists within Seesaw that users have shared and contributed. This encouraged me to begin to adjust some of these activities for my class. Sometimes I just had to remove the recorded instructions and put my own voiceover on instead. By the end of June, I was creating and building my own activities which I know will be useable again.

The communication feature with parents was so useful for me as a Principal. By being made a



I was sceptical that it would be useful in my P3/4 classroom. I can tell you now I'm a convert!

co-teacher on each of the classrooms I could communicate directly to a parent or group of parents across the whole school. Getting messages out there was quick and efficient and cost us nothing!

I could also send messages to pupils and give them feedback on examples of great work that I saw.

I did take the opportunity for some free CPD from Seesaw by following their 'Ambassadors' programme. This showed me how to gain the best from the app in my work but also gave me access to so many more resources which I can use to train and support my colleagues. This is one of the stipulations of the 'ambassador status,' that you share the knowledge. The bonus for that is you get the 'Seesaw plus' resources for use in the app.

As the lockdown greatly increased the use of this platform, 'Seesaw' responded really well to teachers needs, and updated what could be done through the app and made it even more user friendly. Good news for all Google classroom users is that the tasks created in Seesaw can be transferred here too.

I would strongly suggest you check out the Seesaw teachers Facebook page and their website or YouTube videos to see if this is something you could use too.

**MARIE O'SHEA,**  
Northern Committee Vice Chairperson



# INTO Remote Teaching and Learning survey – June 2020

Thank you to all 1331 INTO members who responded to the INTO survey on Remote Teaching and Learning issued to members by email on Thursday 11

June 2020. This was a very important survey which has enabled INTO to get a broader understanding of teachers' very real experiences of remote teaching and learning. These experiences have been shared by INTO with DE to increase their understanding of the reality out there and hopefully to shape developments going forward.

The most commonly used devices by respondents are laptops and I pads or tablets with a high percentage using their personal smart phones also, almost 40%. Over 70% of devices used belong to the teachers themselves, with only 54% school devices used. 65% of the devices are four plus years old, with less than 10% under one year old.

Almost all respondents have access to broadband, but the efficiency of their internet differed significantly across respondents with almost a fifth having inadequate internet, 43% less than good and only 17% excellent. Many respondents cited major issues with speed of uploading and downloading documents, etc. Many also stated having to schedule times within their household when partners/children were not using the internet for their work, which caused issues in relation to virtual meetings, etc. Experiences included:

**'Very poor broadband, have to get up and work from 6-10 then a few hours in the evening so that my partner has access to the internet during his hours of work. 2 devices at the one time, it won't work'**

**'Broadband - had to upgrade to fibre to deliver lessons better'**

**'Very poor broadband have to drive to sit outside a neighbour's house to upload materials at times for teaching'**

Under half of the respondents had

training in remote teaching and learning in the last three months. A significant amount of this training was a brief crash course in the week before the



**NUALA O'DONNELL**  
Senior Official

schools closed in March from principals, ICT coordinators and colleagues. Some schools availed of EA training that same week. Other teachers have been accessing training themselves since lockdown via webinars, virtual meetings with colleagues and YouTube videos. Many teachers stated learning from their younger, more technologically advanced colleagues.

Only 5% of respondents are confident in conducting remote teaching and learning, with just over a quarter

reasonably competent. Over 80% are nervous and uneasy but willing to try with support and training. Less than 9% however are comfortable doing live/ recorded audio or video lessons without the appropriate security protections in place, with 18% not wishing to do this at all.

Almost 96% of respondents have conducted some form of remote teaching and learning, with just over 3.5% not having done any at all. These teachers indicated that they have been preparing and sending packs home to pupils. Over 70% of respondents have used the C2K school apps, Seesaw and Google Classroom. Almost half of respondents have emailed pupils but only 15% have done recorded video lessons and 10% audio. Less than 9% have conducted live lessons. Concerns expressed included:

**'No assurance that lesson could only be used as intended.'**

**'Fear of live video being, recorded, tampered with and used for the wrong purposes.'**

**Am happy to do recorded video with pen, workings and hand in view'**

**'Not comfortable with live lessons as even through google ultra I have no control over what is happening in a pupil's home and this could expose other pupils and be a safeguarding issue.'**

A significant majority of respondents know where to access some online resources but cited the time taken to do so as being considerable. They also highlighted the unsuitability of remote teaching and learning for pupils with Special Needs.

**'It takes so long to find the resources you need to suit each group within the class.'**

**'C2K media library is very good and Microsoft and Seesaw.'**

**'Very poor availability of resources for Irish medium sector'**

**'Joined and paid personally for twinkl resources'**

While all teachers have been providing lessons and work for their pupils during this period the engagement of pupils varies. Over 50% of pupils engaged in over half of the respondents' classes. Less than 1% of respondents stated that all their pupils had engaged in remote learning during this period, with only 2% stating that none of their pupils had engaged. 80% of respondents tracked engagement with pupils online/ by email with 19% by phone and 1% by post. Over 90% of respondents have provided feedback to their pupils, mostly online or by email. A minority of teachers have texted their pupils/parents or phoned them with 15% providing feedback by post. Comments included;

**'I send 2 emails a week to my class of 30. Only 20% reply.'**

**'I would but none of my pupils have completed assignments that have been set through teams.'**

**'With the Seesaw app I could provide feedback in writing and with audio or video.'**

The survey included at the end a section where teachers could leave any additional comments. Concerns were highlighted in the lack of any respite/ holiday time for principals/teachers this summer after such a stressful couple of months with planners requiring to be rewritten and the lack of any guidance in the few short weeks before the end of term about how the new school year and day will look.

**'IT in general is under-funded in Education. I am working on a 7-year-old laptop that constantly buffers and stops. I am the principal of a school and I am so aware that our staff are trying to**



**INTO Remote Teaching and Learning survey June 2020 (continued)**

support pupils with C2k managed machines that are not fit for purpose. As teachers do - they get on with it anyway, although if their machines were faster, they could be much more productive and time efficient.'

'I have sent out 2 packs containing numeracy and literacy resources. I have regularly updated the school website with PowerPoints and activities but given no feedback. Out of 87 in the year group around 3 or 4 children have sent in photos of their work as requested. I've no way of tracking if the work is being done. When speaking to parents a lot have said they haven't looked at the website.'

'It has been incredibly challenging, trying to mark work and post comments for each pupil. Where it is feasible to mark a short task in a matter of minutes with a class of 25, it is taking over an hour to do the same thing online.'

'Our Broadband network (or lack of) in rural west Tyrone is totally ill-equipped to host any kind of rural learning which involves videos, conferencing etc...as things stand it's simply impossible as even if I was able to deliver tutorials online, the kids will not be able to access it anyway.'

'Extremely slow process. Triples the time I would spend doing my teaching. Feedback is vastly different and each pupil receives an individual email/teams area report which is time consuming. Students don't know how to use Teams properly (and neither do I) and consequently I am spending lots of time trying to read unclear pictures of work/open documents they have sent through incorrectly etc. Thank you for conducting this survey. Hope what I've written helps.'

# SCHOOL MUGS

*Shona D.*

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# INTO school, and health and safety, representatives

## Become an INTO School Representative



Does your school have an INTO school representative and an INTO Health and Safety representative? If not you and the other INTO members in your school could be missing out on important INTO advice and guidance.

Regular elections of the INTO School Representative and the INTO Health & Safety Representative are vital to ensuring the continued prominence of INTO in addressing teachers' professional and industrial relations concerns.

INTO in recent letters to schools is requesting that ALL schools elect an INTO School Representative and an INTO Health & Safety Representative by the end of September 2020. All INTO members in the school are eligible to stand for election and to vote. Any school seeking assistance on conducting an election should contact their INTO Northern Committee Representative; names and contact details are available in the INTO Diary, Printout and on the INTO website: [www.into.ie/ni](http://www.into.ie/ni).

### What support will I get?

- A support network of INTO's committees and officials



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# Join us for a Pre-retirement Webinar in 2020-21

IN June 2020 INTO, in conjunction with UTU and Platinum Financial, provided a pilot pre-retirement webinar for teachers. It was strange not to see the presenter, Financial Consultant, Philip Andrews except at the start as the presentation filled the screen. However, Philip provided an excellent presentation and members were able to submit questions in writing on the chat function and these were answered throughout the presentation.

For the foreseeable future Platinum Financial consultants will deliver pre-retirement webinars to INTO and UTU members to ensure that members can continue to access important information on pensions, their personal financial situation and retirement. The webinars will give wider access to members who may not have been able to travel to a previous seminar and numbers will not be limited.

This year the seminars will become webinars to ensure members can still access important information on:

- State Pension
  - Teacher's Pension Scheme Benefits
  - Pension Scheme Flexibilities
  - Ill-Health Retirement
  - Phased Retirement
  - Additional Pension Arrangements
  - Redundancy
  - Pension Income Taxation
  - Budgeting for Retirement
  - Investment Options
- The webinars will still provide members

with the opportunity to ask questions and follow up individual consultations will still be available.

Members wishing to attend should register via the members' portal on the INTO website ([www.into.ie/ni](http://www.into.ie/ni)) to reserve

their place. An acknowledgement email should be received at the time of registering. An invitation to a Zoom meeting will be issued at a later date, closer to the time of the webinar with a link and password etc.

Webinar	Date	Time
RS1	Wednesday 21 October 2020	3.45 – 5.15pm
RS2	Tuesday 19 January 2021	3.45 – 5.15pm
RS3	Thursday 25 February 2021	3.45 – 5.15pm
RS4	Wednesday 31 March 2021	3.45 – 5.15pm



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Contact: Christine McDonnell [cmcdonnell@into.ie](mailto:cmcdonnell@into.ie)

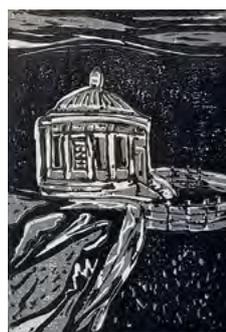


**WINNER:**  
Paula McEvoy,  
Dungannon,  
Tranquillity,  
acrylic

The 2020 winner is Paula McEvoy, Dungannon branch with *Tranquillity*. *Watchers on the Water* by Gavin Fox, North Armagh branch is Highly Commended.



Gavin Fox, North Armagh, *Watchers on the Water*, acrylic



Francis Murphy, Lisburn, *Mussendun Temple from Benone*, printmaking



Francis Murphy, Lisburn, *Derrymore Forest Reflections*, printmaking

I would like to congratulate our 2020 winner, Paula McEvoy. Paula's painting *Tranquillity* drew the attention of all the judges. In addition to the skill in execution, capturing a sense of calm and tranquilly is something welcome during these exceptionally difficult times.

The standard of entries was again very high this year and the judges chose to Highly Commend "Watchers on the Water" by Gavin Fox.

Thank you to all the members who have entered this year's Art Competition. Each competition reveals new artists within the INTO membership and their tremendous breadth of style and subject choice - such creativity can only be of benefit to all of our young people.

**GERRY MURPHY, Northern Secretary**



Evelyn McKiernan, Belfast, Near Torrox, *Andalucia II*, watercolour



Mary McConnell, Down, *Poppy*, acrylic

Paula McEvoy,  
Dungannon,  
*Optimism*,  
acrylic



Evelyn McKiernan, Belfast, Near Torrox, *Andalucia I*, watercolour



Gemma Kelly, Derry City, *Bahiti (good fortune or luck)*, acrylic



Leonie Gallagher,  
Derry City,  
*Paradise*,  
oils



Leonie Gallagher,  
Derry City,  
*Seascape*,  
oils

### Art Competition 2021

As we respond to the challenges facing us professionally and personally we hope that the Art Competition can offer entrants an opportunity for artistic expression while allowing members overall to enjoy the fantastic work of our colleagues. We hope 2021 may be the year you make the move and enter for the first time. Entrants have the choice of submitting one or a maximum of two pieces. One overall winning entry will be chosen by a judging panel. The overall winner (and if appropriate, a

highly commended entry) will be announced, circumstances permitting, at the 2021 Vere Foster Lecture. The Vere Foster lecture is usually held in May, at Vere Foster House, College Gardens, Belfast. The winner will receive a cash (cheque) prize. All entries will be included in a future Printout feature. For further information on the 2021 competition please visit the INTO website [www.into.ie/ni/join/benefits/art-competition/](http://www.into.ie/ni/join/benefits/art-competition/) or email [infoni@into.ie](mailto:infoni@into.ie)

# Certification Officer

Under current legislation the Union must publish to each member the following details

"In accordance with the provisions of Article 11 of the Industrial Relations (NI) Order 1992, as amended, hereafter referred to as "the 1992 Order", the following statement relation to the financial year of the Union ended 31st December 2019 is herewith provided to members of the Irish National Teachers' Organisation hereafter referred to as "the Union".

## 1. Total income and expenditure

The total Income Expenditure of the Union in the financial year ended 31st December, 2019 as included in the annual Return to the Certification Officer.

Members' Subscriptions	Other Income	Total Income	Total Expenditure
€14,059,707	€2,261,929	€16,321,636	€13,056,116

## 2. Political Fund Account

The Union maintains a Political Fund Account in the Republic of Ireland and expenditure from the fund of €21,000 was included in the Annual Return to the Certification Officer.

## 3. Analysis of General Secretary's salary and benefits

The salary paid to the General Secretary was €159,725. Also included in the Annual Return to the Certification Officer is the Employer's PRSI amounting to €17,650. Pension contributions cost €56,223.

No salary was paid to or any benefits provided for the President of the Union or any member of the Unions Central Executive Committee.

## 4. Independent auditors' report to Trustees of the Irish National Teachers' Organisation (extract)

### Opinion on financial statements

We have audited the financial statements of the Irish National Teachers' Organisation for the year ended 31st December 2019 which comprise the Statement of Comprehensive Income, the Statement of Financial Position, the Statement of Changes in Reserves, the Statement of Cashflows, the Funds Income and Expenditure Accounts, the Northern Ireland Income and Expenditure Account, Statement of Financial Position, Accumulated Funds Account, Funds Income and Expenditure Accounts, and the related notes 1 to 31. The relevant financial reporting framework that has been applied in their preparation is FRS 102, The Financial Reporting Standard applicable in the UK

and the Republic of Ireland, issued by the Financial Reporting Council ("the relevant financial reporting framework").

In our opinion the financial statements:

- give a true and fair view of the assets, liabilities, and financial position of the Organisation as at 31 December 2019 and of its results for the year then ended; and
- have been properly prepared in accordance with the relevant financial reporting framework.

We have obtained all the information and explanations we consider necessary for the purposes of our audit. In our opinion, adequate accounting records have been kept by the Organisation. The financial statements are in agreement with the accounting records.

Mazars

Chartered Accountants and Statutory Audit Firm  
Harcourt Centre, Block 3, Dublin 2

## 5. Rights of members of union

The rights of Members of the Union outlined below is reproduced exactly as required by Article 8 of the 1995 Order, which inserts an additional Article 11A in Article 11 of the Industrial Relations (Northern Ireland) Order 1992 as follows.

"A member who is concerned that some irregularity may be occurring, or has occurred, in the conduct of the financial affairs of the Union may take steps with a view to investigating further, obtaining clarification and, if necessary, securing regularisation of that conduct.

"The member may raise any such concern with such one or more of the following as it seems appropriate to raise it with officials of the Union, the trustees of the property of the Union, the auditor or auditors of the Union, the Certification Officer for Northern Ireland (who is an independent officer appointed by the Department of Economic Development) and the police.

"Where a member believes that the financial affairs of the Union have been or are being conducted in breach of the law or in breach of the rules of the Union and contemplates bringing civil proceedings against the Union or responsible officials or trustees, he should consider obtaining independent legal advice".

## Printout Crossword January winners

### Joint Winners of £50 M&S Voucher

Tracey Murray, Corrick Primary School, Burren, Co. Tyrone, and Patricia O'Farrell, Coalisland.

### Answers

#### Across

1 VACANT, 5 BARNEY, 8 OOZE, 10 REMARQUE, 11 CANE, 13 UGRIAN, 14 FOOD, 15 PAID, 18 EBRO, 21 TEACHERS, 22 OGLE, 23 DISCOUNTED, 24 SCRAMBLED EGG.

#### Down

1 VERFOSTER, 2 CAMBODIAN, 3 NOR, 4 TOQUE, 5 BEER, 6 RECAP, 7 YIELD, 9 ZUG, 12 ANALOG, 16 ATHEISM, 17 BESPOKE, 19 RONNIE, 20 FEUDS,

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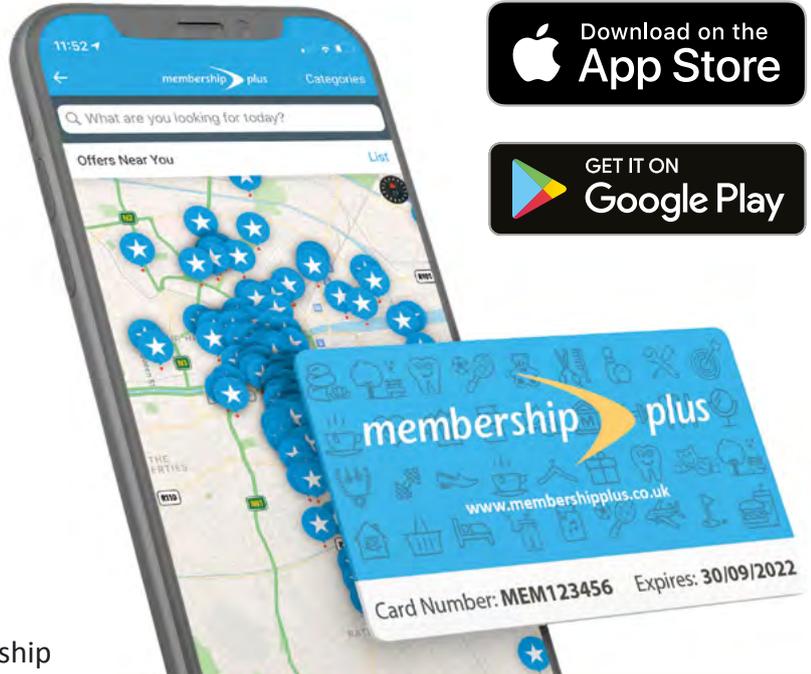
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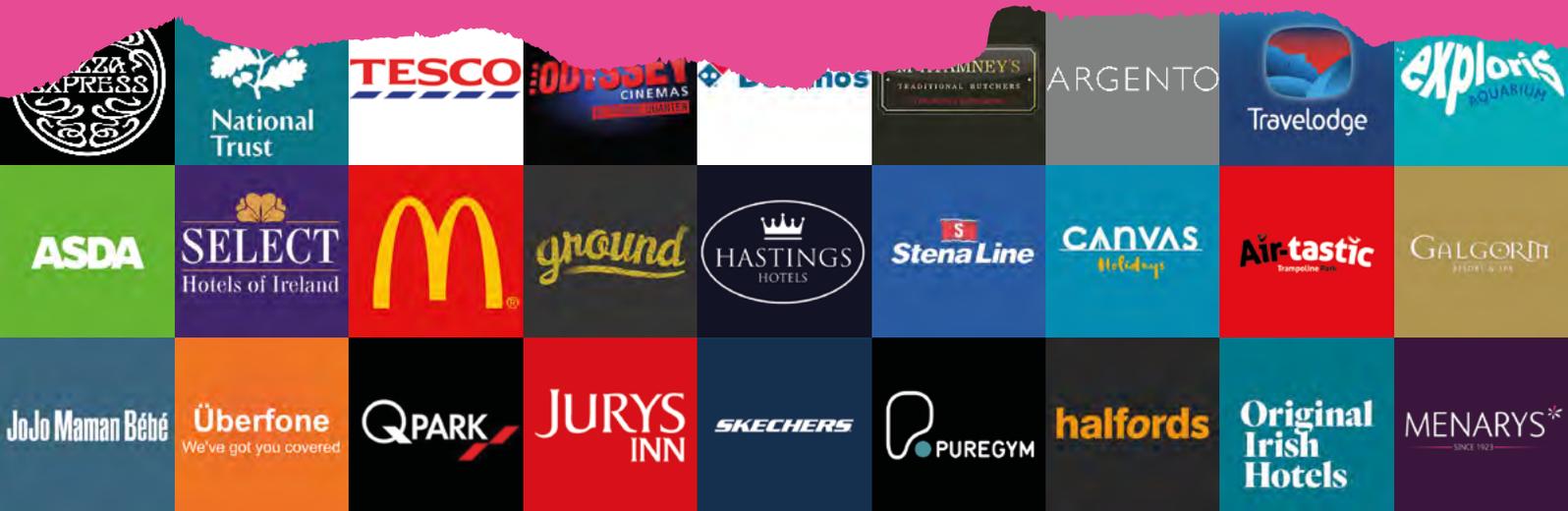
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