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into
Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

June 2011

INTO Workload Survey

Page 9

Pensions Heist

Page 2

INTO Marks Time on Target Setting

Page 10

Northern Conference 2011

Page 3



Pensions Heist

Firm response will be required from teacher unions

New Education Minister, John O'Dowd, MLA addressing the Strategic Forum on 19th May now accepts that the Education budget settlement is dire, particularly in years 2, 3 and 4. There will be "staffing pain" he states, by which he means staff redundancies in schools as opposed to pain amongst the MLA's on the hill.



John O'Dowd now accepts that the Education budget is critical for years 2, 3 and 4 of the CSR.

A really big decision for the new Education Minister and his Executive colleagues will be whether to apply the English and Welsh pensions regulations into Northern Ireland. The Regulations will increase teacher contributions by 3% to 9.2% which for an ordinary teacher on UPS means a salary cut of over a hundred pounds a month. In addition there is the change in indexation of teachers' pensions from RPI to CPI.

This decision will be taken in the early autumn. It will need to be met with a firm response by INTO members and sister unions in the public sector. Northern Committee is recommending that when this decision is made there should be a ballot of all members for industrial action and strike action. John O'Dowd wishes to continue the close link Caitriona Ruane, MLA, had with the teacher unions. In the event of the increase in teacher contributions to their pensions and the phalanx of cuts coming down on schools in all aspects of education service, this is going to be difficult. But we will give it a go.

It is now likely in the early autumn that INTO members will receive two ballots – one on pensions and the other on workload/education cuts.

Northern Committee recommends members respond with a resounding "Yes" to the questions on both ballot papers.



The only alternative now is for teachers to stand and fight for their salaries, pensions and conditions of service

John McNulty, INTO Chair

Possible Changes to Teachers' Pension Scheme

A meeting of all the Teacher Unions in England, Scotland, Wales and Northern Ireland, the Teachers' Side of the Teachers' Superannuation Working Party, took place in London last month to discuss the Hutton Commission's Report to Government on public service pensions. The meeting considered the various proposals for changes to the public service pensions in general, and the possible changes to the Teachers' Pension Scheme, some of which are detailed below:

An average earnings scheme will mean less pension than the final salary scheme that teachers currently have, at the same time as the government are seeking to raise the teachers contributions to their pensions;

The age (potentially 68!) used for determining the 'working life' of a teacher is totally unrealistic. It should be typical, not the theoretical maximum;

The Turner benchmarks used by Hutton were never defined as recommendations nor formally endorsed by the Pensions Commission, yet Hutton is using them as the foundation for recommendations on changes to all public service pensions schemes. The benchmark replacement rates need to be significantly greater than the minimum level set by the Turner Commission;

The government have not done the valuations of the Teachers' Pensions Schemes since the introduction of the previous

changes in 2007/8, when teachers were told that these changes would ensure the security and viability of the scheme.

Action is to be taken by the teachers' unions in England and Wales against the pension changes, possibly commencing later this term. Teacher Unions in Scotland and Northern Ireland will also take action when the respective Assemblies seek to impose unacceptable changes to the schemes in their constituencies. Draft Regulations implementing the changes in Northern Ireland have been prepared by the Department of Education for the Northern Ireland Executive. The Executive is expected to make its decision on these changes before the summer.

Education cuts, workload problems addressed in INTO/NITC Claim

INTO has submitted the following claim to the Northern Ireland Teachers' Council. It is a bid to address emerging problems from the education cuts and the long-standing issue of increasing workload.

It is also a bid to get the five unions on the NITC to work together in the common interest of Northern Ireland teachers.

NITC condemns the ever increasing workload and accountability burden on teachers, exacerbated by the cuts to schools budgets and other services

NITC calls on the Department of Education and the employers to make immediate, transparent reductions in teachers and principals' workload within a time-bound period

Failure to make progress, within an agreed timeframe, may result in NITC unions balloting for industrial action to protect Northern Ireland teachers and Principals health and well being.

The time for protest against the cuts is over. The Northern Ireland Executive has agreed the budget and is determined to

implement it. The inevitable result will be a loss of teachers' and class room assistants' jobs and the further run down of Education and Library Board services to schools.

Next year and the subsequent three are going to be enormously difficult for teachers. After the NITC/TNC decision on the claim, INTO will ballot members for industrial action. Northern Committee urges all members to support this claim by voting "Yes" on their ballot paper.

INTO supports NITC's agreed 2010 claim

The 4 key issues in the Teaching Council's claim are:

- (i) Agreed employer/teacher union advice on teacher cover;
- (ii) Progress on Planning, Preparation and Assessment [PPA] time;
- (iii) Principal administration time for nursery school principals;
- (iv) A guaranteed year's teaching for all Newly Qualified Teachers.

Strategy for health agreed

A strategy on Teacher Health and Well Being for teachers in Northern Ireland has been agreed within the Teachers Negotiating Committee. Principals and Governors are being requested to incorporate it in their School Development Plan. Details of the strategy are available on the Northern section of the INTO website www.into.ie

"Biscuit Case"

Arising from the famous "Biscuit Case" involving teaching staff and a canteen supervisor in a Fermanagh primary school, teacher unions and employers are agreeing a joint protocol for dealing with grievances/complaints involving staff employed by different employers/employing authorities.

How to contact your INTO representatives ...

Northern Committee membership list

DISTRICT NAME	MOBILE	EMAIL
CEC 1	Mary Cahillane 075 22 100726	mcahillane@hotmail.com
CEC II	Charlie Glenn 078 67 901283	cglenn52@hotmail.com
BFC	Patrick McAllister 078 59 026005	pmcallister1234@msn.com
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Main Pay Scale

Main Pay Scale Point

Main Pay Scale Point	£
M 1	21,588
M 2	23,295
M 3	25,168
M 4	27,104
M 5	29,240
M 6	31,552

Upper Pay Scale Point (UPS)

Upper Pay Scale Point (UPS)	Annual Salary from 1 Sept 2011 £
UPS 1	34,181
UPS 2	35,447
UPS 3	36,756

TEACHING ALLOWANCES

Level of Teaching Allowance	Annual Allowance from 1 Sept 2011 £
TA 1	1,847
TA 2	3,731
TA 3	6,407
TA 4	8,826
TA 5	11,911

SPECIAL NEEDS ALLOWANCES

Level of Teaching Allowance	Annual Allowance from 1 Sept 2011 £
SEN 1	2,001
SEN 2	3,954

Pay Spine for the Leadership Group

Spine Point Annual Salary wef 1 Sept 2011

Spine Point	Annual Salary wef 1 Sept 2011 £
L 1	37,461
L 2	38,400
L 3	39,358
L 4	40,339
L 5	41,343
L 6	42,379
L 7	43,521
L 8	44,525
L 9	45,637
L 10	46,808
L 11	48,024
L 12	49,130
L 13	50,359
L 14	51,614
L 15	52,900
L 16	54,305
L 17	55,553
L 18	56,950
L 19	58,362
L 20	59,809
L 21	61,288
L 22	62,811
L 23	64,367
L 24	65,963
L 25	67,602
L 26	69,275
L 27	70,991
L 28	72,752
L 29	74,554
L 30	76,409
L 31	78,298
L 32	80,244
L 33	82,238
L 34	84,271
L 35	86,365
L 36	88,504
L 37	90,704
L 38	92,948
L 39	95,213
L 40	97,590
L 41	100,028
L 42	102,534
L 43	105,097



Frank Bunting, Northern Secretary

Northern Conference 2011

Conference was held this year at the Canal Court Hotel, Newry on 1 and 2 April

Key Outcomes

INTO delegates at Northern Conference decided that "Enough is Enough" means exactly that. They unanimously called for;

- ✦ A ballot for industrial action on Workload and the impact of the education cuts on teachers' conditions of service,
- ✦ General industrial action to give direction to members in schools facing unannounced school inspections,
- ✦ Call for action to end the privatised selection tests in grammar schools,
- ✦ A ballot for industrial action and strike action in co-ordination with other teachers' unions about the Government's/Northern Ireland Executive proposal to increase teachers' contributions to their pensions from 6% to 9.2% and to deflate teachers' pensions by moving them from the RPI to CPI consumer spending index.



Resolutions Carried
A copy of the Resolutions passed at Northern Conference 2011 can be found in the Northern section on the INTO website www.into.ie

left: Sheila Nunan, General Secretary, greets former Education Minister, Cairtriona Ruane, MLA

President Addresses Conference

In a tour de force speech to Northern Conference former President Jim Higgins deplored the creeping bureaucracy and workload that afflicts Northern Ireland Primary and Post Primary schools, he called for a return to basic values with the ever so sensible exhortation that teachers should be allowed to teach rather than accumulate meaningless mountains of paperwork. President Higgins also condemned the depth of the Education cutbacks to Northern schools over the next four year period:

"The only foreseeable consequence is the undermining of children's education, increased redundancies of teachers and school closures and rationalisation. This cuts agenda is toxic to Education. It is incredible that the Department of Education believes that it can continue with every aspect of its 'Every School a Good School' agenda when budgets are being cut to the left and to the right. The Department needs to seriously reconfigure its priorities."

The President also called for increased North/South co-operation on a small island: "One of the neglected areas in Education is North / South co-operation. On a small island servicing a small population with increasingly limited resources we need to synergise our North / South links. We could and should be working together on promoting numeracy and literacy and all issues relating to the education of our children. It is one thing to look at a review of Public Administration in Northern Ireland with regard to Educational Administration and another in an Island context."



Former President Jim Higgins listens to John McAnulty, Outgoing Northern Chair



Mary Cahillane, CEC District 1



Patricia Rooney, Newry Branch



Presentation to Northern Secretary



Conference applauds presentation of INTO pin to Northern Secretary



Ray McGuigan, Belfast West Branch, supports creation of Northern INTO LGBT Teachers' Group

Paul Groogan Demands Action on PPA

During one of my emotional evenings when discussing the length of the day worked I decided to ask other professionals about planning and preparation time. Now you need to take these general statements with a pinch of salt (or a beer as most of the friends I asked did). Doctor – sees maybe 20 patients a day but has time allocated in day to assess and write up notes. Lawyer – meets clients but also has time allocated in day for research and preparation of a case. Barrister – spends weeks to months preparing a case for trial. Every profession requires proper planning, preparation and assessment time, not just us. But the difference is we are the only professionals whose clients stay with us all day.

With a class of 32 including two autistic boys I need to stay on after school to get work marked and prepare for the next day. But I don't always have time and have had to bring work home and I have even gone into school on the weekend to mark, prepare and plan. Going to work when I should be at home. As a result work is invading my home life. That is unfair to me and my family.

This Planning, Preparation and Assessment Time cannot be left to the discretion of the Principals in each school. Some will and do allocate it. Some don't purely because there is no money and it's not fair to ask them to fund it when there is no money in their budget for it.

Teaching is a vocation but to do it to a high standard you need to plan and prepare well and spend quality time assessing the pupils' work. This time is not built into your day. We demand action on PPA now.



Paul Groogan, Tyrone Central branch, speaks on PPA and workload



Paula McCullough, Belfast West Branch, addresses Conference on nursery education



Terry Pattison, S Armagh branch, with his own zany take on education cutbacks



Carrick/N'abbey/Larne branch members Barney Magill (left) and Mark McTaggart (right)



Right: Andrea Higgins, Chair District 1, slams government proposals on teachers' pensions



Mary Dorman, Incoming Vice Chair, confers with John McAnulty



On the cover: Oliver Short, South Armagh branch, deep in study of INTO workload survey

Noreen Flynn

Incoming President 2011-2012

Noreen Flynn is a teacher in Dublin and a native of Kinnegad, Co Westmeath. She was a member of the INTO Executive for more than a decade.

In 2002 Noreen was appointed to the Statutory Educational Disadvantage Committee. The recommendations brought forward by this committee strongly influenced the DEIS programme. She also represented the INTO on the Schools Implementation Committee of the National Education Welfare Board (NEWB) and currently represents the INTO on the National Children's Advisory Council (NCAC).

In 1974 Noreen was among the first cohort of students to enter Carysfort College of Education and complete the B. Ed. course. In 2010 Noreen was in the first cohort of post-graduate students to complete the Post-graduate Diploma in Educational Leadership in NUI Maynooth.

Her teaching career began in 1977 in Kinnegad Boys' NS in a mixed class. In 1978 she was appointed to Mater Dei PS, Basin Lane, Dublin.

From 1986 to 1991 she worked in the Guardian Angel Elementary School, Manhattan, New York. Since returning to Mater Dei PS in 1991, she has worked as a class teacher and learning support/ resource teacher and is Deputy Principal.

Noreen has been an active INTO member for many years. She was Branch Organiser for Dublin City South Branch and District Treasurer for District 9 that covers an area from Templeogue to the south inner city through west Dublin to Celbridge in Co Kildare.



Sheila Nunan, General Secretary, congratulates Noreen Flynn (right) and Anne Fay (left) on their election as INTO President and Vice President respectively.

Anne Fay

Incoming Vice President 2011-2012

Anne Fay is Principal teacher in St Joseph's NS in Fermoy, Co Cork.

She is a native of Cappawhite, Co Tipperary. Anne attended St Patrick's College, Maynooth, where she graduated with a BA degree in 1975 and a H.Dip in 1976. In 1978 she qualified as a primary teacher from Mary Immaculate College of Education.

Anne began her teaching career in Presentation PS, Fermoy, before she was appointed as a teaching Principal in her present school which was then a two teacher boys' school. St Joseph's now enrolls girls and an autism class was added in 2008.

She was a designer and tutor of the INTO Infant Education Course in 1996 and represented the INTO on the group that

advised the National Council for Curriculum and Assessment on AISTEAR, the Early Childhood Education Framework. For a number of years, Anne has presented papers at the annual EECERA (European Early Childhood Education Research Association) on behalf of the INTO. She represents the INTO on the Education Committee of Inclusion Ireland, an organisation which advocates for children with special needs.

She was Branch Secretary in her local Fermoy branch. As District tutor she provided trade union training for staff representatives and newly qualified teachers. In 1995, she was elected as the district representative on the INTO Education Committee. In 2004, she was elected to the Central Executive Committee of the INTO to serve as the representative for the nine union branches in the north and east of Cork city and county.

Margaret Bernard

New CEC Rep District XIII



Margaret is currently assistant principal and a resource teacher in St Paul's NS in Limerick City. A native of Dublin Margaret qualified with a BSocSc from UCD and subsequently did the graduate diploma in St Pat's, Drumcondra. She also holds a Graduate Diploma in Computer Studies and Early Childhood from Mary Immaculate College and has an M.Ed in educational mentoring from UL.

Margaret has a long history of INTO involvement and up to her election on the CEC was a member of the INTO Equality Committee. She also served as Treasurer of District Committee 13, and Cathaoirleach of Limerick City Branch.

Mary Magner

New CEC Rep District XVI



Mary is a native of Castletownroche in North Cork and lives in nearby Killavullen. Educated in Castletownroche NS and Loreto Convent, Fermoy, Mary became a graduate of St Patrick's College, Drumcondra, in 1982. She began her teaching career in inner city Dublin teaching in St Gabriel's School in Aughrim St before returning to Co Cork where she taught in many urban and rural schools before securing a position in St Patrick's BNS, Mallow in 1995.

Since then Mary has pursued a M.Ed. in ICT in Education in Mary Immaculate College, Limerick, and further studied in University College Cork. She became both an acting teaching Principal and an Administrative Principal in St Patrick's BNS and is currently a Resource Teacher for SEN children in the school.

Mary's first introduction to INTO was as a member of Dublin City North Branch. Mary has served as Chairperson of Mallow Branch and as Secretary of District XVI.

Read full length biographies on the INTO website

Important Congress Rule Changes for Branches

Rule 17

Amend in its entirety to read:

Each District Committee shall, at its Annual General Meeting, nominate one member of the committee as a teller for the subsequent Congress. CEC shall be empowered to appoint from the list of persons so nominated one person to be designated head teller and another as deputy head teller for the subsequent Congress. Congress shall on the opening day

ratify the tellers as per the District Committee nominations, but it shall be open to Congress to augment this list in the event that six or more of the nominated persons are not delegates to Congress, or so as to ensure that there is at least one teller from each province.

Rules 71a and b

Consequential amendments to Rules 71 A and B:

Insert in Rule 71 A, after the words Election to the AC, the words a candidate for election as a teller for Annual Congress.

Rule 71 B, insert after the words to the AC, the words a teller for the subsequent Annual Congress.

Rule 110

Rule 110 B (i):

After the word Espouse and before of insert the words for civil partner.

Rule 76c

After the words accruing to ordinary members, and before the sentence beginning with the words On joining, insert new sentences: Substitute teacher members who have retired on pension shall have the right to attend, speak and vote at Branch Meetings but not the right to contest Branch, District or National elections, or to act as delegates of the branch. They shall retain all other rights of membership.

Joint Working Party Report May 2011

The Joint Working Party met on Tuesday 10th May 2011 in the CCMS Headquarters in Hollywood at 10.30 am. The following items were discussed during the meeting:

Parental Complaints Procedure This was agreed with the wording changes suggested by Teacher' Side. It will be issued to schools shortly by the Employing Authorities and should allow for a consistent approach to the handling of parental complaints.

Honoraria The Department of Education indicated that it would shortly be able to bring forward a paper on the use and payment of honoraria to teachers.

Attendance Procedure – Phased Return To Work It was confirmed that the normal period for phasing a teacher back to work would be four weeks. During this period the teacher would be paid full salary and the substitute would be paid as per the appropriate DE regulations. Where a GP recommended a phasing back over a period of more than four weeks the school would require an independent assessment by an occupational health physician to verify this opinion.

NITC Claim For Maternity, Paternity And Adoption Pay Increase This was rejected by Management side on the basis of affordability.

Disciplinary Procedure Management Side indicated that they had taken legal advice on the right of accompaniment and had been advised that this was only appropriate at the formal stage which commenced at the disciplinary hearing. Teachers Side indicated that this would place undue stress on an individual and this approach was not helpful as some employers would rely on the right to refuse accompaniment from the outset. Management Side stated that when a teacher requested to be accompanied this has not been refused.

LRA Independent Appeals Management Side confirmed that the LRA had now confirmed that the disciplinary procedure is compliant with the statutory dispute procedures.

Travel Expenses Management Side indicated in accordance with recent budget announcement that mileage rates had increased to 45p from April 2011. This would be paid to all authorised car users.

Classroom Observation Management Side agreed to delay the issuance of a letter to schools pending the agreement of guidance with Teachers Side. Brendan Harron Senior Official will represent INTO on this group.

Tackling Violence – Policy Statement Management Side agreed that subject to acceptance of two wording changes that the guidance would be able to be issued to schools.

Counselling Services Management Side indicated that the teacher counselling service contract from April 2011 would move from Staff Care to CareCall. Arrangements were being developed to allow Grammar, Irish Medium and Integrated schools to access these services. Teacher's Side indicated that they would publish details of the new arrangements in their publications.

PIERS Management Side indicated that talks were ongoing with RTU to provide the materials online to schools and teachers.

AOB No other business

JWP and TNC Reports by Tony Carlin, Senior Official



Teachers' Negotiating Committee Report May 2011

The Joint Working Party met on Tuesday 10th May 2011 in the CCMS Headquarters in Hollywood at 12 midday

Chair – Mr Brian Garrett

Both Teachers and Management Side indicated that they wished to thank Mr Garret for his 18 years service to TNC. Mr Garrett expressed his thanks and offered Mr Frank Bunting his best wishes at this time.

The following procedures were formally adopted by TNC:

- ✳ TNC 2009 / 10 PRSD Scheme and Guidance Notes for Governors and Principals
- ✳ TNC 2009/ 11 Bullying and Harassment Procedure (and Annex I and II)
- ✳ TNC 2010/ 1 Redundancy Procedure and Guidance
- ✳ TNC 2010 /2 Career Break addendum
- ✳ Disciplinary Procedure: Legal Representation Addendum
- ✳ TNC 2011 /1 THAW Strategy

In addition both sides agreed that subject to the changes to the wording on the Anti-Violence Statement that this would also be issued.

The meeting ended at 12.30

INTO Sponsors St Mary's Clubs and Societies Awards



Mark McTaggart, INTO Northern Committee (back row, second left) presented awards for the best performing Clubs and Societies in St Mary's University College in 2011. Representing the Students' Union was Vice President Lee McQuade (front row, first left). Receiving the awards are Richard O'Callaghan (first left, back row) and from second left at front, Ciara McCrickard, Jessica Breen, Tiffany Liddy, Sean O'Neil and Sinead Rooney

Join the INTO

The Irish national Teachers' Organisation is the largest teachers' trade union in Ireland. It represents teachers at nursery, primary and post-primary level in Northern Ireland and teachers at primary level in the Republic of Ireland. The INTO provides information and advice on a wide range of issues including:

- ✦ Teachers' salaries and conditions of service;
- ✦ Handling complaints;
- ✦ Day to day issues that arise in your teaching career;
- ✦ Legal advice and protection for members.

The INTO also provides an efficient information service through our Northern Office, website and regular publications. Given the challenging times facing the teaching profession in the coming years we urge all newly qualified teachers to join the INTO and to campaign together to protect and improve salaries and conditions for teachers as well as the quality of education for pupils. You can join INTO online at www.into.ie/NI and as a Newly Qualified Teacher you will receive your first year of membership FREE!

ATTENTION CLASS OF 2011!

FREE NEWLY QUALIFIED TEACHER SEMINAR

INTO is organising a seminar for Newly Qualified Teachers, in conjunction with UTU. The seminar will address issues in relation to jobs, contracts, salaries, induction and school policies.

The seminar is being held in The Wellington Park Hotel on **Wednesday 15 June 2011**

If you wish to reserve a place at the seminar please contact INTO by email – infoni@into.ie or by telephone 028 90381455

INTO & UTU – WORKING TOGETHER FOR TEACHERS



Relax Destress Have an Indian Head Massage

Massage includes upper back, shoulders, arms, scalp, head and face
Phone Noelle – Cert. IHM Level 3
Assoc. Member of INTO
South Belfast 028 90 661546, 077 767 326219

Donations to schools in Barriadas of Lima and Arequipa



Workload Survey

INTO carried out a survey on workload in 2010.

The results of the survey confirm that workload and bureaucracy overload is destroying the quality of life for many teachers and principals and has reached crisis point.

Teachers and principals were asked questions about their work/life balance, the number of hours they spend at work and on work-related issues, the tasks that generate the highest workload levels and the steps that needed to be taken to relieve the burden.

Primary School Teachers

The survey showed that 71% of primary school teachers do not have a reasonable work/life balance.

The hours that they work range from 35 to 75 hours per week, the average being 49 hours.

Workload

The biggest generators of workload for primary teachers are;

	FS	KS1	KS2
Planning & Preparation	50%	100%	77%
Marking Work	33%	91%	96%
Assessment/Tests	36%	62%	73%
Meetings	22%	64%	61%
Admin Work	36%	80%	81%
Class Size	39%	76%	61%

50% of Foundation Stage teachers, 100% of Key Stage 1 and 77% of Key Stage 2 teachers put planning and preparation as the greatest generator of workload.

Principals

92% of Nursery principals and 75% of primary principals do not have a reasonable work/life balance. (The figure for teaching principals is 100%)

Principals work an average of 52 hours per week, ranging from 42 hours to 75 hours. (the average for teaching principals is 56 hours per week).

For primary principals, the biggest generators of workload were meetings and administration work.

Meetings	76%
Admin Work	76%
Assessment/Tests	56%
Marking Work	44%
Planning & Preparation	43%
Class Size	35%

Post-Primary Teachers

Whilst 44% of post-primary teachers felt that they had a reasonable work/life balance, 53% of them received less than one hour's planning and preparation time per week.

The average hours per week worked in post-primary schools ranged from 37 to 60 hours, the average being 45 hours.

The biggest generator of workload for post-primary teachers was marking work, followed closely by assessment/tests and planning/preparation

Marking/annotating work	85%
Assessment/Tests	77%
Planning & Preparation	74%
Administration	64%
Reporting to Parents	60%
Meetings	56%
Class Size	3%

Nursery Teachers and Principals

92% of Nursery principals and teachers feel that they do not have a reasonable work/life balance.

Nursery principals work an average of 52.4 hours per week: 52.4 (Range: 39 – 75 Hours)

The biggest generators of workload for Nursery principals and teachers are administration and planning/preparation.

Admin Work	100%
Planning & Preparation	91%
Meetings	83%
Assessment/Tests	66%
Class Size	59%

Nursery principals list principal release time, more secretarial help and smaller classes as their priorities for reducing workload.

“Neither the Government nor Ofsted require written lesson plans, let alone in a particular format.”

UK Schools White Paper 2010

“There is an abundance of good lesson plans and preparation materials available online, which only need adapting and suitably annotating.”

“Planning in advance for a whole week would not necessarily be good practice as teachers may need to reappraise the later part of the week on the basis of initial progress.”

“If a lesson is good, then the preparation self-evidently must have been good ... there would be no need to see evidence of that preparation.”

“We have to hand in planning for every lesson on a weekly basis.”

“Some governors place excessive demands on principals.”

“The unending number of directives, guidelines and other paperwork that comes into schools, which must all be read, processed and applied – with all that this implies.”

Lesson Planning The INTO Five-Point Good Practice Protocol

1. Plans are for teachers' own use, to facilitate delivery of lessons. No particular format should be imposed.
2. Plans should be stored, re-used and only updated where necessary.
3. Planning jointly with colleagues, or sharing out the work within a group of colleagues, is to be encouraged.
4. It is not necessary to start from scratch each time.

Teachers are advised and encouraged to make use of the abundance of materials already available from online sources, adapting and annotating as required.

5. It is not acceptable for teachers to be directed to hand in lesson plans each week for scrutiny by principals.





INTO calls time on Target Setting

Gerry Murphy, Principal St Mary's Primary School Belfast, argues for a realistic and genuine commitment in planning for our children's future

Since the mid 1990s education in line with the rest of the public services has been subjected to a culture change. We now function in a working environment that is framed by targets. This target culture is a top down approach focused on measurable outcomes. It has been promoted with a messianic zeal and has succeeded in largely shutting out other pathways to improvement.

In education the target culture has impacted on every aspect of the system from the curriculum we teach, to the amount of time we allocate to each subject, to determining how effective our lessons are right up to facilitating decisions around who are the good teachers, school leaders and schools. It is easy to understand why, what is fundamentally a management tool [setting a target] has mushroomed into a soulless management ideology. It has happened because it allows the educational administrations that appear to inhabit a world of black and white to impose a meaning on the world of the classroom teacher. This is a world where there are numerous complex realities and the certainties the administrators see are absent.

For us, as educators, the problems target setting creates range across the entire spectrum of our experience in school from the philosophical to the practical. The imposition of targets at the system level promotes a view that we should all have the same aims, we are all being expected to deliver a one size fits all education. Such an education fails to take account of the various learning styles of the pupils and teachers, the environmental factors that contribute both adversely and positively, or not, to their learning or the fact that we moved from a prescriptive curriculum to one that seeks to offer alternative learning pathways and is deliberately constructed to allow teachers and pupils to enjoy investigating phenomena that arise in the normal course of their learning. In a nutshell target setting constricts the learning available to the pupils.

Also at the system level the administra-

tors cannot allow a target to be missed. This means that when this occurs what happens is that they simply re-cast the target. The classic examples of this is the now infamous New Labour target regarding the number of people aged 18 to 25 enrolling in third level education set at 50% of this population segment. When it was missed it became, 50% of the population as a whole enrolling in third level education and when this was missed it became 50% of the population having followed part of a university course and was revised again following this failure to be, 50% of the population having some experience of university setting. What this illustrates is that the achievement of the target becomes more important than the reality of the learning experiences of the pupils. Their educational experience is being morphed into an exercise in delivering a measurable statistical outcome as opposed to something that shapes the individual in very particular ways.

For the classroom teacher the setting of targets and the servicing they require; the planning, the monitoring, the evaluating, the recasting have all serious workload implications. This is on top of the numerous initiatives and "new approaches" being visited upon schools with an alarming regularity. In addition the targets provide a means to draw superficial conclusions as to what is and who are the effective teachers. This is something we have all been sucked into. The Irish News publishes league tables at the system level that tell us who are the successful schools, DENI and their agents in the ETI and the employing authorities examine our unwieldy School Development Plans for our school targets and interrogate our school results to see if we are succeeding, the senior teachers and Principals in schools across the 6 counties use them to force increased levels of performance out of a workforce that is demoralised and tired.

In the experience of too many of our members targets represent a management culture that is unable to manage people or to recognise and evolve to meet the facts

on the ground. What we are growing and allowing to become institutionalised in our schools is a management culture focused around the avoidance of blame. This is completely the opposite of what makes a good teacher she/he is one who takes responsibility for the pupils learning, who is there to open exciting new vistas for their pupils. Now this is only possible if the targets are met first. The target is more important than the learning. This is not what our pupils deserve or our members were employed to do.

Setting targets should be seen in relation to what is being added to the child. When benchmarking the focus is on what is happening in similar sized schools. It does not take account of where the children have come from educationally. This needs to be looked at. The setting of school targets should be done in relation to the individual class group, therefore the targets can go up and down.

The accuracy of the results at end of key stage also needs to be examined. At present how many schools can fully stand over the results that are sent to CCEA. As is more and more apparent from recent ETI inspections, good end of key stage results do not always reflect what is happening in a particular school. What happens in the home can work to inflate results, where people have enough disposable income to tutor children; it is in these schools where results are most affected.

There are of course other ways of achieving what those who first embraced the target setting culture set out to do, which in the case of education, I imagine, was to improve the life chances of all the pupils in our schools. Partnerships of the kind paid lip service to in Every School a Good School and the Review of Special Educational Needs offer a more sustainable way forward than a management culture that is already being rejected in many of our public services. Addressing the environmental factors impacting on the pupils learning is essential. Pupils who are coming to school from homes where education is not valued or where they are

denied the opportunity to engage with their learning due to cultural differences and or socio-economic problems are always going to struggle to learn at a rate those children from more favourable socio-economic and cultural circumstances will enjoy. It seems that a long-term strategy aimed at addressing these environmental factors involving all the agencies with responsibilities around the child would allow in time a new reality to be constructed. This reality would allow for all children to begin their learning at the same place and to largely move forward together. It would however require a complete re balancing of the systems focus and a genuine commitment on the part of government to invest in our children to a greater degree than present.

At the school level we need to be moving away from targets imposed from

above. We need to deconstruct the pupils learning and address those factors within our control, which are impeding the learning and cultivate those that enhance the learning. Teachers prior to the spawning of the target setting culture did this routinely but this has been eroded as we have succumbed to the demands of delivering the target. Teachers need to be supported to take back control of their profession; we need to foster an understanding that the target culture is not a quick fix. The centuries of time currently being consumed by the target culture in our schools could more effectively be used by schools to develop those management systems and teaching strategies which are specifically tailored to meet their particular circumstances and pupil profile. This sounds suspiciously like ESAGS speak because it is what ESAGS was intended to be about as

opposed to what it has become.

I understand that what is being advocated here is not new but it does offer a different way to achieve real and meaningful improvements for the pupils and the teachers, our members. Its time we stopped facilitating Rathgael House in its slavish pursuit of policies that have been tried and seen to fail in England and Wales. We need to be opposing them at every turn, our members will support us and the pupils they teach will appreciate our efforts in the future. To date our efforts to engage in policy development have received little acknowledgement and made no significant impact on what is emerging from the policy development unit at DENI, our genuine attempts to engage with them have served to only inform them of our objections and alternatives thereby allowing them time to develop their responses. 🐘

Principals and Vice-principals

INTO have many principal and vice-principal members across all sectors and schools in Northern Ireland. The National Principals and Deputy Principals' Committee (PDC) advises the Central Executive Committee (CEC) of INTO on matters relating to principals and vice-principals.

There are two representatives from Northern Ireland on the PDC, Martin Short for District 1 and Mario Gribbon for District 2. District 1 covers all schools in the BELB, SEELB, and NEELB areas and District 2 covers all schools in the SELB and WELB areas.

Two meetings for INTO Principals and Vice-principals have been arranged for May 2011. These seminars for school leaders will run from **2.30pm to 4.00pm** with light refreshments on arrival.

INTO Information Seminars for Principals and Vice-principals

Tuesday 24 May 2011: Glenavon Hotel, Cookstown,

Wednesday 25th May 2011: Wellington Park Hotel, Malone Rd, Belfast

Topics for discussion: School Budgets, Issues for the new Education Minister and INTO principals/vice-principals Fora

Contact Northern Office to reserve a place.

Tel – **02890 381455**; email infoni@into.ie

District 1 Representative

Martin Short is the principal of Holy Child Primary School in Andersontown, Belfast.

Martin has been a teacher and a member of the INTO since September 1987. Holy Child PS is a large co-educational primary school of 511 pupils (including 26 full-time Nursery Unit places), 23 full-time teachers, including Principal and VP. The school was built in 1959 and celebrated their 50th Anniversary with President McAleese in May 2009. In 1972 the school was the largest primary school in Western Europe with over 1300 pupils.

Before taking up post as principal of Holy Child PS in September 2006, Martin was principal of St. Oliver Plunkett's PS in Toome, Co. Antrim, and was VP there for 3 years previous to that. He also taught in St. Kieran's PS in Poleglass for 12 years. In addition to his teaching career, Martin has worked as an adviser for CCMS (Council for Catholic Maintained Schools) and as an Assistant Adviser for School Improvement for the Belfast Education and Library Board. He is also currently an Associate Assessor with the ETI and an Assessor for CCMS on appointments panels.

Martin has been involved as either secretary or treasurer with Cumann na mBunscol in Antrim since 1990, promoting Gaelic Games in Belfast and Antrim.

He is particularly concerned with the reduced levels of funding given to Primary Schools and the impending



Mario Gribbon (Left) and Martin Short

increased workload on all staff in the Primary Schools due to this. This increase in workload will only add to the stress levels of staff and impinge on the educational attainments and raising of standards in our schools.

District 2 Representative

Mario Gribbon is the principal of St John the Baptist Primary School in Portadown.

Mario started his career as an assistant teacher in St. John the Baptist PS Portadown in 1986. In 1993 he was appointed principal of St. James's PS Tandragee (teaching principal) until 1997 when he returned to St. John the Baptist PS in Portadown as principal of the school. St John the Baptist is a co-educational primary

school with an Irish Medium Unit. During his time as principal he also undertook the role of Acting Principal in St. Patrick's PS Newry from May 2007 – Feb. 2008 bringing stability and leadership during a time of crisis in the school. Mario's extra-curricular activities include:

- ✦ Co-ordinator of Ulster Project Portadown since 1999
- ✦ Member of Management Committee, and currently chairperson, of St. Mary's Youth Centre Portadown since 1987
- ✦ Member of NI Teaching Awards Judging Panel since 2001 and CCMS Assessor since 2002

He is particularly concerned about the implications for schools of the budget proposals for education and the impact on schools of unregulated testing. In his role as District 2 representative on the INTO PDC Mario hopes to be able to articulate issues that are relevant to principals and schools and make a positive contribution to the future direction of education.

As the representatives for INTO principal and vice-principal members in Northern Ireland on the PDC National Committee, Martin and Mario will be seeking to establish a forum in each of their districts to work with principals and vice-principals to:

- ✦ discuss issues of interest and concern
- ✦ ascertain the views of principals and vice-principals on issues
- ✦ raise issues within INTO through the District, Northern Committee and PDC structures.

New Assessment Arrangements

Brendan Harron argues that the Department of Education must ensure workload implications for post-primary teachers are addressed

INTO has issued a warning to CCEA and DE that the proposed new assessment arrangements must be workload-proofed before INTO will give its support to them.

INTO members in post-primary schools have expressed concerns about the proposed new arrangements for assessment and reporting at the end of Key Stage 3.

The assessments, which will apply to the end of all Key Stages, will be carried out in relation to Communication and Use of Mathematics, with ICT to follow at a later date, but there are serious concerns that the proposals could lead to a big increase in workload for teachers of all subjects.

The new proposals make it clear that, whilst teachers of English and Mathematics will have a lead role in assigning levels of progression to pupils at the end of Year 10, all teachers will be expected to contribute to these assessments. This may mean that teachers of all subjects will need to redesign their assessment schemes to

accommodate the awarding of a level for Communication and for Mathematics (with ICT later), within their particular subject areas.

Brendan Harron, Senior official, said;

“Post-primary teachers are already overburdened with workload and the pressure of internal and external assessments. Teachers of subjects other than English and Mathematics see very little, if any, added value in having to award levels to pupils for communication and mathematics. They are not prepared to simply kowtow to the whims of the political establishment and see their already excessive workload further exacerbated.

Members have made it clear to INTO in a recent workload survey that they will refuse to take on additional workload unless they can see real benefit for pupils. If DE and CCEA want these proposed arrangements to come into being, they will have to make reductions in the many other demands that are being made of teachers.”



INTO Senior Official, Brendan Harron

Count, Read: Succeed

Nuala O'Donnell finds the Department of Education publication on literacy and numeracy short on useful strategies but misplacing responsibility for failure and success

The latest document issued by the Department of Education, *Count, Read: Succeed, A Strategy to improve outcomes in Literacy and Numeracy (ESAGS)*, is less of a strategy and more of a tome of accountability for teachers. The document refers to the recent PISA results, where Northern Ireland was not significantly different to the OECD average but lagging behind the highest performing systems. The strategy does not consider the systems in place in the highest performing countries to achieve their position, with a view to replicating them, but rather seeks to place the accountability on the schools and the teachers working within our current system.

The strategy refers to early intervention, the role of parents, families and communities and best practice but does not present any strategies for implementing these, just places the responsibility on schools to do so. It places the emphasis on achieving the

targets set out on page 49 of the document and states:

‘The targets are stretching, but it has been assumed that the range of policy interventions underway, combined with action to tackle any slippage, will enable our education system to reach these levels of performance.’

The emphasis has shifted from a child centred curriculum to a results-based on data-driven education system. The needs of the individual child are important only in reaching these targets and ensuring no ‘slippage’.

In a time of economic hardship for all, including education, the Department and Education Minister John O’Dowd need to re-evaluate what is really important and achievable in Northern Ireland schools. As detailed in another article in this magazine, target-setting is not the answer!



INTO Senior Official, Nuala O'Donnell

BT Young Scientist & Technology Exhibition

BT has launched the 2012 BT Young Scientist & Technology Exhibition. Northern Ireland students are invited to prepare their projects for the 2012 exhibition; the closing for which is 3rd October 2011.

BT will invest over £1.7 million over three years in the event, which has become the largest of its kind in Europe. Travel & accommodation grants available have been increased by 50 per cent. The grant will be a boost to schools across Northern Ireland that require extra financial support to travel and stay in Dublin for the annual fair and competition in January.

The exhibition encourages schools to embrace the critical skills of science, technology, engineering and maths, and provides a platform for innovative ideas to be recognised and showcased. Students from the exhibition have gone on to secure awards at international events such as the UK Young Scientist, the European Young Scientist and the International Science and En-



gineering Fair (ISEF) in the US. The exhibition has also been the launch-pad for students who have turned their innovative ideas into commercial opportunities and enterprises.

Graham Sutherland, Chief Executive Officer of BT said, "We believe the exhibition ticks all the right boxes for the economy, for students and BT – it helps stimulate STEM (Science, Technology, Engineering, Maths) skills, encourage innovation and entrepreneurship, and gives a much-needed lift to spirits."

Miss Maureen Wells, Head of Science at Lagan College commented, "This, is a great opportunity for students to think outside the box, display their originality and put their research skills to great practical effect."

The BT Young Scientist & Technology Exhibition will take place in the RDS, Dublin from January 11th – 15th 2012. For more information on the exhibition log onto www.btyoungscientist.com or call 0800 917 1297.



Above centre: Deirbhile Murphy from Rathmore Grammar School, Graham Sutherland, BT Chief Executive Officer and Nicola Moloney from Lagan College at the launch of the 2012 BT Young Scientist & Technology Exhibition

Left: Michael McManus from Lagan College, Graham Sutherland, BT Chief Executive Officer and Orla Lavery from Rathmore Grammar School at the launch of the 2012 BT Young Scientist & Technology Exhibition

Staff Representative Training courses

Derry – 10 and 19 October 2011 City Hotel

Belfast – 16 and 25 January 2012 Wellington Park

Ballymena - 9 and 14 May 2012 Galgorm Manor

Anyone interested should contact the Northern Office.



Second Annual Vere Foster Lecture



The Man Who Paid Women to Go Away

Vere Foster was one of the founding members of the Irish National Teachers' Organisation. He was a philanthropist, reformer and one of Ireland's leading citizens

of the 19th century.

Dr Ann McVeigh delivered the second annual Vere Foster Lecture on the evening of 4th May at the Linenhall Library in Belfast.

Dr McVeigh has worked for the Public Record Office of Northern Ireland for over fifteen years. She first came across Vere Foster while studying for a PhD at the Queen's University of Belfast.

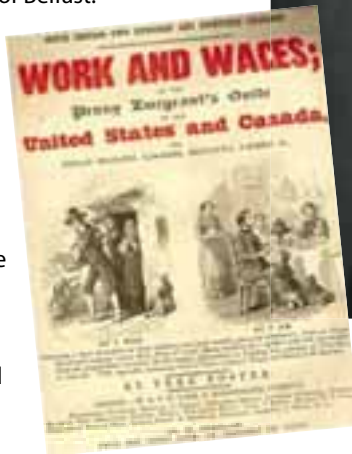
Her thesis, on the child and juvenile migration schemes to Australia, looked at all the various benefactors and societies that assisted the migration of the poor of Britain and Ireland. Although most of the people Vere Foster assisted

were of full age, she was fascinated by the wide range and the ideology behind Foster's work. As well as emigration, the education, health and art sectors, were all assisted by him without thought of recogni-

tion. Dr McVeigh's engaging lecture outlined a history of Vere Foster and his work using fascinating examples from records held in the Public Record Office of Northern Ireland.



Left to Right, Noel Ward General Treasurer, Dr Ann McVeigh Public Records Office NI, John McAnulty Outgoing Chair Northern Committee, Frank Bunting Northern Secretary.



Vere Foster Medal Winner

Left to right – Aine Byrne District 1 Secretary, Una Herdman Belfast West Branch, Marion Kelly Medal Winner, Andrea Higgins District 1 Chair. Marion Kelly was a BEd student in Mathematics.



Vere Foster Commemoration

Part of the INTO delegation at the Annual New Year's Day commemoration of Vere Foster at his grave in City Cemetery, Belfast

Antrim All County Hurling and Camogie



Creggan won the hurling, Ballycastle the camogie. Barney Magill, Northern Committee, seen here presenting the trophies. The presentations pictured took place in March.

Cumann na mBunscol

The GAA, INTO Mini-Games exhibition games will take place over the months of August & September in Croke Park during the All-Ireland Semi-Finals and Finals Day. The Hurling Semi-Finals will take place on the 7th & 14th August with the Final on 4th September. The Football semi-finals will take place on the 21st & 28th August and

the final on the 18th September. 240 pupils from Ireland & Britain will represent their schools and counties. As well as the pupils playing on the day referees under the Young Whistlers Programme will officiate at the matches and they are also selected from our Primary & National Schools. On All-Ireland Finals Day the President of the

GAA, Christy Cooney along with the INTO President, Noreen Flynn will meet the children and their families. Cumann na mBunscol greatly appreciates the financial support of the INTO in the running of the Exhibition Games and is also appreciative of the GAA for supplying meals and tickets to our children/teachers & parents.



Front row, retirees Rose Farrell, Geraldine McWilliams, Patricia Henry. Back row, Marty Khera, Branch Secretary, retiree Mickey Toner, Branch Chair Mary McCloskey

Limavady – Dungiven Branch Retirement Dinner

Limavady and Dungiven Branch of the INTO held a function on the 11th November in Radisson Roe Park Hotel to mark the retirement of some long serving teachers in the Branch. Presentations were made to Rose Farrell, Patricia Henry and Geraldine McWilliams, all retirees from Termoncanice PS in Limavady and also to Mickey Toner, a past teacher of St Patrick's and St Brigid's in Claudy who retired in 2009. Presentations were made by Mary McCloskey, Chairperson of the Branch, and Marty Khera, Secretary. Thirty two members attended the dinner and in a free raffle Geraldine Carlin won a weekend in the Westbury. Irene Forrest, also St Mary's, Limavady, won a voucher for a meal for two in Radisson Roe Park. A good night was had by all and we look forward to future Branch functions.

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