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into
Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

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'Please Sir can I have some more ...'

The great pensions swindle rumbles on across the water in Westminster. The British government introduced the Public Service Pension Reform Bill to Parliament in the last year and it is currently wending its way through the various parliamentary stages. The Bill is assisted by "accelerated passage", a mechanism that allows the government to guillotine debate at the various stages thereby minimising the opposition's chances of derailing the Bill and shortening the time it takes for the Bill to pass into law, is about 60% through its legislative journey. It should be noted that the opposition to the Bill inside the parliament from Labour and the others including those MPs from here has been virtually non-existent. Indeed those INTO activists who were hoping for Labour to lead a campaign to protect public service pensions and teacher's pensions in particular have been sorely disappointed.

Meanwhile here, news that the Minister for Finance and former teacher Sammy Wilson MP, MLA has recently announced that his department will shortly bring a draft NI Public Services Pension Bill to the Assembly for passing into law. The aim of

this proposed Bill being to bring the public service pensions available here into line with what is being enacted in England and Wales. This course of action was forced upon Sammy because he was unable to get support from Sinn Fein and the SDLP to simply import the British Bill whole sale.



GERRY MURPHY,
Northern Secretary

This is a significant development for all public servants. Teachers have a lot to potentially gain as the regulations governing our Teachers' Pension Scheme have a considerable degree of flexibility built into them as compared to a much more rigid scheme across the water.

There is no reason for celebration however. The Bill the Finance Minister brings here will include all the aspects of the British Pension Reform Bill which has so infuriated teachers and public servants. So your pension contributions will continue to increase, the move from RPI to CPI is included and retirement age will still be linked to state pension age plus all the other negative outcomes for INTO members that we have been campaigning to overcome since the Tories and their Liberal stooges began their attack on our pensions.

Sammy bringing the Bill to the Assembly does however allow us with our trade union colleagues to once again challenge the notions underpinning these alleged reforms and to put the local MLAs on the spot. It does also provide us with the opportunity to exploit the greater inherent flexibilities in the regulations governing our existing pension scheme. This is something the Northern Committee's representatives on the Teachers Superannuation Consultative Committee here have been seeking to do for some time now.

The debate is stalled at the moment as we await Sammy presenting the draft Bill to the Assembly and the beginning of its legislative journey. Northern Committee is ready to contest once again the need for a Bill such as this at all and each clause contained in it as it makes its way through the Assembly. We wait with interest to see how our local political representatives will react to this raid on public service pensions because there can be no hiding behind the decisions of George Osborne now, they have a simple choice. They can choose to stand up for public servants or they can continue to facilitate the robbery of their hard earned pensions. It will be necessary to remind them that the pension reform timetable coincidentally parallels the Assembly election timetable so when they are knocking doors in 2015 seeking re-election the decisions they make in this area will be fresh in our members' minds.

Joined up thinking

It's just thirteen months since I became Northern Secretary of the INTO but it feels much longer. I'm sure there have been times when my relative inexperience has been patently obvious, not only to myself but to my colleagues. I'm sure I have provided my more experienced trade union colleagues, and the representatives of the many employer organisations we engage with on a daily basis much amusement as I stumble and barge through accepted conventions and protocols displaying my ignorance of the rules of engagement. I am very grateful to them all for their tolerance.

I have come to this position at a time of unprecedented change in education. The last series of changes we experienced in education instigated by Dr Brian Mawhinney, the Direct Rule minister, at the end of the 1980s appear now as a tinkering compared to the tsunami of structural reform our current Minister is attempting to bring about. Change as J.F Kennedy said is the law of life. The only real advantage I have is recent and

in terms of what the Minister is attempting to achieve, relevant experience, working as I did as a principal in an inner city school with the highest percentage of free school meal entitled pupils in the north.

This meant I had the benefit of exposure to all the latest initiatives in advance of the majority of the rest of the system. This has been of enormous value in both professional and trade union terms. I experienced at first hand the positive changes, endured a number of pointless initiatives and sought to manage the exponential increase in teacher workload and responsibility in real time in a real school for real people. This has been invaluable for me and I hope I have been able to bring this experience to the many discussions and negotiations I have participated in over the last months.

Throughout these months I have also been developing a better understanding of the way education in the north functions at a structural level and it is for the most part very impressive. The

stand out feature of our system for me is the quality of the people who work within education be they trade unionists, employers or the frequently maligned politicians and civil service. At every level in our system we have dedicated hard working individuals committed to improvement and while we squabble constantly as to what that improvement looks like, how much it costs and who pays we seem to find ways to make it work.

So as we face into 2013 I'm confident that INTO and UTU are increasingly coming to realise that Socrates was right when he said: "The secret of change is to focus all of your energy, not on fighting the old, but on building the new."

Applying this philosophy to what lies ahead for the education system, and in particular how it will affect our memberships, will ensure that we continue to grow and deliver as an effective and cohesive trade union force. I am delighted to be facing into this challenge in the company of the UTU and together we will make our mark on the new.

Preparing for Conference 2013

This year Northern Conference is travelling to Derry, City of Culture. Conference is held on Friday 1st and Saturday 2nd March. Although Conference will be based in The City of Derry Hotel delegates will have the opportunity to absorb some of the culture that Derry has to offer. Conference will be attended by a range of guests including members of INTO's Central Executive and representatives, fellow trade unions and employer organisations. Conference will be addressed by INTO President Anne Fay and Northern Chair Mary Dorman.

The preparations for Conference involve all levels of the Organisation in the North. The Branches elect delegates and draft motions to ensure the views of their members are addressed. This in turn generates work for the support staff in Northern Office. As with any event a lot of work goes on behind the scenes to ensure that all runs smoothly. The Members of Northern Committee, the Senior Officials and Northern Secretary compile the Northern Committee Report. This report summarises the work of INTO in the north during the last 12 months.

One of the most anticipated elements of Conference will be the Minister of Education's address to delegates and guests. The Northern Secretary Gerry Murphy will respond to this address. This will examine how the challenges and opportunities of the past year have been met and

will look to the year ahead.

Previous attendees of Conference will be aware that the work of Conference is to debate and analyse the motions that have been submitted by Branches, Districts and Northern Committee. A lot of work is then undertaken by the Standing Orders committee to produce a report that will include grouping motions together and prioritising motions when appropriate. The motions that are passed then become the policy that determines the work of Northern Committee for the next 12 months. All delegates are issued with a delegate card that they can use to vote on a motion. All delegates are entitled to speak to any motion. If you have not spoken at Conference before have a look at the motions and see if there is a motion you would like to speak to.

This has been a very challenging year for the organisation. After last year's Northern Conference Northern Committee conducted a review of the industrial action and in May issued a Bulletin increasing the industrial action targeting

PRSD and Non Statutory Education Plans. In June industrial action was suspended when management side offered talks. Talks have been ongoing since June and an update will be provided at Conference.

Conference will also provide delegates and guests with the opportunity to talk

to educational suppliers and INTO sponsors at the stalls that are set up outside the Conference hall. These stalls are usually very popular as many delegates collect free samples. Conference this year will have an additional guest speaker. John Dixon, Deputy General Secretary of the National Union of Teachers will speak to conference on the importance of the relationship enjoyed by INTO and the NUT and the challenges in mounting and maintaining an

effective industrial action campaign in the current political and economic climate.

All members of INTO are entitled to attend Northern Conference if they are delegated by their Branch. Any member who would be interested in attending Northern Conference next year should get involved with their local branch.



MARY DORMAN, *Northern Committee Chairperson*

Special Educational Needs – Why are we waiting?

IN April 2006 the Minister of Education launched the Review of SEN and Inclusion. A pupil who was in P1 at this time would now be in 1st year in post primary. The outcomes of the Review were published for consultation in August 2009. The findings of this process were not published until January 2012. The Minister outlined his view of the way forward in May 2012 and the NI Executive published a Policy Memorandum Paper in July 2012. Draft legislation still has to be presented to the Assembly and a further Consultation process will have to be undertaken. How many pupils will have left the education system before the process is completed?

Will it be worth the wait?

The proposals contained within the Policy Memorandum Paper seem to have taken the path of least resistance within

the Department. A Review that was aimed at producing a child focused process that would reduce the bureaucratic burden on teachers does not look achievable within the proposed policy. The access to resources as underpinned by 'The provisional Criteria for Initiating Statutory Assessments of Special Educational Need and for Making Statements of Special Educational Need' continues to be based upon punitive amounts of form filling and evidence gathering. The workload around the process of Annual Review has been moved from a joint ELB and school exercise to being one where the burden is placed solely upon the schools in the majority of cases. Parents, teachers and pupils have been left with a level of uncertainty throughout this time. The Capacity Building File has been made available to all staff. The

training and support to use this tool has not been adequate. The proposals have shied away from developing a strategy that would promote effective inclusion of pupils experiencing barriers to learning. The proposals to establish effective collaboration and sharing of best practice are aspirational. A more proactive policy will need to be devised if they are to become a reality.

The pupils present and future deserve to see delivery of an effective policy that addresses their needs. Teachers have the right to expect a strategic and effective capacity building programme that helps them to meet the challenges that they face every day in the classroom. Our teachers have proven that they are among the best performing in the world surely they deserve an SEN support service that is also world leading.

Redundancy secrets

Yes, it's that time of year again. The time when schools get their budgets, governors meet to decide on staffing levels and individual teachers face life changing decisions, voluntarily, or imposed upon them. It is therefore vitally important that redundancies are managed effectively and that the process is open and transparent for all concerned. The key to making this happen is communication.

- ✦ Communication with staff at the earliest opportunity;
- ✦ Communication and consultation with INTO throughout the entire process; and
- ✦ Communication where all documents are shared, consulted upon, and that decisions are based upon the application of agreed criteria



TONY CARLIN,
Senior Official

managed in accordance with the agreed procedure.

So why do redundancies cause so much pain and anxiety for teachers?

Firstly for those seeking voluntary redundancies there is the difficulty in getting accurate information on their pension severance payments as well as the wait for a decision on whether their application has been successful. INTO can provide members with pension forecasts but it is essential before contacting the office that members have accurate pay and service information to enable the calculations to be made.

Teachers who are declared compulsorily redundant face the decisions whether to appeal the decision or to accept

it and try to transfer to another school. In addition, questions about the selection process and the motivation behind the decision often surface which can lead to a decline in industrial and professional relations in a school. For that reason early, honest communication is essential in these circumstances to ensure that the member of staff affected does not feel any more aggrieved than they are.

Finally, there are the "survivors"; those who have not been selected and escaped this year. They are often forgotten about but it is essential that they are made aware of what they will be asked to do post the redundancy. As the redundancy is the loss of the teaching post it is essential that they are not expected or believe they are being asked to do the work of a redundant teacher. Again to avoid staff feeling demoralised or demotivated early communication is essential.

Therefore if there is one secret to effective redundancy management it is effective and honest communication.

Resume blunders

Everyone is advised to keep their CV or resume up to date in case that "opportunity" comes along. Here are some of the items some individuals have include in their CVs which perhaps should be best avoided if you want to get that job.

- ✦ "Finished eighth in my class of ten."
- ✦ "Received a plague for Salesperson of the Year."
- ✦ "Reason for leaving last job: maturity leave."
- ✦ "Failed bar exam with relatively high grades."
- ✦ "Am a perfectionist and rarely if ever forget details."
- ✦ "It's best for employers that I not work with people."
- ✦ "Let's meet, so you can 'ooh' and 'aah' over my experience."
- ✦ "I have an excellent track record, although I am not a horse."
- ✦ "You will want me to be Head Honcho in no time."
- ✦ "I have become completely paranoid, trusting completely no one and absolutely nothing."
- ✦ "Personal interests: donating blood. Fourteen gallons so far."
- ✦ "Marital status: often. Children: various."
- ✦ "I am loyal to my employer at all costs. Please feel free to respond to my resume on my office voice mail."



"The one thing on your resume that concerns me is you misspelled your last name."

Industrial Relations News

INTO continues to provide representation and support to members to progress a variety of complex employment problems. The decision on whether these cases can be supported is sometimes influenced by developments arising from appeals or tribunals.

One recent case involved a voluntary grammar school. The case involved a teacher who was declared redundant but subsequently offered 4 days a week under a new contract. However during the appeal it became apparent that the post that was offered was not the post that the school required. In addition the selection of those to be declared redundant was based on the protection of a range of post holders which meant that over 48% of the staff could not be made redundant when the criteria were applied. The remainder of the staff were predominately female and part time. The appeal was successful and the decision regarding the teacher's future employment has been referred back to the school.

The case highlights two important issues when dealing with compulsory redundancies.

The issue of suitable alternative employment

A teacher who is under threat of compulsory redundancy has a right to be offered suitable alternative employment by their employer. The offer of suitable alternative employment must be in writing, stating the nature and type of work to be undertaken. Secondly the offer of

employment must not diminish the individuals status or be offered on such terms as to cause them financial hardship. Finally, the teacher should be given a period of at least four weeks to try out the employment and decide as to its overall suitability. The decision to accept suitable alternative employment will be viewed as ending the redundancy process and will result in the contract of employment being amended.

Equality issues

INTO representatives must be careful to assess whether the application of redundancy criteria is likely to have a differential impact in the school. Redundancy is the loss of a teaching post and governors who decide to protect individuals who are "red circled" in respect of a redundancy will be required to objectively justify that decision and demonstrate that the teaching position is not one which is specialist and could not readily be replaced. A decision to protect post holders may result in part time staff of the majority of women being excluded. If the applied criteria has a differential impact on one or more categories of staff, e.g. women, disabled, part time, disabled etc., then a school as well as facing a redundancy appeal may also face a potential claim under current equality legislation. In one recent appeal a teacher who was part time was declared redundant on the basis of her ability or otherwise to undertake extracurricular activities. This case is still under consideration.

INTO tackles school based violence on a national scale

The issue of assaults and violence towards teachers is one which is being taken forward on an all island basis by INTO.

In December 2012, INTO organised a conference to draw experience from all over Ireland to debate the issues of assaults against teachers. Tony Carlin, Senior Official presented the view of teacher's in the North and outlined the strategy that INTO had engaged in to highlight the issue.

Later in December 2012, Mr John O'Dowd MLA, Minister for Education, launched a joint leaflet developed by INTO and agreed by parties to the negotiating arrangements. The leaflet will issue to all teachers in the next few weeks and outlines the roles and responsibilities of Governors, Principals and teachers in the management of assaults against teaching staff.

Speaking at the Dublin conference, Tony Carlin said, "Two issues are critical in dealing with assaults. Firstly, support for the victim and INTO is pleased that teachers who are assaulted will have access to CareCall if they feel they require this. Secondly, the issue of recording and reporting is essential. Without agreed recording and reporting arrangements in schools, it is often difficult to assess the level of risk and plan in a way which will reduce the risk of further violence or abuse"

INTO hopes that when members read the leaflets they will have discussions in their staffrooms about the issues outlined and begin to ensure that violence and abuse against teachers is dealt with appropriately and that the victims of this violence are supported. The full procedure, Policy Statement on Tackling Violence and Abusive behaviour Against Teachers, (TNC 2011/ 2) is available to download from the INTO website of from the relevant employing g authority.

Review of GCSEs and A Levels

In October 2012, Education minister, John O'Dowd, announced that he was commissioning CCEA to carry out a fundamental review of GCSE and A level qualifications here. The purpose of the review would be to ensure that qualifications at Key Stage 4 and Key Stage 5 in the north continue to be appropriate, particularly in the context of the major changes that have taken place recently and the proposed changes in

legislation across the water. These included, the introduction of the Entitlement Framework, the new Literacy and Numeracy Strategy, concerns about grade boundaries last year, new assessment arrangements at Key Stages 1, 2 and 3 and proposed changes to GCSEs and A levels in England. CCEA has been asked to bring forward interim reports in January 2013 and March 2013, with a final report due in June 2013.

Proposed Short-Term Changes to A Levels

In December 2012, Education minister, John O'Dowd, launched a consultation on proposed short-term changes to A levels in the north. The announcement followed unilateral decisions, taken by Secretary of State for Education, Michael Gove, to change the nature of A levels in England. Mr Gove has decided that universities should have a lot more say in the design of A levels, that there should be one final examination after two years of study, with just one opportunity for a re-sit

and that AS levels would no longer count towards the grade awarded at the end of the course.



BRENDAN HARRON,
Senior Official

The DE press release stated: "This consultation will allow us to test whether we should mirror some or all of the changes to A Levels in England. Comparability and portability of high-stakes qualifications such as A Levels are of paramount importance and any future decisions taken by the Minister will be in the best interests of our young people."

Schools and other interested parties have until 8th March 2013 to respond to the consultation.

Assessment

End-of-Key Stage Cross-Curricular Skills

INTO included the new cross-curricular skills assessment arrangements in its programme of industrial action from February 2012. INTO representatives met with officials from CCEA on a regular basis during the year. On every occasion, the CCEA officials were left in no doubt that INTO would not support the new assessment arrangements unless and until they had been workload-proofed, were manageable and were of educational value to teachers, pupils and parents.

Following the suspension of industrial action at the end of June 2012, INTO officials had a series of meetings with Gavin Boyd and Richard Hanna from CCEA during the autumn term and made it clear to them that teachers were finding the new arrangements unmanageable, workload intensive and of little or no value to teachers, pupils or parents.

Following a further meeting with Education minister, John O'Dowd, and

officials from DE and CCEA, the Minister announced that external moderation of teacher assessments would be suspended for at least a year. This was welcomed by INTO but all concerned were given notice that INTO's original position regarding the manageability and fitness for purpose of the assessments remained in place.

Computer-Based Assessment (CBA)

The running of the new CBA tests, NILA and NINA, in the autumn of 2012, degenerated into a shambles, following major hardware problems across the schools network. Following repeated complaints from INTO, the Education Minister, John O'Dowd, eventually had to advise schools which were experiencing the problems to discontinue the tests.

Following concerns expressed by teachers and principals about the lack of reliability of the results, INTO further advised members not to share the outcomes of the tests with parents this year.

Supporting Principals

INTO Principals and Vice-Principals' Consultative Conference

Over 50 principal and vice-principal members attended an INTO consultative conference on Thursday 24 January 2013 in the Glenavon Hotel Cookstown. The members received an update from Northern Secretary, Gerry Murphy on the current issues in education and an introduction to the INTO National Principals' and Deputy Principals' Committee from Martin Short, District 1 and Mario Gribbon, District 2.

The issues raised by the members were fairly consistent across the board: workload, diversity of role, assessment, inspection process, increasing bureaucracy, changing role of governors, funding and pensions, exit strategy for principals and vice-principals. There was clear concern that the Department and Assembly in a so-called effort to raise standards were actually damaging education and the ability of schools and teachers to deliver the curriculum.

The forthcoming changes, as detailed in the Education Bill raised a number of concerns in relation to the increased role and responsibility of governors while remaining a voluntary activity. There was also a lot of concern that the changeover to ESA has left few people in the ELBs and CCMS which has reduced the availability of advice and support to principals and schools and in effect ceased all professional development and training for teachers and school leaders.

These issues and concerns have been expressed by INTO in numerous meetings with CCEA and the Education Committee of the Assembly, in correspondence and

meetings with the minister and in the INTO submission on the Education Bill.

INTO will continue through all these avenues and the teachers' negotiating committee to pursue these and other issues affecting INTO members.

Further meetings of INTO principals and vice-principals will be organised through the districts to support INTO school leaders. Details of the times and dates of the meetings will be emailed out to principal and vice-principal members in the near future. All INTO school leaders are encour-

aged to attend these meetings to raise and progress issues affecting education and schools currently.



NUALA O'DONNELL,
Senior Official

INTO and the Inspections Process

Increased Powers for ETI?

INTO is of the view that inspection should, fundamentally, be a supportive and developmental experience, rather than a judgemental one. As such there is more to learn from the Scottish or Irish inspection systems than the English (OFSTED) system. However the Department, through the Education Bill, seems intent on increasing the judgemental aspect of inspections with the introduction of increased powers for the Inspectorate to, "inspect, copy and take away documents" and obtain access to computers in schools.

INTO, in its submission to the Education Bill, has highlighted how enhancing the challenge function of the ETI will undermine efforts to increase standards and attainment in schools. It will only serve to further alienate schools from the Inspectorate and will do nothing to mend the already fragile relationships that exist between schools and the ETI.

The Scottish model that promotes part-

nership working between schools and ETI is more effective in achieving significant improvements rather than the greater compliance that the challenge model that Ofsted delivers. Raising standards in schools is best achieved by promoting professional discourse between all stakeholders.

INTO, in conjunction with the Northern Ireland Teachers' Council (NITC), has met with the Chief Inspector on a number of occasions to discuss a range of issues with the current inspection process here in the North. At the last meeting of the NITC/ETI it was agreed to set up a series of work-streams involving senior members of the ETI and representatives of the NITC to consider various aspects of the inspection process to inform the on-going review of the work of the Inspectorate.

- The areas to be discussed include:
- ✦ The timing and selection of schools for inspection.
 - ✦ The grading system for inspection

outcomes.

- ✦ The composition of inspection teams, including qualifications and experience.
- ✦ The role of the District Inspector.
- ✦ The documentation used, including questionnaires.

Discussions are also on-going in relation to the setting up of a workshop which will bring together serving teachers and principals, members of the Inspectorate and representatives of the teaching unions. Unfortunately there has been no progress on any of these issues since October 2012.

NITC has requested an urgent meeting with ETI to agree a programme of meetings and dates to progress these discussions. As things stand the lack of progress to date in this engagement is forcing INTO and our colleagues in the NITC to once again consider if a more direct approach to highlighting the profession's concerns would not be more productive.

An Invitation from The Retired Teachers' Association

The Retired Teachers' Association strives to help all retired members deal with the day-to-day changes that they come across when they have to cope with the changes from work life to retirement. It is the only Association dealing solely with the concerns and needs of retired teachers and, as an active member of the Public Service Pensioners' Council, Age Sector Platform and Age N.I., we join others who look after the interests of all retired public servants from all walks of life. Our Association comprises of members drawn from every type of school or college; Controlled, Further Education, Integrated, Maintained, Nursery, Primary, Special, Secondary, Grammar, High, Sixth Form College etc. and from all the various Unions and Associations.

Founded in 1943, we have, at present, 2600 members but as we grow so will our strength and our influence. Membership is only £10 annually which is deducted at source by the Department of Education from your December pension, so all you have to do is to fill in the application invitation which may be downloaded from our website www.rtani.co.uk.

Join us and help us continue to safeguard pension arrangements for retired teachers. The greater our strength, the greater our influence.

Brendan McGlone
Hon. Secretary

Diabetes Care in Schools

Type 1 diabetes is a condition where due to a complete lack of the hormone called insulin, the blood glucose level rises above normal levels. The cause of Type 1 diabetes is not known but is not related to poor diet or being overweight. There is no known cure and once diagnosed is a life long condition. Diagnosis in a child has a huge impact on parents and families. Type 1 diabetes can be treated effectively with insulin which is injected, or infused via an insulin pump, and with regular meals containing carbohydrates. Diabetes is monitored by blood glucose testing and the results inform the dose of insulin required but also alerts the child and his/ her parent or carer if the blood glucose is too low, (hypoglycaemia) or too high (hyperglycaemia). Physical activity is also an important factor in diabetes management as it helps to keep blood glucose levels closer to the normal range. Diabetes needs to be managed well otherwise it can impact on a pupil's wellbeing and learning in school. When a child is cared for in a supportive environment, they should feel well and will be able to concentrate and perform as normal.

In 2008 the Department of Education and the Department of Health, Social Services and Public Safety published Guidance entitled "Supporting Pupils with Medication Needs". Funding was made available to provide training to School Principals on how to meet the needs of all pupils with medication needs, including those with diabetes. The vast majority of children with di-

abetes do not normally require a statement of special education needs and should be able to participate in all school activities and outings.

All school staff should be aware of how to support a child with diabetes and also be aware of what assistance is required if there are concerns. When a child is first diagnosed with Type 1 diabetes, arrangements are made through a Diabetes Specialist to visit the child's school and provide training for school staff to ensure they know how to manage the child's condition. In agreement with the School Principal, school staff can volunteer and be trained to take on a variety of skills including insulin injections and blood glucose monitoring. School staff are indemnified by their employers as long as they meet the conditions outlined in the guidance 'Supporting Pupils with Medication Needs'.

There are currently 1,100 children and young people under the age of 17 diagnosed with Type 1 diabetes and approximately 120 new diagnoses are being made each year and increasing. Diabetes UK Northern Ireland are currently working with Education and Library Boards to provide up to date Advice for Parents on what Diabetes Care to expect in Schools and expect to publish this by the summer of 2013. Further information is available in the publication Children with Diabetes at School on the Diabetes UK website: www.diabetes.org.uk or by telephoning the Northern Ireland Office at 028 9066 6646.



RETIREMENT SEMINARS

INTO & UTU will be co-hosting five Retirement Seminars on the following dates:

1 Tuesday,
22 January 2013
City Hotel,
Armagh
4.00pm – 6.00pm

2 Tuesday,
12 February 2013
Silverbirch Hotel,
Omagh
4.00pm – 6.00pm

3 Thursday,
14 February 2013
City Hotel,
Derry
4.00pm – 6.00pm

4 Thursday,
7 March 2013
Adair Arms Hotel,
Ballymena
4.00pm – 6.00pm

5 Thursday,
28 March 2013
UTU Head Office,
Belfast
1.30pm – 4.00pm
(Light Lunch Provided)

These seminars are aimed at teachers who are considering retirement at the end of August 2013. The seminars will provide members with information on:

- ✦ how and when they can retire, and
- ✦ the pension, lump sum, redundancy/severance payments (where applicable) they can expect to receive.

The programme will include financial advice from Platinum Financial Services. Refreshments will be served on arrival.

INTERESTED?

Members wishing to attend should contact the Northern Office on 028 9038 1455.

Meet your Northern Committee



Mary Cahillane is a native of Corca Dhuibhne in Co. Kerry. She graduated from Mary Immaculate College in Limerick. She currently lives in Belfast with her two sons and two dogs. Mary worked in Darndale Junior School in Dublin before moving to Belfast in 1991 where she has taught since in St. Kieran's Primary School Poleglass. Mary has been active in the INTO for many years. She is a former chair of the Northern Committee and represents District 1 on the Central Executive Committee. She is now the longest serving member of that committee. Mary is a native Irish speaker and an active socialist and trade unionist. Mary likes walking her dogs and boxercise. Favourite Quote: Do you know what goes with the flow? Dead fish.



Annette Comey was born in Derry and has lived there ever since. She has been married for thirteen years and has one daughter. After training at St Mary's College Belfast, Annette took up a teaching post at Slievemore Primary School Derry [now known as St. Paul's]. After being made redundant, she transferred to St. Patrick's P.S where she has been teaching since. Annette has been an INTO rep for 12 years with her colleague Sheena Quinn. She has a special interest in early years. Annette is currently involved in 'Speech and Language' training, specifically designed to assist the challenges facing teachers in the foundation years in this area.



Annmarie Conway is originally from Omagh, now living in Loughmacrory. She is currently employed in Sacred Heart College Omagh as a Drama and English Teacher, previously worked in St Joseph's High School Plumbridge teaching Drama, History and English. Within INTO her main areas of interest are curriculum development and assessment arrangements at KS3/4 and post16.



Cathy Crozier is from Keady, Co. Armagh. She studied Music and Education at the Digby Stuart College, London and went on to do a Music Teacher's Diploma at the University of Ulster, Jordanstown. She lives in Keady with her husband Tony and 3 sons. Cathy has worked in the Primary sector for 25 years in a variety of posts including SEN, Music and Principal Release but was settled for the past 15 as Infant teacher

in St. Michael's P.S. Clady. She is now in a new post teaching P.4 at St. Colman's the Abbey P.S. Newry. Cathy was INTO rep in St. Michael's and then became South Armagh Branch secretary, before joining the Northern Committee. During her time on N.C. her focus has been Early Years and she is a member of the CEC sub-committee for Early Childhood. Cathy enjoys researching family history and plays violin in the South Ulster Sinfonia.



Kevin Daly studied for Degree and PGCE at St Mary's Twickenham. Currently lives in Co Armagh with wife and two children. Teaching in non selective Post Primary Schools in London, Belfast and Newry since qualifying in 1997. Currently working in St Joseph's Boys' High School, Newry. Trade Union Issues – in particular defending and promoting pay, conditions and wider Trade Union Rights. Building strong networks of active members and school reps and developing relationships with non-teaching Unions to provide a strong voice in the workplace. When not Teaching or doing INTO work can usually be found playing music or watching football! Also teaching guitar with St Mochua's Branch of Comhaltas Ceoltóirí Éireann.



Mary Dorman was born in Coalisland Co Tyrone. She spent some of her early years in Leeds. She graduated from St Mary's teacher training college in Belfast. She currently lives in Coalisland with her husband and 3 daughters. Mary is employed in Holy Trinity Primary School in Cookstown. She teaches in the Learning Support Centre attached to the mainstream school. She has completed a Masters in SEN and PQH. Mary was the INTO school rep for many years. As a Northern Committee member she has been on the Primary and Special standing conferences. She represented the NITC on the work-streams of the SEN and Inclusion Review. She has an ongoing interest in the area of SEN. She is currently undertaking a beginning Irish course in her local Irish school.



Rita Fox lives outside Carrickmore Co Tyrone. She has been teaching principal in Recarson Primary School, Omagh for the last 14 years. Prior to that she taught in Christ the King PS, Omagh, St Eugene's Tyrcur PS Omagh and St Nicholas' PS Carrickfergus. She has been a Board

Member of the Western Education Library Board for the last 10 years. Rita joined the INTO over 37 years ago. Since then she has served as Chairperson and Secretary of Tyrone Central Branch before joining Northern Committee 16 years ago. Looking back over a long career as a teacher and union activist Rita would encourage all young teachers to become more actively involved in their union and in so doing work collectively to influence the education agenda. Her motto for a happy career in teaching would be "respect your pupils and your colleagues, do your best and have some self belief". Rita is a member of the West Tyrone Ramblers and walks as often as possible. She has an interest in local history and genealogy.



Seamus Hanna is originally from Newry but now lives in Carnmoney. He studied at both The Mater Dei Institute in Dublin and St. Mary's College in Belfast. He plays Bodhran, enjoys traditional Irish music, kayaking and hill walking. Seamus is currently employed at Edmund Rice College in Glengormley. He is the ICT Coordinator, Head of Year 12 and the Extended Schools Coordinator. He has completed a Master Degree in Curriculum Design and Development focusing on Assessment and Evaluation. He has also completed his PQH plus diplomas in both Theology and Information Technology. Seamus has worked within the INTO as chair of his local branch, deputy chair of District One and a member of Standing Orders. He has been a member of the Education Committee and has recently been appointed to the ICT steering group for the NITC. His particular areas of interest are curriculum based and in particular post primary assessment. Seamus is not a fan of pen pictures and thinks it is very American. He enjoys French culture and is undertaking a French conversational course.



Una Herdman was born in Belfast Co Antrim. She has a BSc in Geography from Queens University Belfast. She graduated from Liverpool Hope University with PGCE in Geography. She currently lives in Belfast. Una is employed in St Mary's Primary School Belfast since Sept 2000. She has been teaching Primary 2 for two years and previously taught years 5/6 and 7 for ten years. Una is the INTO NC school rep for Belfast Primary. As a Northern Committee member has been a member of the participation taskforce commit-

Representatives

tee. She is also a member of the education sub-committee and NC rep on the BELONG education sub group. She has ongoing interests in traveller education, special needs and extended schools provision.



Paddy McAllister was born in Belfast in 1970. He graduated from St. Mary's University College Belfast with a B.Ed(Hons) in 1992. He now lives near Crumlin, Co. Antrim with his wife and two children. Paddy is currently the principal of St. Joseph and St. James's PS, Poyntzpass. Previously he was principal of St. James's PS Tandragee. He has completed both an MA in Primary Education and the PQH (NI). Paddy for many years has been a member of the Benefit Funds Committee of the INTO helping teachers who fall into financial trouble. As a member of the BFC Paddy is also a member of Northern Committee. He has previously had various roles within the INTO including Branch Secretary. Paddy has served a term on the GTC(NI) as an elected Primary School teacher and he is currently is a member of the Board of Governors of St. Mary's University College Belfast. He firmly believes in trying to give a bit back to the community on a voluntary basis and as a result he serves on the Board of Directors of his local Credit Union as well as working with local teenagers to help them obtain the John Paul II and Millennium Awards.



Caroline McCarthy was born in Nottingham, lived for 21 years in Manchester & London. She moved to Belfast in 1991. She graduated from Stranmillis teacher training college in Belfast. She currently lives in Dunmurry with her husband and GAA mad son. Caroline teaches in Glenveagh School. She works with children aged 9-19 with Severe Learning Difficulties, specialising in teaching pupils with Profound and Multiple Learning Difficulties. The special school environment shares many of the challenges being faced in the mainstream schools. Increased numbers of pupils with special educational needs, increased incidence of challenging behaviours, increased paperwork/workload, linking with multidisciplinary teams. Her objective is to ensure equality of provision for all children in school. Caroline is a new member to the Northern Committee, representing Belfast West Teachers including 3 other special schools. She has an obvious interest in SEN education throughout the school system,

changes in assessment programmes and as a mum of a 10 year old the selection process. Caroline will one day learn Spanish and hopes to retire before she drops!



Des McDonagh is a Post-Primary teacher in West Belfast where he has taught Mathematics and Geography for the past 28 years. He is currently Head of Geography. He has served Northern Committee for 10 years in his capacity as Post-Primary representative for Belfast and Belfast West listening to the concerns of members in 20 schools with a view to articulating these concerns at committee level.

He recently stepped down as Chairperson of Northern Committee, a position which approached with tenacity and vigour. In this time he assisted in the formulation and establishment of INTO policy ... his professional input will be sadly missed.

Des has returned to his Post-Primary school on the Glen Road, where no doubt the struggle will continue to raise professional issues in the face of substantive challenges ahead in the educational conundrum.



Dorothy McGinley is originally from Co Donegal and was educated in the south of Ireland. She currently lives in Co Tyrone.

Dorothy has a varied teaching background. She taught one year in the South and then spent nine years teaching in the American system both in the parochial and state systems in Los Angeles and in The American School in Aberdeen. She then moved to N Ireland and is teaching Year seven in Sion Mills PS. She also participated in a Fulbright exchange programme to Seattle Washington. Dorothy is Reading Recovery trained and has completed a year and a half of a master's programme in Education at Aberdeen University. She has also completed her PQH. Dorothy was teacher rep in her school and became more actively involved when she was Strabane Branch secretary. She represented district 2 on the Education Committee for a year and is currently on CEC. She has a particular interest in ongoing Educational issues and strategies, CPD and in teacher Education.



Mark McTaggart was born in Belfast. He graduated from St Mary's teacher training college in Belfast. He lives in Belfast with his wife, Siobhan and their 4 daughters. Mark began teaching in St

Patrick's Secondary School, before working as an outdoor pursuits instructor in Drumalla House Outdoor Education Centre. He taught in a Primary School in Tilbury, Essex for four years, before returning to Ireland taking up post in St MacNissis' Primary School, Newtownabbey, in 1992. After 4 years as a Vice-Principal, he became Principal of St Anthony's Primary School in 2006. Mark was an INTO school rep for 14 years. He was the Carrickfergus/Newtownabbey and Larne Branch Chairperson, and District 1 Secretary. He is a former Chair of Standing Orders Conference and a Staff Ref Tutor. He is currently the Northern Committee Primary Rep for NEELB and District 1 Representative to Standing Orders Congress. Mark is a member of the INTO athletic club, and following last year's maracycle has become a keen cyclist.



Frank Quinn was born in North Belfast, and was educated at Holy Family primary, and "Barney", St Patrick's Antrim Rd. He graduated from St Joseph's

Teacher Training College. He currently lives in Carryduff with his wife. He has 4 grown up children -three sons and a daughter, and two granddaughters. He has been employed in St Colmcille's High School, Crossgar teaching Art. He then did a PGCE in Technology, and then a Diploma in Technology Education, to teach T&D as well. During his time there he has held a Post involving LMS and then as Assessment Coordinator. Frank is in his first year as Secondary Rep, East Down, and hopes to serve on some of the sub-committees



Brendan Sadlier is from Belfast, but also has a strong family connection to Glenravel, Co. Antrim. He is currently interim principal of Ballymacward PS, a small school in the Belfast Hills near Stoneyford. He was the school's VP for 12 years and previously taught in St. Michael's PS, Ravenhill Road, with a spell of 2 years working for the SEELB in small school support. He has a background in ICT and is committed to ensuring that it fulfils its potential to make the work of teachers much more manageable. He is also interested in welfare issues, terms and conditions of service and in giving teachers a greater say in the strategic development of our education system. Brendan is interested in French history. He also has a small boat on Lough Neagh but rarely has time to enjoy it!

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'It's a knockout'

Olympic Boxing medalists Michael Conlon and Paddy Barnes were guest judges at the recent St. Mary's University College Hurling Fight Night fundraiser at St. Gall's GAA Club. The event dubbed 'Fight Night Round 2' was a huge success and saw players from the club involved, with some of their 'friends' from other colleges in the city also getting involved on the night.

Special guest MC was Ciarán Nolan, from '1912', 'The Titanic Boys' & 'Man About Dog'.

St. Mary's Hurling Chairman Mark Donaghy said, "The night was a fantastic success. Everyone in the college understands we are a small club and we have to fight for every bit of funding we can get. We are well supported by the student body through nights like this, and we receive massively appreciated support and sponsorship from our now long standing partnership with INTO".

Cumann na

A fantastic night was had by all who attended the Annual National Cumann na mBunscol Awards at Headquarters before Christmas.

Cumann na mBunscol is the voluntary organisation of primary school teachers in Ireland who promote camogie, hurling, football, rounders, handball and athletics amongst their schools.

Cornmarket has been the main sponsor of the Cumann na mBunscol National Awards since 2009.

Ivan Ahern, Director of Cornmarket commented, "Cumann na mBunscol do immense work on the ground promoting Gaelic Games in primary schools. We recognise the influence of Irish sport in the lives of children. And coming from a GAA background myself, I feel strongly about the importance of promoting Gaelic games - not only to keep Irish tradition alive amongst children, but also for the health and social benefits it promotes. These awards recognise the individuals who nurture young Irish children and instil the true heart of Gaelic games."

The pupils and staff of St. Brigid's P.S., Ballymena and Mt. St. Michael's P.S. Randalstown were celebrating also as they were awarded runner up spot and 3rd place respectively, in St. Brigid's case in the "Promotion of Gaelic Games and Culture" category and in Mt. St. Michael's case in the "Large Schools" section.

An Dún Allianz Cumann na mBunscol enjoyed success also when St Malachy's PS Castlewellan lifted the title of 'Large School of the Year,' while Donegal school Annagary East, Letterkenny was recognised in the Small School section.

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Chairman of Antrim Allianz Cumann na mBunscol Paul Sloan receiving the National Award for PR from Jimmy O'Gorman (GAA Trustee), Ivan Ahern (Cornmarket) and Paul Duggan (Chairman National Cumann na mBunscol).

mBunscol Uladh



Left: Mr Philip Laverty, Principal of Mount St Michael's with staff receiving the award in the 'Large School' section



Above: Annagary East, Letterkenny, Co.Donegal



Left: Principal Maurice O'Neill St Malachy's PS Castlewellan, Co Down receiving title of 'Large School of the Year.'

Right: Mr Jim Brady, Principal St Brigid's PS Ballymena receiving the award for the 'Promotion of Gaelic Games and Culture'



Schools Out



NITC LGBT event

The Outburst Arts' 'SCHOOLS OUT' event, as sponsored by the NITC LGBT Group, took place in November in the Black Box. The well attended event was hugely inspiring and informative and it gave insight into the rights of a young person or teacher who experiences bullying due to actual or perceived sexual orientation in schools.

PIPS Programmes founder, Phillip McTaggart gave stark insight and statistics into the rate of suicide amongst LGBT



young people here and further afield. Such massive change needed from the Department of Education on making anti-homophobia training and zero tolerance of bullying mandatory in all schools, to stop all torment that students and teachers have to deal with. The INTO LGBT Group want to thank all who took part in the lively panel-led discussion.

Pride Parades

INTO shows its support to its many LGBT teachers by its visibility on the 2012 Pride Parades in Belfast and Newry.

Meetings

The INTO LGBT Teachers' Group meets informally on a regular basis with teachers

in other Teaching Unions. New members are always welcome.

Term 2 Meetings will take place at 5.30pm on 25/02/13, 25/03/13 and 20/05/13 at the Cara-Friend offices, 9-13 Waring St. Belfast city centre.

For more information call our confidential line - 07886195678.

Support for equality award

We are currently taking nominations for our Inaugural award for Outstanding Support to LGBT Equality, by a school or an individual, and this year it will be presented in memory of the late PA Mag Lochlainn.

For more information please contact: tleonard@into.ie

Pictured left to right, Shirley McMillen, Shimna Integrated; Gavin Boyd, Rainbow Project; Seán Kelly, INTO; Jackie Reid, UTU; Phillip McTaggart, PIPS Programmes; and Mother and son Helen and Michael Wilson.

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My name is Nuala Rafferty. I have been teaching in the Primary sector now for 22 years and currently teach in P5 in St. Clare's Primary School in West Belfast. For the past four years I have been job sharing and teach two or three days each week. For the past three years I have had my own Aromatherapy business which I conduct from home.

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I then decided to train in Swedish massage as I could see how much it had benefited me! I began to use Aromatherapy Essential Oils at home. They became a part of my daily routine. A few years ago I completed my



Aromatherapy Massage Diploma which enabled me to take on clients for Aromatherapy Body Massage.

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ourselves into it that we owe it to ourselves to look after our own physical and mental wellbeing in order to ensure the happiness and education of the children in our care!

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Global Schoolroom seeks to promote the sharing of educational experience and expertise between teachers worldwide. They work directly with teachers to build a strong framework for high standards of teacher education.

Global Schoolroom's story has been featured on RTE's Nationwide and tells of how two Irish teachers traveled to India in 2006 and why they believed that they could recruit some of the best teachers from Ireland each year to join them in their work. Now 7 years later, almost 100 teachers from Ireland and the UK have participated as tutors on the programme, 99 Indian teachers graduated with a Diploma and another 250 are due to graduate shortly.

From the Global Schoolroom Brochure
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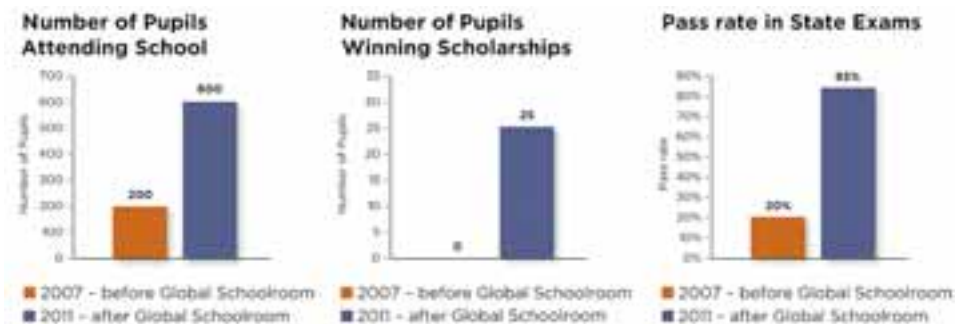
Maurice O'Mahony, Primary Principal, Cork

"Working in India with Global Schoolroom last year opened my eyes and changed me in ways that I could have never imagined, and I'm really looking forward to going back again this year."

Siobhan Brennan, Primary Teacher, Dublin

"The Global Schoolroom initiative is making a real difference. It is impacting on how school communities work and how pupils learn in Northeast India. It is an enabling and empowering tool for partici-

Results from Namdong School India – Survey 2012



General Outcomes

- ✦ for 1st time ever some pupils achieving state exam distinctions
- ✦ As result some former pupils are now training as teachers, nurses & doctors
- ✦ PTA meetings now happening
- ✦ Absenteeism & punctuality no longer a problem amongst teachers and pupils
- ✦ More classrooms built to meet class 12 demand (leaving cert)

pants, a tool by which Indian teachers can evaluate and improve teaching and learning. This has been and continues to be a life changing process for participating teachers from the East and the West. It respects the power of education to break cycles of injustice and inequalities, thus providing opportunities for all. I feel extremely privileged to have participated in Global Schoolroom. The preparation was thorough, the support was unfaltering, the commitment was inspiring, the learning is long lasting and the memories are unforgettable."

Jenny Dooley Ryan, Seconded to the Professional Development Service of the DES

"Working in India with such an inspirational group of Irish teachers forged a deeper respect for my

chosen profession and strengthened my love of teaching. In each of the last two years that I have participated, despite the considerable amount of work involved, I have returned to my job in September feeling energised, full of new ideas and with a greater understand of the gift of education.

The programme itself is hugely worthwhile to the Indian teachers. I have had the privilege of witnessing Indian teachers grow in confidence and up-skill their teaching methods. My lasting memories of my trips to India are of hard work, firm friendship and friendly faces. I can highly recommend Global Schoolroom to anyone who has an interest in Educational Development."

Patrick Sullivan, Principal of Ard Ri Community National School

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The INTO's official car, home, motorcycle and travel insurance provider, Adelaide Insurance Services and one of Global Schoolroom's sponsors is giving Northern Ireland teachers a chance to WIN a FREE trip to participate in this worthwhile cause. All flights, transfers, accommodation, food, vaccinations included! To enter the prize draw visit globalschoolroom.net. Applications close end November 2013 for the 2014 intake. Winner announced in December 2013.



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Global Schoolroom

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compliments of Teacher insurance specialist, Adelaide Insurance Services. All flights, transfers, accommodation, food, vaccinations included. Terms & conditions apply.



To enter the prize draw visit globalschoolroom.net Closes end of November 2013, for the 2014 intake. Winner announced December 2013. Northern Ireland teachers only.

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