



INTO Northern Conference

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Reflections on my year as Northern Chairperson

As I hurtle through my year as Northern Chairperson, I thought that it would be important to pause and reflect on the year to date.

It has been an eye-opening experience discovering the difficulties that our members are experiencing daily. The background to many of these difficulties rests in unreasonable expectations leading to the breakdown in relationships.

Fortunately, our members have been protected, to a major degree, from the continued onslaught of change and unreasonable expectations that are causing; major workload issues, stress and ill health by the ongoing industrial action. That is why any resolution of the industrial dispute must be directly linked to workload as well as pay.

Members I speak with readily recognise that the monthly pay packet is not going as far as it once did. They also recognise that there is no point gaining an increase in salary, though that remains a core objective of the INTO, if we are to return to same level of workload resulting in careers being cut short through ill health.

I have huge and growing admiration for the activists throughout the organisation that keep the INTO strong

and vibrant. As the year passes, I have seen confidence growing among our membership and this is having a major impact on education throughout the North now and will continue to do so in coming years.

This confidence comes from strong industrial action that has had the desired impact of both protecting our members and sending a strong message to management. It comes from the Branch structure that has been reinvigorated and from the more recently qualified teachers that are becoming active in a manner we have not seen

for a number of years.

The outworking of this confidence was clearly seen at our Northern Conference in Belfast in March. There was vibrancy and a life about the Conference that we should all be very proud of. Those of us who were fortunate to be delegates at the conference will recall the many members that stood up at the podium to speak for the first time at an INTO Conference.

This bodes well for the INTO and for teachers throughout the North. I firmly believe that there is one simple reason we have not gone down the same road that led to the horrendous working practices that teachers and school leaders have experienced in England. That reason is INTO. The collective membership of the INTO have fought for decades against the worst of the changes and cuts. The vibrancy and confidence we are now seeing will also protect us from the worst of the workload excesses in the coming years.



PADDY McALLISTER,
Northern Chairman



Paddy McAllister
with
Cathy Crozier,
outgoing
Rep for
NC
Southern
Region
Primary B



Kevin Daly, incoming Chairperson



Michelle McCrystal, NC Rep, North Eastern Primary Region



Noreen Kelly, NC Rep, Southern Region Primary B

A review of Northern Conference

The Northern Conference is over and once again the tone for the other teacher unions' conferences has been set, for where INTO leads the others follow. This year's Northern Conference was energetic, purposeful and upbeat. The delegates who attended mirrored a genuine representation of the growing INTO membership across the north. The old hands were joined by a new generation of activists who brought further energy and renewed optimism; together they reflected the buoyant mood of the entire teaching profession.

INTO activists lined up to speak to conference, sharing their experiences of holding the faltering education system together. Delegate after delegate related how they were being left to pick up the shortfalls in terms of personnel and resources which have come about as a result of a decade of cuts. These representatives of teachers from across all sectors and stages confirmed what all involved in education including the administrators and civil servants already know. They showed themselves unafraid to present the unpalatable truths which some prefer to ignore and hide.

A total of 28 resolutions were adopted by Conference. These resolutions are the pathway that INTO will follow in the year ahead. Each provides an

alternative way to address the issues faced not only by teachers but by the system as a whole and the Northern

Committee will be striving to ensure they are all delivered on. Another key aspect of these resolutions is the fact they arose directly from the memberships' experiences. They are not theoretically based but founded rather on practical, classroom experience, something the Department of Education might consider employing before imposing the next big thing on the system. INTO delegates offering solutions and willing to engage in discussion kept the tone

constructive and positive. Every Northern Conference has, in addition to the work of Conference, a social side. The social side of Conference is in many ways just as important as it allows for the coming together of friends, old and new. It provides a safe place for teachers to relax and chat to other teachers, to meet up with colleagues from their college days or schools they worked in

formerly. We know the delegates value this time which their normal working lives have largely eroded away.

Judging by the many happy faces, having some time for themselves was just what was needed.

Next year's Northern Conference will likely be held at a venue outside of Belfast. The opportunities it affords will however be the same. So if you have an issue which you think deserves an airing or you have an idea for a motion that you believe is important and would make a positive contribution to the teachers' lot; get

yourself along to your next Branch meeting and share your thoughts, make your case. It could be your idea that conference adopts and passes to the Northern Committee for action, next year. There are not many big organisations that provide as swift a route to real change as the INTO, and you as a member are only a Branch meeting away from actively contributing to that change.



GERRY MURPHY,
Northern Secretary

NORTHERN COMMITTEE INFORMATION

Area	Branches		Mobile	INTO Email
CEC 1 District 1	0101-0113	Seamus Hanna	CEC Rep	shanna@into.ie
CEC 2 District 2	0201-0217	Dorothy McGinley	CEC Rep	dmcginley@into.ie
BFC	-	Patrick McAllister	BFC Rep	pmcallister@into.ie
NEP North Eastern Primary Region	0101/0102/0104/0107/0109/0111	Michelle McCrystal	INTO N Ctte	mmccrystal@into.ie
NES North Eastern Post-Primary Region	0101/0102/0104/0107/0109/0111	Siobhan McElhinney	INTO N Ctte	smcelhinney@into.ie
SEP South Eastern Primary Region	0110/0113	Rachel O'Hare	INTO N Ctte	rohare@into.ie
SES South Eastern Post-Primary Region	0110/0113	John Kelly	INTO N Ctte	jkelly@into.ie
BP Belfast Region Primary A	0106	Caroline McCarthy	INTO N Ctte	cmccarthy@into.ie
BP Belfast Region Primary B	0105	Geraldine McGowan	INTO N Ctte	gmcgowan@into.ie
BS Belfast Region Post-Primary	0105/0106	Caoimhin MacColaim	INTO N Ctte	cmacolaim@into.ie
SP Southern Region Primary A	0202/0206/0208/0217	Marty Lavery	INTO N Ctte	mlavery@into.ie
SP Southern Region Primary B	0201/0203/0211/0214	Noreen Kelly	INTO N Ctte	nkelly@into.ie
SS Southern Region Post-Primary	0201/0202/0203/0206/0208/0211/0214/0217	Kevin Daly	INTO N Ctte	kdaly@into.ie
WP Western Region Primary A	0209/0213/0215/0216	Marie O'Shea	INTO N Ctte	moshea@into.ie
WP Western Region Primary B	0207/0212	Moirá O'Kane	INTO N Ctte	mokane@into.ie
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Make Your Voice Heard

INTO Northern Conference, Clayton Hotel Belfast

Friday 1st and Saturday 2nd March 2019

RESOLUTIONS PASSED

INTO Northern Conference 2019 was held on Friday 1 and Saturday 2 March 2019 in the Clayton Hotel, Belfast.

The Right Honourable, Cllr Deirdre Hargey, Lord Mayor of Belfast welcomed guests and delegates to the city of Belfast.

Kevin Daly, Vice-Chair INTO Northern Committee, called on Patrick McAllister, INTO Northern Committee Chairperson, to make his chairperson's address to the conference.

Patrick McAllister, INTO Northern Committee Chairperson, introduced the first guest speaker: John Boyle, INTO General

Secretary Designate. Other speakers included: Joe Killeen, INTO President, Gerry Murphy, INTO Northern Secretary, Sheila Nunan, INTO General Secretary, and Noel Ward, INTO General Treasurer.

The conference went into private session for the election of Tellers and standing orders report. Delegates went on to discuss a wide range of confidence motions.

For photos see <https://bit.ly/2FzfTtg>

Resolution 1

Conference:

- [a] Demands that the employing authorities and DE move immediately to restore teacher salaries to the real term levels they were at prior to the financial crash of the late noughties;
- [b] Instructs the Northern Committee to continue to campaign to achieve salary restoration in concert with our sister unions on the NITC;
- [c] Directs the Northern Committee to work towards having the teachers' pay scales extended beyond the salary plateauing that occurs after a teacher who chooses not to seek additional management responsibilities reaches UPS3 on the Main Professional Grade;
- [d] Further instructs the Northern Committee to continue working towards persuading the political parties to bring about an increase in the level of funding for education overall.

Resolution 2

Conference commends INTO members for

their continued support in relation to non-cooperation in relation to ETI. Conference condemns the negative comments made by the Chief Inspector in relation to the ongoing union action and the lack of any response from the ETI to the NITC inspections mythbusting document 'ETI, Perception and Reality' in October 2016. Conference calls on Northern Committee to:

- [a] Reaffirm the decision taken by INTO in relation to its lack of confidence in the Chief Inspector;
- [b] Continue to work through NITC to pursue an agreed pre-inspection document detailing the minimum required documentation to support the inspection process;
- [c] Reaffirm its commitment to continue non-cooperation with ETI until the current industrial dispute is settled.
- [d] Calls on Northern Committee to intensify publicity of this action among members and the general public, in order to support members whose schools are issued with a notice

of inspection;

- [e] Calls on Northern Committee to work to ensure that normal inspection notifications will be maintained on cessation of industrial action and that schools will not be inspected 'without further notice' as threatened in ETI reports.

Resolution 3

Conference condemns the implementation of significant change to the provision of SEN education being rolled out by DE and employing authorities without proper and meaningful consultation with education partners. Conference calls on Northern Committee to challenge the change and support teachers and all pupils including the most vulnerable in education by:

- [a] Calling for due process to be followed by DE and the employing authorities before any changes to SEN provision are delivered to schools;
- [b] Instructing members clearly to not comply with SEN changes not signed



- off by a Minister;
- [c] Demanding DE and EA publish all research, rationale and process which has informed their proposed changes in relation to statementing and inclusion;
 - [d] Working with the other Education Unions on a joint campaign relating to Special Education.

Resolution 4

Conference:

- [a] Is aware of the increasing workload teachers are being asked to undertake;
- [b] Calls on Northern Committee to produce an audit of the average number of additional hours of work carried out each week outside directed time hours;
- [c] Calls on the Department of Education to publicly recognise and acknowledge the additional unpaid work undertaken by teachers;
- [d] Calls on the Employing Authorities to recognise the importance of the Workload Agreement and a teacher's right to follow it and a Board of Governor's duty to implement it.

Resolution 5

Conference:

- [a] Welcomes the NI Affairs Select Committee investigation into the funding of the NI Education System;
- [b] Commits the INTO to playing a constructive and positive role should the work of the Committee lead to a fuller and more wide ranging review of the education system as a whole in NI;
- [c] Demands the EANI cease its efforts to bring about further efficiencies across the system until the Stormont Executive and Assembly are restored so as to provide for a proper level of public scrutiny to EANI;
- [d] Directs the Northern Committee to



- work with the wider trade union movement to resist any further cuts across the education system;
- [e] Instructs the Northern Committee to work with the wider trade union movement and other interested parties to develop an alternative vision for education which regardless of the Committee's work will inform the trade unions in their dealings with the education administrators going forward.

Resolution 6

Conference notes with concern the increasing pressures associated with the role of the teaching principal.

Conference further notes the difficulties which arise in the management of this dual role and the untenable position this puts many principals in. Conference calls on the Northern Committee to actively engage with the employing authorities in developing practical and workable models of school leadership which allow for flexible approaches to meet the needs

of communities, schools and principals.

Resolution 7

Conference notes with concern the increased pace within Area Planning which has impacted upon current and future employment and career progression of teachers and which negatively impacts on local communities and services. Conference further notes the lack of proper consultation with INTO/NITC in relation to Area Planning. Conference calls on Northern Committee to work with the Employing Authority to seek an urgent review of the Area Planning process to ensure that the needs of local communities are best served by the process and that the jobs of education workers are protected where possible.

Resolution 8

Conference notes with concern the inadequate support given to teachers in the early years of their career. Conference notes the concerns of many young teachers who feel that current induction



Photographs © Kevin Cooper Photoline

and EPD structures do not provide practical support for them in their first years. Conference calls for Northern Committee to lobby the Department to:

- [a] Increase levels of support and assistance and establish a better framework of support for beginner teachers;
- [b] Establish, in consultation with beginner teachers and teaching unions, a programme of support and other training that is fit for purpose;
- [c] Ensure that funding is ringfenced and enough time provided for beginner teachers to avail of additional support that they require.

Resolution 9

Conference condemns the ending of the Investing in the Teaching Workforce Scheme. Conference notes the benefits of the scheme for INTO members and the cost-saving impact for the Department of Education. Conference calls on Northern Committee to:

- [a] Lobby the Department of Education, the employing authorities, government ministers and all other relevant departments for the continuance and extension of the scheme;
- [b] Request from the Department of Education, full details of the cost savings / efficacy of the scheme;
- [c] Publicise the positive impacts of the scheme.

Resolution 10

Conference calls on Northern Committee to resist any attempts by EA to introduce the Personal Education Plan model until it is workload proofed and is deemed manageable by the JWP of TNC.

Resolution 11

Conference condemns the continued use of results at GCSE and equivalent qualifications, and at A-Level and equivalent qualifications, as the principle indicator of a 'successful school'.

Conference notes with concern the range of problems associated for pupils, schools and staff arising from the use of such a crude approach to determining how such a school is'. Conference also notes with concern the additional pressure this approach places on teachers, subject leaders/heads of department, principals and vice-principals. Conference calls on Northern Committee to:

- [a] Continue to raise this matter with DENI and the employing authorities and with these parties seek an end to the use of GCSE and A-Level grades as the principle measure of success in the post-primary sector;
- [b] Campaign with other relevant stakeholders for greater recognition of pass grades at GCSE and A-Level other than A*- C by employers and FE colleges in order to facilitate young people's entry to training and employment;
- [c] At the time of publication of league tables to publicly respond by condemning the use of data as the sole means to define the worth of schools.

Resolution 12

Conference notes with concern the number of primary schools who continue to engage with transfer tests and encouraging staff to prepare students for these. Conference calls on Northern

Committee to engage with all relevant stakeholders to put an end to academic selection.





Resolution 13

Conference:

- Notes the reported increasing instance of mental health issues among pupils and the consequential detrimental effects on their school experience, as well as that of their peers.
- Further notes with concern the demands being placed on teachers coping with these issues and the implications for classroom management. Calls on Northern Committee to demand that support systems are put in place, whereby children have access to the support, counselling and/or therapy which is best suited to their needs.

as 'sick leave'. Conference notes the devastating impact of workplace violence and/or physical and verbal abuse on members, and by extension on their family and work colleagues. Conference calls on Northern Committee to:

- [a] Challenge this practice with the Department of Education and employing authorities;
- [b] Seek the implementation of a new category of leave, which reflects absence due to work-based injury or physical or verbal attack;
- [c] Seek an agreement with the Department of Education and employing authorities that such leave should not be accrued or considered alongside general sick leave.

of Ireland's DES with a view to identifying areas where closer cooperation across the border on professional matters and educational services can be achieved in the interests of the workers in both systems and the young people of the entire island;

- [b] Instructs the Northern Committee to begin lobbying the local political parties for support for such an enhanced level of cross border cooperation in education;
- [c] Directs the Northern Committee to continue working in concert with the CEC to further promote the idea of increased cross border cooperation in education through the ongoing lobbying efforts undertaken regularly by INTO members in the Republic of Ireland.

Resolution 14

Conference condemns the current practice by Department of Education and employing authorities of recording time off following a workplace-based assault

Resolution 15

Conference:

- [a] Calls on DE to engage more actively with their colleagues in the Republic

Resolution 16

Tacaíonn an Chomhdháil leis an fheachtas chun reachtaíocht teanga a achtú don Ghaeilge atá ar chomhchéim leis an reachtaíocht teanga sa Bhreataín Bheag agus in Albain. Treoraíonn Comhdháil Thuaidh an Choiste Thuaidh, tionchar an reachtaíochta seo ar an earnáil oideachais a fhiosrú.

Conference supports the campaign to enact Irish language legislation similar to the language legislation in Wales and Scotland. Conference instructs the Northern Committee to investigate the impact this legislation would have on the Education sector.

Resolution 17

Conference notes with concern, certain aspects of the Bullying Act 2016, the





recent training given by EA and the potential impact the Act will have on teacher workload.

Conference calls on Northern Committee to:

- [a] Actively engage with NITC and other relevant bodies to investigate the legal implications of the Bullying Act 2016 for teachers, principals and school governors.
- [b] Campaign for a review of the aforementioned Act.

Resolution 18

Northern Conference calls on the Northern Committee to develop a rights-based campaign in partnership with the Participation and Practice of Rights Project to:

- [a] Challenge the disparity between FSME and non-FSME pupil uptake to grammar schools;
- [b] Campaign the Department of Education to address the issue of

pupils suffering physical and mental health problems arising from the process of selection.

Resolution 19

Conference notes the disparity in the remuneration of teaching principals in small schools in comparison to their administrative colleagues. Conference calls on Northern Committee to work with the employing authorities to ensure that teaching principals are paid at a rate commensurate with the role they carry out, rather than determined by the school intake.

Resolution 20

Conference notes with concern the changes to provision already being implemented by DE and the Education Authority for pupils with SEN including challenging behaviour, mild/moderate/specific learning difficulties and undiagnosed conditions

despite the Review of SEN not having taken place. Conference calls on Northern Committee to work with members and interested professional bodies (teaching colleges, Children's Law Society, NICCY, Equalities Commission, SENAC et al) to determine the impact of these changes in the classroom, and where necessary to challenge and work to reverse those that negatively impact on pupils.

Resolution 21

Conference notes with concern the ever-increasing workload for SEN co-ordinators in both primary and post-primary schools. Conference calls upon Northern Committee to work with the Education Authority and other relevant stakeholders to devise clear guidance on time allocation for current SENCOs within all sectors.

Resolution 22

Conference notes the issues in relation to the lack of support for teachers and principals in primary and post-primary schools working collaboratively to ensure pupils have a positive experience when moving from primary to post-primary school. Conference calls on Northern Committee, through NITC, to work with relevant authorities to develop appropriate training for teachers to thereby ensuring greater collaboration between teachers in primary and key stage 3 to help to ensure a more positive experience of transition from primary to post-primary school.

Resolution 23

Conference commends INTO for the continued strength of support for Industrial Action from teachers and school leaders. Conference calls on





the student bodies in each campus to inform trainee teachers about the importance of joining the INTO;

[b] Provide Rep training for elected union leaders in each campus to inspire them to take on these roles and responsibilities when they find employment;

[c] Offer access to Conferences and Branch meetings to allow trainee teachers to appreciate the inner workings of our union prior to graduating.

Resolution 27

Conference calls on Northern Committee to establish a youth committee which will meet twice annually in order to:

- [a] Discuss issues and concerns that are pertinent to newer members of the teaching workforce;
- [b] Encourage increased participation amongst younger members of the union in branch meetings and school representatives;
- [c] Encourage younger teachers to participate in committees at both Branch and District levels;
- [d] Encourage active participation at INTO Conferences and Congress.

Resolution 28

Conference commends the work being carried out at Branch and District level to increase member participation. Conference instructs Northern Committee to support Branch Officers in their efforts to ensure all members are represented at school, Branch and District levels.



Northern Committee to continue to work through the NITC in finding ways to re-evaluate and normalize working patterns so that teachers and school leaders can achieve a better work/life balance.

Resolution 24

Conference commends INTO in informing members about their rights and protections in the event of an assault. Conference demands that the continued increase in assaults in schools is acknowledged by the DE and employing authorities and that correct procedures of reporting, risk assessment and resourcing are implemented in schools and that school management use all procedures available to them to ensure this trend is reversed.

Resolution 25

Conference notes with concern the

number of teachers who feel vulnerable at their place of work due to the amount of informal access provided to parents and other visitors throughout the school day in the name of 'Open Door' policies. Conference further notes the number of teachers and education workers who have reported being the subject of abuse due to such access. Conference calls on Northern Committee to work with the relevant education authorities to ensure a safe and secure working environment for all education workers in schools.

Resolution 26

Conference calls on Northern Committee to actively seek to develop a union branch within the two largest teaching colleges: St Mary's and Stranmillis University Colleges. Conference calls on Northern Committee to:

- [a] Establish a working group amongst

SEN – *the Perfect Storm*

Our education system is under serious threat. The health of our teaching and non-teaching staff is suffering under the strain. The educational budget crisis continues to deepen, schools are in financial crisis, the profile of our pupils is changing, CPD for teachers has collapsed to 'online' training, politicians are using the teacher as the gate keeper for society's issues and the Education Authority NI is driving a 'transformation' of special education which is confused, lacks research, transparency and most importantly funding. Add to this the lack of ministerial presence and direction from the Department of Education and the Education Authority to implement change by stealth before Policy change (how many of you have been talking about PLPs, reduced stages – all part of a Code of Practice that has not even been printed for consultation). We could despair that this perfect storm is negatively impacting on a generation of pupils and teachers or we could start doing something about it.

What can be done?

- There needs to be a recognition of the changing complexity of the children and young people we are teaching by the education system as a whole.
- Evolving SEN policy in the North of Ireland needs to review the risks & threats to SEN Education and look to the research that is leading the way in other education systems.
- A way forward worth fighting for needs to be clearly identified and coordinated by those supporting education.

Our classrooms are changing – children and young people are presenting us with needs which require us as teachers to review how we are teaching, what we are teaching and why we are teaching on a more and more individual basis.

It's a simple phrase to say 21st century issues but it simply is true. Partly it is because we know more, thanks to research which has opened up our understanding eg. sensory impairments, ASD, ADHD, rare syndromes. Another significant impact has been the advances in medical intervention; babies are surviving pre-term birth at earlier and earlier stages and for a significant number

of them this will impact on their physical health & learning. We must meet these children's educational needs – they are vibrant young people who are valued but we also must understand where they are at. In an education system that is focused on academic achievement it is failing to understand the needs of so many children. Consider just the simple research that tells us that the brain has not formed the part that deals with numeracy before 26 weeks and the impact will still be prevalent for babies born before 33 weeks. The child will either be educated with the knowledge that numeracy needs an individual approach or they will have an education that highlights their failure right through. A simple 'google' of pre-term birth & numeracy identifies a wealth of research that should be informing our curriculum and teaching resources.

The devastating impact of attachment for some children, trauma, emotional neglect, impact of parent depression or abandonment and even the parenting by ipads, smart phones. Bonds are not being made, emotional resilience is not being formed, relationships are failing and these children arrive in our classrooms not ready or able to form the relationships that are so important to emotional and educational development.

Finally, and significantly in the North we are in denial about the impact of Foetal Alcohol Spectrum Disorder. In England ASD sits at approximately 2%, over the last 10 years FASD has seen a dramatic increase (a combination maybe of better diagnosis and increased abuse of alcohol) overtaking ASD diagnosis to 3%. In NI we have no figures for FASD but our ASD statistic sits at approximately 5% – and yet no one writing policy is asking any questions about why is our ASD figure so high and why do we not have figures for FASD when we know there is recognised research in the South and in GB.

Combine all of this and you find some of the most complex children we are teaching in our special schools and increasingly in our mainstream schools – the child who has a mixed bag of everything. The Complex Learning Difficulties and Disabilities Research

Project identified a new group of children whose brain functioning is configured in a different way to that previously understood by educators of children with disabilities and for that we must create a responsive pedagogy. Ultimately in our classrooms we are trying to provide a purposeful education to the children and young people in front of us without an accurate diagnosis of need. The children are changing, teaching is changing but is policy keeping up?

The current transformation of special education is being led by the SEND Act (2016). The SEND Act followed a review by Warnock of education since The Warnock Report (1978). The Warnock report had identified that 20% of the school population could have a SEN and identified 2% might need support over and above what a mainstream school could provide. In 2012 the Minister at the time presented to the Education Committee a review of SEN & Inclusion. Since then we have seen a roll out of plans, consultations and policy change by stealth to cram and squeeze the children we know to fit the 20% - 2% model and it doesn't fit! What do I feel the motivation is? Money, a lack of research and a denial about the real needs of children and society.

In 2016 New Regulations for SEN were delivered for consultation – responses expressed significant concerns but our consultations are not weighted. The response of a Union representing over 7000 teachers, or a director representing the Health Trust, or Education lead in a Teaching college counts the same as 1 individual and as a result grave educated concerns are being discounted. The Regulations have not reached final publication.

In 2018 we started to see a strong trend forming in the delivery of change in SEN without finalised regulations and no indication of the new Code of Practice. A PLP which is a data driven exercise is being drip fed out despite amended versions still being produced – it is not child or parent friendly and therefore not fit for purpose. The phrase 'Primary need' became part of the vocabulary we were hearing. As teachers we are told to identify the primary need, again for data

driven purposes despite research identifying a new complex need and comorbidity. I'd love someone to tell me the primary need of a 15 year old young woman with Downs Syndrome, SLD, ASD, ADHD, VI, anxiety and mental health issues. Her day in school needs to have a purpose and often that purpose is to help her find some happiness & calm in all the confusion.

This brings me to maybe the most destructive and recent SEN change in the North of Ireland, the great move to make us fit the 20%-2% – the blanket removal of medical conditions from the SEN register. Data analysts have taken over a system. In November 2018 schools were instructed to run two reports off SIMs, their SEN register & Medical Register. On 3rd January 2019 all medical conditions were removed from the SEN register. One school reports a 40% reduction in their SEN Register, a significant number of which need re-entered and all need reviewed. 1 days cover per 100 pupils on the SEN register was allocated to make these changes (3 min 20 seconds per pupil). Has SIMs dictated the path of SEN?

The EA Development Proposal for 'Future Provision for Children in the Early Years with Special Educational Needs', states that only the most complex of needs will be met in Special Schools, without defining what complex needs are. Special Schools are planned to lose their specialism under the false guise of equity of provision. Separate schools provided for specific needs MLD, physical difficulties with associated learning needs, specific learning needs, SLD, PMLD, SEBD, has been abandoned by the EA (during the absence of a functioning government). Under the premise of equality of access, all other pupils will either be placed in mainstream classes or mainstream attached LSCs. (interestingly LSCs are most often identified for our children with ASD – what about the other needs?) Our mainstream schools are not resourced or financed to meet this need.

Teaching and non-teaching staff are shouting out letting us know these changes are not benefiting any children

in school. Mental Health is becoming a significant issue in all schools, including special schools, for our pupils and now for our staff as they struggle in a system that is not fit to meet their needs.

Challenging behaviour is increasing in all our classroom with levels of violence reaching higher severity and frequency.

The Chief Inspector of the ETI in her most recent report highlighted the significant increase in numbers of nursery children being suspended – and again no one seems to be asking why. I can probably describe to you the needs of that child.

Inclusion is a powerful word, can be a divisive word and a word I believe is being misunderstood, misused and misguided by the EA in their current plans for Special Education. Inclusion is not wearing the same jumper, going in the same front door and then behind separate doors. Inclusion is about being a valued and expressive member of your school community where needs are identified, staff & whole school training delivered, resourced and teaching and learning has the greatest chance of success.

A Way Forward:

- As individuals respond to consultations – make sure that the impact of proposed policy change on the teaching and learning in our schools is clearly fed back to DE or EANI.
- To delay the process until such a time as we have an Education Committee who can question the EA position, a Minister to take responsibility to sign off any redesign of Special Education and clarity as to the best way forward to provide an education for all.
- Unions and Stakeholders demand an independent review into the current practice with consultations. A consultation should be a robust process replacing the current approach

of manipulating results through misinterpretation and disregarding the weight of responses from for example: Children's Law Centre, NICCY, Teaching Unions.

- Research into SEN in NI. The Children's Commissioner is reviewing the provision & achievement of children with SEN as members of our schools and society throughout the education system. Teachers must be a part of this research contributing the successes and failures - how are mainstream schools currently coping with pupils with increasing needs already in their

schools? What finance, support, training, resourcing etc do they identify as essential and do they currently have it?

- Research into the prevalence of complex needs in Belfast. Research into specialist schools -v- 'one size fits all' super school. An assessment of 'super' schools already established in NI.
- A long term plan that looks to changing SEN provision based on research, close effective working using the knowledge and experience of the school communities, child focused bodies (NICCY, Children's Law Centre, SENAC etc), The Trust as well as the EA & DE, with a clear financial plan and aimed to impact positively throughout our society as we move into the future, reassuring. All this while building trust with schools, parents and pupils (a tall order but worth a try).

Many children need places in smaller classes, specialist support classes, special schools and the numbers are increasing year on year. It's a simple fact. Our Education employing authorities need to be asking why this is so and meeting the need, that's what makes us a better society. We as teachers and parents also need to be asking why this is so, that's what makes us better human beings.



CAROLINE MCCARTHY,
Northern Committee

Assaults

Findings of the NIC ICTU Education Trade Union Group survey

Schools are unique working environments, where the relationships between the parent and the teacher has the potential to create an excellent working environment for all; teachers, pupils and all other workers.

However, that same relationship can cause major issues within schools.

On Thursday 21 March 2019 the NIC-ICTU Education Trade Union Group released the findings of a major survey of teachers and support staff from nine education unions affiliated to the ICTU. The survey was in response to concerns raised by members of these individual unions in relation to levels of violence in schools.

The survey found that:

- 1 in 3 education workers experience PHYSICAL abuse annually
- 1 in 5 receive physical abuse ONCE a WEEK
- 83% have been VERBALLY abused in the classroom
- 45% of verbal abusers are PARENTS

For some education workers the level of abuse is even starker:

- 88% of Special Education teachers have received verbal or physical abuse
- 95% of support staff, such as classroom assistants, have been assaulted.

What the survey findings highlights is the glaring reality for teachers and education workers across the north. The issue of assaults becoming commonplace

should be of grave concern to everyone involved in education.

Assaults on teachers, both physical and verbal, are all too common in our schools. Teachers and classroom assistants from the earliest years in school have continued to work in situations where they are unsure of what they will experience when they arrive at work.

The support received by teachers and other workers in schools, when they report assaults, is often extremely limited, and in some instances, school management lay the blame on the staff member. This can lead to under-reporting of incidents to management, either because they feel that to do so undermines them as professionals, or because, when they have asked for the issue to be addressed in the past, management have not given an adequate response. Such under-reporting inevitably heightens the risk of more serious assaults in future.

Particularly alarming is the rise in the number of teachers who, following assaults, are forced to be absent from work, and as a result the subsequent effect it has on both the physical and mental wellbeing of teachers and school leaders and their families in dealing with

the aftermath of such incidents. Added to this is the detrimental effect on the education of young people due to teacher absence as a result of assaults.

The rise of violent and disruptive behaviour in schools must be examined in the context of the budget cuts that are happening in all our schools.

Due to budgetary considerations, and the lack of support available through Children and Young People's Strategic Partnership (CYPSP), schools are losing the specialist support that they had in the past to work with vulnerable younger people. Any reduction in teaching numbers inevitably causes a rise in class sizes, and there are not enough resources being put into supporting pupils with specific additional

educational needs.

It is now incumbent on the managing authorities and the Department of Education to work, as a matter of priority, to ensure that every worker in the sector can attend their place of work, without fear of assault, and to provide the necessary resources to allow all in schools to get on with the core business of schools in educating the young people in this society.



MARK MCTAGGART,
Assistant Northern Secretary

Vere Foster Lecture 2019

200th Anniversary of the birth of Vere Foster
and marking 100 Years of the UTU

Friday 17 May 2019 2pm – 5pm

INTO Offices, 23 -24 College Gardens, Belfast

The event will examine the legacy of Vere Foster (in particular his role in organising teachers) for both INTO and UTU, the developments which gave rise to the establishment of the Ulster Teachers' Union in the context of the political tensions on the island of Ireland a century ago, and the broader role of the labour movement in the campaigns for home rule/independence and the opposing campaign to maintain the union with Britain.



Say No to Drugs and Nappies

More often than not, teachers and educators in general, find that they are expected to fulfil a 'loco parentis' role not only by the management of the school but by parents themselves. Lately INTO has received a number of queries in relation to changing children's diapers, incontinence pants and administering medicine.

Of course teachers must be prepared to react to an emergency in a sympathetic manner, for example if a child has had an unexpected accident which has resulted in them either soiling themselves or emergency medication is needed. However, while teachers realise that they have a professional duty of care for all of the children they teach during the working day, either on or off campus, this does not mean that there is a statutory requirement upon teachers to be responsible for either changing a child's undergarments or the administration of medicines. In emergencies teachers should do no more than is obviously necessary and appropriate to relieve extreme distress or prevent further or otherwise irreparable harm. Qualified medical attention should always be sought in emergencies.

INTO recommends that teachers do not change children's

undergarments or take responsibility for the administration of any medicines. To do so may leave teachers vulnerable to accusation and if medicines are administered incorrectly this could have a damaging effect on the child and perhaps distress for a practicing teacher; moreover they could find themselves named in a legal claim for negligence.

If a child has long-term problems for instance diabetes, asthma or epilepsy a school has a duty of accommodation so that all pupils can have equal access to their education. However, this then must be managed in a manner that all arrangements are clearly understood so that medicines can be administered. Parents should be encouraged to provide the maximum standard of assistance and support.

There are no agreed arrangements to allow teachers to either change children's clothing or administer medicine. No teacher can be directed to do so and any teacher being instructed in this manner should contact their Northern Committee rep or Northern Office.

Parents should be encouraged to make arrangements to come to school or be at home for periods when children require medication that has not been arranged as self-medication. This is reasonable but it does require clear and precise planning and cooperation between school and parent. Where it is not possible to

make this sort of arrangement then the following procedure should operate:

- The smallest possible dose of required medicine should be brought to the school, preferably by the parent and this should have clear written instructions along with the name of the pupil and emergency parental contact number. Medicines should not be carried to school in glass containers.
- Medicines should be centrally stored away from pupils in a locked cupboard. Access to this stored medicines must be through prior arrangement. Certain medicines such as inhalers must be readily accessible at all times of the school day. Arrangements for medicines is extremely important if children are leaving school for an off campus visit. How these arrangements are managed is a matter for the principal's professional judgement or employing authority guidelines.
- Medicines that are self-administered should, if possible, have adult supervision. This can be the principal or some other adult acting under the principal's authority. It is advisable that a written log is kept at the school noting the pupil's name, date and time of the administration.

Remember: No teacher can be directed to administer medicine or change a child's clothing and any teacher being instructed in this manner should contact their Northern Committee rep or Northern Office.



TOMMY MCGLONE,
Senior Official

There are no agreed arrangements to allow teachers to either change children's clothing or administer medicine.

Addressing Bullying in Schools Act (Northern Ireland) 2016

As this article goes to press, the rollout of training to schools continues and are aimed to be completed by June 2019 with the intended Commencement Order date as 2nd September 2019 for the 2019-20 academic year.

There is no doubt that addressing bullying in schools is a very important issue as all schools are dealing with various bullying incidents day and daily. Surely an Act specifically focused on addressing bullying would be welcomed by principals, teachers, parents and pupils alike. I am sorry to report that this Act has not been embraced by the education community.

The act should actually be renamed as Recording Bullying in Schools Act because it doesn't provide for any answers on how to eliminate the culture of bullying in our schools but does provide guidance on what needs to be in place, such as policies, recording incidents and training.

It is also unfortunate to report that the teaching unions were not involved in the consultative process prior to this Act's approval and that teachers are now faced with the implementation of legislation in law.

The Act requires 3 core legal obligations for schools:

1. Definition of "bullying," which includes (but is not limited to) the repeated use of
 - (a) any verbal, written or electronic communication
 - (b) any other act, or
 - (c) any combination of those,

By a pupil or group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

2. The Duty of Board of Governors to secure measures to prevent bullying and they must
 - (a) Ensure that policies designed to prevent bullying involving a registered pupil at the school are pursued at the school:
 - (b) Determine the measures to be taken at the school with a view to preventing bullying involving a registered pupil at the school –

- (1) On the premises of the school during the school day:
- (2) While travelling to and from the school during the school term:
- (3) While the pupil is in the lawful control or charge of a member of the staff of the school: or
- (4) While the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

3. The Duty of Board of Governors to keep a record of incidents of bullying that occur

- (1) On the premises of the school during the school day:
- (2) While travelling to and from the school during the school term:
- (3) While the pupil is in the lawful control or charge of a member of the staff of the school: or
- (4) While the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school.

On closer examination it appears the Act has changed the international definition of bullying which is generally recognized as incidents repeated over time by including the (but is not limited to) clause. This means that in effect every incident of potential bullying, as one-off incidents, would have to be recorded. Something totally unmanageable in our schools.

The other stand out issue for schools is the responsibility of the school in preventing bullying of a pupil, "While travelling to or from school during the school term." How are schools supposed to manage the prevention of bullying in this instance? It was suggested at some training course that some schools have posted teachers along the route home

for pupils. This is impossible to facilitate in our schools and when first considering the "travelling to and from school," requirement, someone should have thought of asking teachers and their unions.

Another issue identified in this Act is the power to address cyber-bullying. With most schools restricting the use of mobile phones by pupils during the school day, this obviously points to the potential bullying taking place outside the school day. So, are schools now responsible for a possible bullying text or post by a pupil sent after the end of the school day?



PAUL GROOGAN,
Trade Union Official

What initially looked as an Act which would go some way to addressing bullying in schools is now seen to be a recording tool with massive workload and legal implications for schools.

Had the teaching unions through NITC been properly involved in the initial consultation process the issues highlighted would not have arisen. Unfortunately, because the Act has been passed in law, schools have a legal duty to implement it.

INTO have already started the process to address the issues raised by this Anti-Bullying Act. A sub-committee of NITC has met with the Department of Education to raise the concerns of our members and a consultative paper is to be presented to DE regarding the issues raised. This may well stall the implementation date, but the simple fact is that to change this legislation we need the Stormont Executive back up and running so we can lobby our politicians and get this Act altered.

So, with upcoming local elections coming up, take the time to speak to the politicians on the doorstep and make sure to inform them of the need to make changes to the Addressing Bullying in Schools Act (Northern Ireland) 2016 and the need to properly fund our education system.

Global Solidarity in the Union Movement, the Classroom and Beyond

As an affiliate of the Irish Congress of Trade Unions, INTO delegates members to attend various committees including the NIC-ICTU Global Solidarity (GS) Committee. The remit of the GS Committee is to promote education and awareness of relevant global issues to Trade Union members and to consider and advise the NIC-ICTU Committee and affiliates on various international matters. At a more basic level it should operate as a 'hub' for affiliates to share and to learn from one another's solidarity efforts and to agree ways to support ICTU policy in supporting trade union rights internationally.

Standing items on the NIC-ICTU GS Committee agenda include Colombia, Cuba, Palestine, Amnesty International and 'Just Transition'. Other recent developments include the adoption, in Belfast, of the 'City of Sanctuary' campaign to promote the rights of refugees and asylum seekers and to campaign for more welcoming businesses, schools and facilities for those who find themselves in Ireland having fled persecution, war or privation elsewhere.

While INTO members face serious challenges in their own workplaces,

including being at the front line of welcoming and educating newcomer students with ever decreasing resources, it is essential that we continue to look outwards and act progressively, supporting the struggles of those for whom organising a teachers union can mean the threat of prison or death in places like Bahrain or Colombia. As such INTO is always well represented at the Global Solidarity meetings, protests, summer school and various events throughout the year.

Global Solidarity is not about charity or aid work, although it can involve these. It is a two way process of learning from the struggles of others to better inform our own efforts at home and, where possible, to contribute to those struggles with solidarity campaigns and activities. For example, INTO activists who have travelled abroad to teach or to witness unions organising under oppressive

regimes more often than not return to Ireland as more committed and dedicated activists here, having seen in action, among other things, the efficacy of grassroots organising and education from the ground up.

For further information keep an eye on the INTO NI Website and circulars for details of any upcoming Global Solidarity events. In terms of classroom delivery of Global Solidarity the INTO ROI site has details of the island wide 'Global Citizenship School' with ready-made lesson plans available to use by teachers north and south of the border. The INTO nationally also operates a Solidarity Fund which supports education projects and also individual INTO members to travel abroad to volunteer with NGO's, charities and recognised Trade Union Groups. All members have the right to apply to this fund and details can be found on the INTO ROI site.



KEVIN DALY,
Incoming Chairperson

NI Teachers' Pension Scheme (NITPS) Annual Benefit Statement explained

All teachers should have received their Annual Benefit Statement (ABS) from the DE Teachers' Pension Branch by the end of March 2019. THIS IS AN IMPORTANT DOCUMENT SO PLEASE PUT IT IN A SAFE PLACE FOR FUTURE REFERENCE!

There have been some recent queries from teachers in relation to their ABS of pension entitlement.

Question – Why does my reckonable service not show my total reckonable service in teaching in NI?

Answer – Your pension benefits are calculated under two or maybe three different schemes: 80ths/60ths or CARE schemes.

- Pension accrued in the 80ths or 60th schemes are in years and days reckonable service.
- Pension accrued in the CARE (Career Average) scheme is in £s and pence.

A new pension scheme was introduced on 1 April 2015 for all teachers in NI and depending on your age at 1 April 2012, (if you were less than 50) you

entered/will enter the new scheme on 1 April 2015 or sometime in the intervening years up to 1 Feb 2022. The details are contained in the DE Pension Factsheet 1 on the INTO website, https://www.into.ie/NI/Teachers/PensionandRetirement/ChangestotheNITPSFrom1April2015/PlanningYourRetirement_DEFactsheet1_Changes1Apr2015.pdf

The day you enter the CARE scheme you cease to accrue pension benefits in years and days. Therefore, the number of years and days in the column under the 80th or 60th schemes will

remain the same from that day on. The amount of money in the CARE column should continue to increase in relation to the work you do.

Question – Do I get an automatic Lump Sum with my pension?

Answer - In the 80ths scheme there is an automatic tax free lump sum which is 3 times the pension in the 80ths scheme. There is also an additional optional tax free lump sum with this scheme.

In the 60ths scheme and the CARE scheme there is only an optional tax free lump sum.

ABS EXAMPLE			
Your Pension Benefits	80th	60th	CARE
Reckonable Service	10Yrs 178Dys	Yrs Dys	N/A
Gross Annual pension (including Pensions Increase)	£5,307.47	£	£1,916.21
Automatic Tax Free Lump Sum (Yes/No)	Yes		
Automatic Tax Free Lump Sum amount	£15,922.41		

Safeguarding Software



MyConcern® is an award-winning software used by staff in schools and colleges to report, record and monitor all safeguarding, pastoral and wellbeing concerns. Simple to use and suitable for any educational setting, it protects children and young people using a secure and trusted platform, enabling early intervention.



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Lessons from Auschwitz

The Holocaust Educational Trust (www.het.org.uk) is a charity which organises visits to Auschwitz each year to educate young people about the experiences of people in the Concentration Camps of Nazi Germany. The Trust invites two students (usually A-Level) from each school, and after an application process, the students take part in an Induction meeting, followed by a one day visit to Poland, and then a follow-up seminar and a project for delivery in their schools. Teachers can apply to accompany the students and this year I was fortunate to be selected.

It was an excellent experience, and very well organised. The Induction meeting included a talk from a Holocaust survivor, which was a powerful and thought provoking moment. To hear at first hand the memories and feelings of someone who went through the period before and during the occupation of Poland brought the human side of what was a vast, industrial slaughter into focus.

After a very early start (Aldergrove at 4.30am), the students and teachers spent a full day visiting Poland. We went to a small town which was the site of the first Auschwitz Camp, then went on to the purpose built second site. We walked through the famous gates and under the iconic sign of 'Work shall set you free'; we stood in the gas chamber and

crematorium, we saw the rooms of suitcases and shoes. The guide was very thorough in explaining the experiences of

It was strangely still
and quiet and
while no-one
became upset or
distressed, it was a
sombre visit.



the people who lived and died there. It was strangely still and quiet and while no-one became upset or distressed, it was a sombre visit.

The most powerful moment came when the group heard from a Rabbi. He spoke not only of the Jews, but of the other groups who were imprisoned and killed – the Trade Unionists, the Socialists, the gay men and women and others. This showed the real purpose of the visit – the Holocaust survivors will soon no longer be with us, so the young people must become the new defenders of their memories. The young people were encouraged to stand up to prejudice, to speak out for those who are abused, to defend their rights and the rights of others. When we all lit a candle and placed it on the memorial, we were not just remembering all of those who had died, we were pledging to work to ensure it would not be forgotten, and to make sure it could not happen again.

The Trust invites schools to take part each year and I would recommend this project to all colleagues. My students learned a lot from the whole experience and are currently working on a project which they will deliver to junior school classes. They are already carrying on the work of the Trust.

BRIAN ADAMS, Ballyclare Secondary School

St Mary's Hurling Success

The small ball is strong in the Ranch! For the second year in a row the hurling team at St Mary's University College Belfast has won the Fergal Maher Cup at the "Fitzgibbon" weekend in Waterford defeating Marino Institute of Education in the final on a score line of 4-12 to 1-8. The journey began in Autumn time when the team assembled to play in the league vs UUJ and QUB. The team did not progress in the league but regrouped at the beginning of 2019 and set the goal of retaining the Fergal Maher Cup, which was won in 2018. The Ranch qualified for the Fitzgibbon weekend after defeating Letterkenny IT. This set up a semi final tie

versus MIC Thurles on Friday 22nd February. St Mary's played in tough weather conditions and came from behind at half time to win on a score line of 0-10 to 0-06. The final was played the following day against Marino in similar conditions and after a tight and tense first half, St Mary's kicked on in the second half as four goals put daylight between them and their opponents. The game ended 4-12 to 1-08 and confirmed St Mary's as back to back All Ireland Champions.

Special credit is paid to the inspirational team captain, Paul Gunning, as well as the double winning coach,

Collie Murphy. This is a great achievement for a college small in nature but big in spirit, pride and togetherness. These qualities shone through from this Ranch team as they completed an unprecedented back to back All Ireland. (A special thanks also to INTO for their continued support of the team.)



THE PANEL IS AS FOLLOWS;

Paul Gunning
Tiarnan Murphy
Colm McCloskey
Conor McAllister
Conor Stinton
Danny Shaw
Eoin McGonigle
Micheal McGreevey
Michael Hopkins
Oisín MacSalaigh
Pearse Og McCrickard
Sean Duffin
Tiarnan Hardy

Manus Smith
Tomas McIntyre
Sean Dougan
Kevin Muldoon
Conor Kelly
David Grant
Ronan O'Kane
Declan Chapman

MANAGEMENT TEAM CONSISTED OF:

Collie Murphy
Sean McManus
Seamus Shannon

Green cards Q and A

Q. Will Brexit affect my driving?

A. Yes, in the event of a No Deal and if you will be driving in the EU. Drivers are being advised of the need to arrange what is known as a Green Card and take it with them if they wish to drive their vehicle in the EU in the event of no-deal, among those particularly affected are people who drive across the Northern Ireland/Republic of Ireland border.

Q. What is a green card?

A. Green Cards are an international certificate of insurance issued by insurance providers in the UK, guaranteeing that the motorist has the necessary third-party motor insurance cover for driving in the country being travelled to.

Q. What happens if there is a deal?

A. in the event of a deal, green cards will not be required.

Q. Who supplies the Green Card?

A. The documents are supplied by your insurer. Customers are advised to contact their broker or insurer about a month

before they travel to get one. Insurers will need specific information including names of all drivers, specific dates of travel and countries to be travelled through. Do not leave it too late as those who travel without a Green Card may be breaking the law.

Q. What are Cornmarket doing to accommodate drivers domiciled in Northern Ireland?

A. Cornmarket are working with our insurers to issue green cards to ALL Northern Ireland customers in advance of Brexit.

Q. Are Green Cards required for drivers from the Republic of Ireland/EU driving in Northern Ireland/UK?

A. Yes, the same requirements will apply to all EU motorists travelling to the UK.

Q. Was this not organised before Brexit?

A. An agreement between the relevant European insurance authorities was made in May 2018 to waive the need for Green Cards in the event of a no-deal Brexit.

However, this has not been confirmed by the European Commission, hence the industry is planning on the basis of Green Cards being required.

Q. Will I need and International Driving Permit to drive in the EU?

A. In the event of No Deal, Yes. If there is no EU Exit deal, UK driving licence holders will need an International Driving Permit (IDP) in addition to their UK driving licence to drive when visiting some EU and EEA countries. The Republic of Ireland does not require UK drivers to carry an IDP. There are 3 types of IDP, you may require more than 1 depending on which countries you intend on travelling through. Further Advice is available on the gov.uk website and IDPs are available over the counter in some Post Offices.

If you are a Cornmarket Customer and require a Green Card please fill in the form on <https://www.cornmarketinsurance.co.uk/greencard/> and we will submit a request to your insurer to have one issued to you.

Platinum Financial Planning Raffle Prize Winners



Long term service to INTO

Mr Martin Kearney former principal of St. Mary's Primary School, Harryville, Ballymena receives his INTO pin.



Teachers Special



★★★

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Enjoy the perfect family adventure to the beautiful Austrian resort of Ehrwald! Inspiring scenery, guided hikes and fun activities will make for a truly unforgettable summer holiday.

Try something different this summer with Topflight's Family Adventure Holiday to Ehrwald. This charming Tyrolean village provides the perfect base for a fun and exciting holiday to the awe-inspiring Austrian outdoors. Marvel at the Zugspitze Glacier, the highest peak in Germany, and enjoy daily guided family friendly hikes during your stay. In the evening time, you can explore some of the cafes and bars that Ehrwald has to offer.



Hotel Sonnenburg

Enjoy the cosy, relaxed atmosphere of the Sonnenburg Hotel with its genuine Tyrolean hospitality. The Sonnenburg Hotel enjoys a wonderful location at the foot of the Zugspitze Glacier, just a short 10 minute walk from the charming village centre of Ehrwald.

The friendly hosts at the Sonnenburg have had years of experience working with Irish groups, and will ensure that your stay here is perfect. At the end of the day relax in the hotel's cosy lounge, enjoy a drink in the recently refurbished bar, or on our sun-filled terrace overlooking the Zugspitze Arena.

* Offer is based on a maximum of 2 adults & 1 child sharing. Bookable in advance.

Your Holiday Includes

- ✓ Return flights from Dublin
- ✓ Return transfers by luxury coach
- ✓ 7 nights in the 3 star Hotel Sonnenburg, half board basis
- ✓ 7 Days Z-Ticket
- ✓ Guided family friendly hikes, Monday to Friday
- ✓ Unlimited use of the Postbus & Sammelbus in Zugspitze Area
- ✓ 20kg baggage allowance
- ✓ Airport taxes

Available Dates

30TH JUN - 7TH, 21ST JUL
4TH - 11TH AUG

PRICE FROM

€799

PER PERSON SHARING

CHILDREN UNDER 15 FROM

€399

PER PERSON SHARING

Your Z-Ticket Includes

- ✓ A cable car ride to the top of Germany & the Zugspitze Glacier
- ✓ Use of the main gondola/ chairlifts in Thurgau, Lermoos, Biberwier, Berwang & Bichlbach
- ✓ A boat trip on Lake Hohenwies
- ✓ Daily entrance to the outdoor swimming pools in Lermoos & Berwang
- ✓ Daily entrance to the indoor Water Centre in Ehrwald
- ✓ Daily entrance to the swimming lake at Bichlbach
- ✓ Summer toboggan run in Biberwier once a day
- ✓ 1 hour per day use of the indoor tennis court in Ehrwald
- ✓ 1 x round of minigolf in Bichlbach each day
- ✓ 1 x mountain scooter run in Biberwier (min. age applies)

Teachers Special

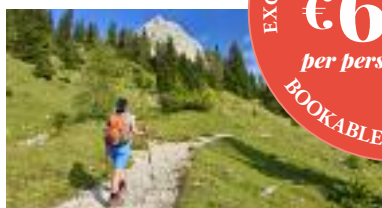


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What awaits you on the Austrian Tirol Hillwalking Tour? Seven days of unadulterated bliss – that's what! Breathe in that crisp, clean Alpine air. Embrace the lush landscape, abundant with breathtaking panoramic views and translucent mountain lakes. Discover the wealth of heavenly hiking trails that wind their way throughout the hilly terrain.



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The Membership Plus Team are busy adding new offers to the Membership Plus website and mobile app each week - many of which have been suggested by you.

Below are some of the offers recently added - for the full list of offers, visit the Membership Plus website or download the Mobile App!

Days Out Offers

Belfast Traditional Music Trail, Belfast
W5, Belfast
We are Vertigo - Inflata Park, Belfast

Escapade HQ, Belfast
Watertop Farm, Ballycastle
Whitehead Railway Museum

Eating Out Offers

Fitzpatrick's Restaurant, Downpatrick
Knife & Fork Grill, Belfast
Mama Masala, N' Abbey
The Tides, Portrush

Ground Espresso Bars, 23 N.I. Branches
Macklin's Bar, Belfast
Stix & Stones, Belfast
Tom's Dining Rooms, Bangor

Hotels & Travel Offers

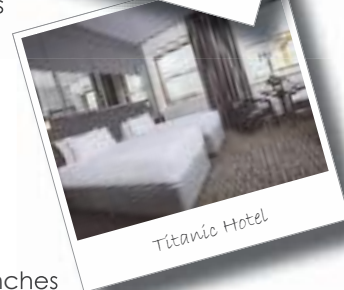
Breaffy House Resort, Castlebar
Jurys Inns, Across UK & Ireland
Radisson Blu Hotel & Spa, Sligo
The Old Inn, Crawfordsburn

Dream Apartments, 3 UK Locations
Leonardo Hotels, 3 Scottish Locations
The Morgan, Dublin
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Shopping Offers

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Honeybee Blooms, Craigavon
Joli Clothing, Ballyclare
Lisburn Music Centre, Lisburn

Cubana Boutique, Belfast
Houstons, 7 N.I. Branches
Lisa's Attic, Carrickfergus
McAtamney's Butchers, 12 N.I. Branches



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www.membershipplus.co.uk

Assumption Grammar School Joint First in the Annual All-Island Irish Song Competition

Year 10 students who study Irish from Assumption Grammar School, Ballynahinch, Co. Down who came Joint First in the annual All-Island Irish Song competition hosted by Conradh na Gaeilge and Raidió Rí-Rá (<http://www.rrr.ie/ceol>), a Dublin-based Irish language radio station, in association with RTÉ Cool FM and the 2Fm presenter Eoghan McDermott.

The students made a recording, in Irish, of the well-known song 'Teenage Dirtbag' by Wheatus from the #CEOL2018 CD which includes Irish translations of contemporary songs.

The girls are delighted to have come Joint first alongside Moyne College, Mayo. The recording has already had over 1200 views on YouTube - 'Stócach Brocach'

CEOL2018 Assumption GS.

Dr Pamela Scullion, Head of Irish Assumption Grammar School



Membership Plus competition winner

INTO member Claire Byrne, Co. Antrim, was picked at random from all the correct entries in the recent Membership Plus competition and has won herself an overnight stay for two in a superior room with breakfast at the Belmore Court & Motel, Enniskillen. A huge congratulations to Claire and don't forget, members can still enjoy 10% off at Belmore Court with Membership Plus. We have more exciting competitions coming soon to the Membership Plus website so make sure you have registered your INTO Membership Plus card and keep an eye on your emails for your chance to win!

Great success in Ballymena Area Netball

St Mary's Primary School (Portglenone) netball team winners in the Ballymena Area Netball Tournament and Runners up in Ballymena area primary school Netball League. The team is pictured with their coach, Ciara Maginess. Well done everyone!



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Articles published in Printout are also available on

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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.

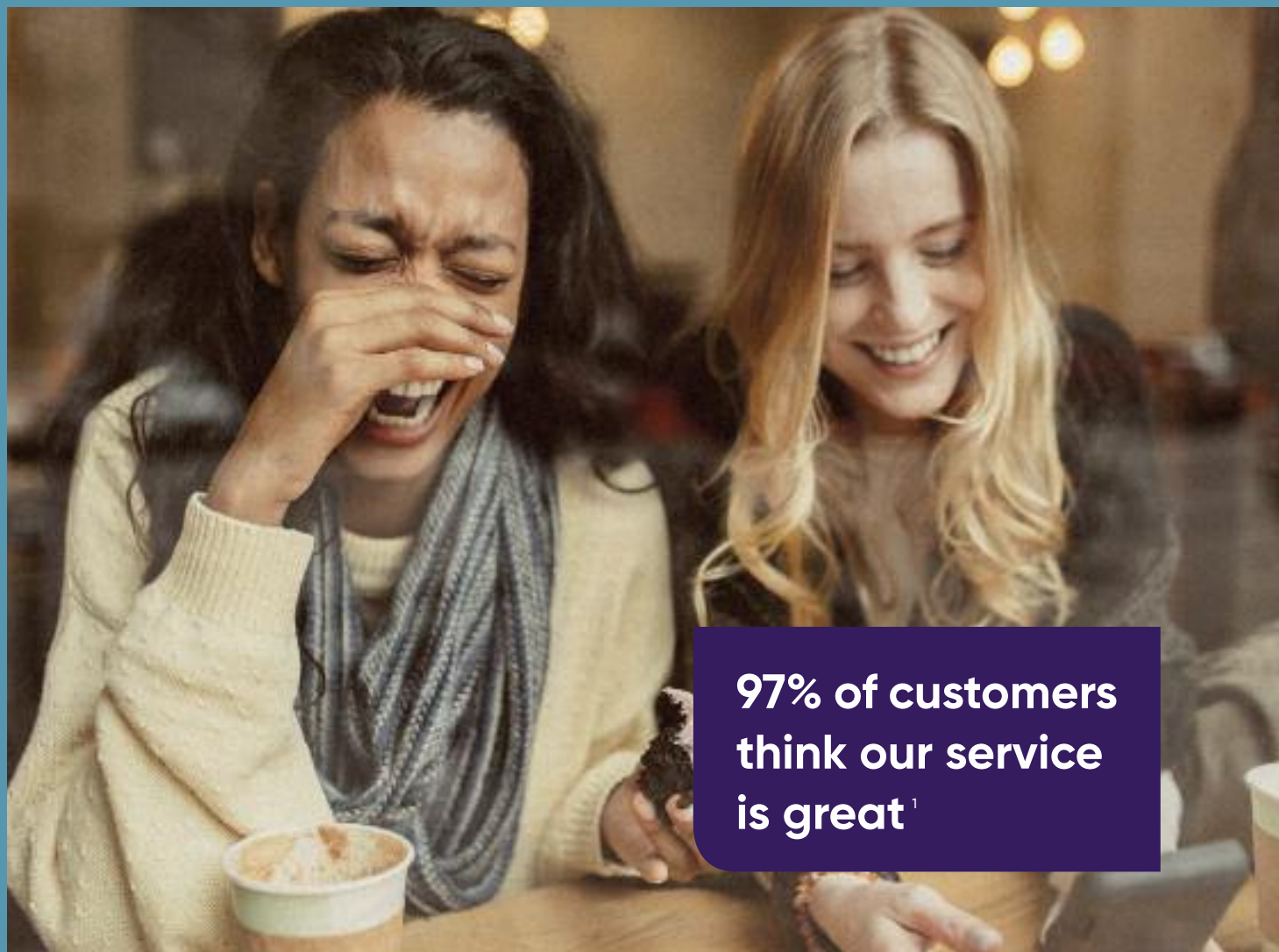
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