

# Printout

## INTO — Number 1 Union And building on success!

As a new school year begins it is perhaps important to reflect on why INTO is the number 1 union for representation and advice. In the last academic year INTO continued to professionally and successfully represent members in all aspects of their teaching lives. Grievances, bullying claims, disciplinary matters form the bulk of our recent successes and many of these have been recently highlighted in the local press. However the scope and range of casework gets broader each year. New areas include age and disability discrimination as well as civil claims for criminal and industrial injuries.

Recently INTO led the challenge to the amendments to the Teachers' Pension Regulations and ensured that our response as well as a briefing paper to every MLA was available to allow the NI Assembly to make an informed decision. In addition INTO was the Organisation that supported a member in a legal challenge to the maternity and sick pay regulations and another teacher in respect of the Teachers Eligibility Regulations.

In taking a case forward on behalf of a member INTO recognises that the case is first and foremost the member's case. Our role is to provide advice, support and representation to our members. The procedures that have been agreed to progress complaints are there to give a framework to allow resolution of a teachers concern. Where there is a failure at school level to recognise or resolve concerns, then INTO will advise our members of their rights to proceed to an independent appeal outside the school. This decision is taken in consultation with member and the local area representative.

Some unions adopt a philosophy of

advising members that to proceed to independent appeals or tribunals is not going to be cost effective either in terms of time / effort involved or in the outcome achieved. This is not the view of INTO. INTO believes that the key to success is a partnership approach involving the member where the case and the strategy are agreed and developed as the matters develop. It is therefore interesting that a number of recent cases that have been the subject of independent scrutiny have in fact involved members of other trade unions who have joined INTO because their own union did not believe that the case was meritorious or that an acceptable outcome could not be achieved independently.

In all these cases the members' claims were upheld. These successes clearly demonstrate that with professional representation INTO was able to achieve success for individuals who had not had their claims supported by their unions.



Tony Carlin INTO Casework  
Manager

This is why INTO remains the number one union for representation and advice.

If you feel that your trade union is not providing the support and advice for your case then contact INTO and become a member of Ireland's largest teaching union.

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## Teachers' Pay Scales 2009/2010

| Main Pay Scale Salary Point 1 Sept 2009 |        | Leadership Group Salary Point 1 Sept 2009 |        |    |         |
|---|--------|---|--------|----|---------|
| M1                                      | 21,101 | 1   | 36,617 | 23 | 62,919  |
| M2                                      | 22,771 | 2   | 37,536 | 24 | 64,479  |
| M3                                      | 24,601 | 3   | 38,473 | 25 | 66,082  |
| M4                                      | 26,494 | 4   | 39,432 | 26 | 67,716  |
| M5                                      | 28,582 | 5   | 40,413 | 27 | 69,393  |
| M6                                      | 30,841 | 6   | 41,425 | 28 | 71,116  |
|   |        | 7   | 42,541 | 29 | 72,876  |
| UPPER PAY SCALE                         |        | 8   | 43,523 | 30 | 74,690  |
| UPS1                                    | 33,411 | 9   | 44,610 | 31 | 76,537  |
| UPS2                                    | 34,649 | 10  | 45,755 | 32 | 78,439  |
| UPS3                                    | 35,929 | 11  | 46,943 | 33 | 80,388  |
|   |        | 12  | 48,025 | 34 | 82,375  |
| TEACHING ALLOWANCES                     |        | 13  | 49,226 | 35 | 84,422  |
| TA1                                     | 1,806  | 14  | 50,452 | 36 | 86,513  |
| TA2                                     | 3,649  | 15  | 51,710 | 37 | 88,663  |
| TA3                                     | 6,266  | 16  | 53,083 | 38 | 90,858  |
| TA4                                     | 8,631  | 17  | 54,304 | 39 | 93,072  |
| TA5                                     | 11,648 | 18  | 55,669 | 40 | 95,395  |
|   |        | 19  | 57,049 | 41 | 97,778  |
| SEN1                                    | 1,956  | 20  | 58,463 | 42 | 100,227 |
| SEN2                                    | 3,865  | 21  | 59,910 | 43 | 102,734 |
|   |        | 22  | 61,397 |    |         |

## STOP PRESS

### THRESHOLD – you must apply if eligible!

Members are reminded that they must apply to move from the main pay scale to the upper pay scale.

A teacher, who has been paid on main scale point 6 (M6) for a year, is eligible to apply for movement to upper pay scale point 1 (UPS1) and should apply. You should ask your principal/Line Manager for a Threshold Application form.

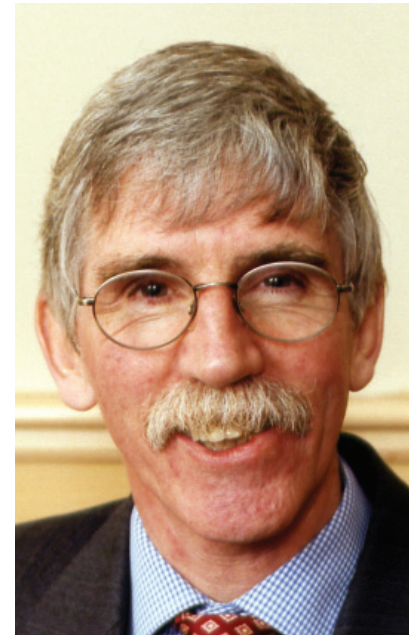
You can also download an application form and guidance from DE at

[http://www.deni.gov.uk/index/teachers-pg/81\\_teachers-payandconditions\\_pg.htm](http://www.deni.gov.uk/index/teachers-pg/81_teachers-payandconditions_pg.htm)

## Getting help...

Members can contact their Northern Committee Representative as below:

| AREA               | NAME               | Home/Mobile | School No. |
|--------------------|--------------------|-------------|------------|
| CEC 1              | Mary Cahillane     | 07522100726 | 9060 1294  |
| CEC 2              | Tony Lappin        | 3833 6334   | 9261 1732  |
| BFC                | Patrick McAllister | 9445 2728   | 3884 0825  |
| NEELB Primary      | Mark McTaggart     | 9028 7449   | 2826 0444  |
| NEELB Post-Primary | Barney Magill      | 9077 7742   | 9084 8433  |
| SEELB Primary      | Kevin Smyth*       | 9020 1571   | 9038 1455  |
| SEELB Post-Primary | John McAnulty      | 9060 1555   | 4483 0311  |
| BELB Primary (1)   | Gerry Murphy       | 3753 9591   | 9023 8773  |
| BELB Primary (2)   | Eddie Keenan       | 9059 2401   | 9035 1023  |
| BELB Post-Primary  | Des McDonagh       | 9084 9797   | 9080 8050  |
| SELB Primary (1)   | Mary Dorman        | 8774 1229   | 8676 3151  |
| SELB Primary (2)   | Mary Hughes        | 3755 1136   | 3753 1284  |
| SELB Post-Primary  | Jim Magee          | 3026 8178   | 4175 3366  |
| WELB Primary (1)   | Charlie Glenn      | 7134 1578   | 7135 1830  |
| WELB Primary (2)   | Rita Fox           | 8076 1647   | 8224 5628  |
| WELB Post-Primary  | Ann Marie Conway   | 8076 0996   | 8224 2717  |



Kevin Smyth -  
Northern Committee Chair

Vere Foster House, Northern Office, is open from 9.00am – 1.00pm and from 1.45pm – 5.00pm, Monday to Thursday and to 4.00pm on a Friday.

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# Feature Profile: La'Verne Montgomery

**La'Verne Montgomery is the Director of the School Workforce Review Team in the Department of Education. Previously she was Head of Human Resources and Corporate Services in the CCMS where she developed an in-depth knowledge of school industrial relations issues.**

**Q. What is your earliest memory?**

**A.** Having my appendix removed when I was two years old – not the actual operation but the prep room was decorated in Andy Pandy Wallpaper!

**Q. Which living person do you most admire, and why?**

**A.** My Grandmother, who is 93 – she was widowed at 39 with three small boys and supported her family by becoming a 'Milly' in Belfast and then a cleaner in the Shipyard. She had no washing machine/Dishwasher not even a fridge but with an outside toilet, no bath, except for a tin one in front of the fire or a trip to Falls Baths, etc. and her fortitude and love is an inspiration to me daily, particularly as a working mother myself.

**Q. What is the trait you most deplore in yourself?**

**A.** I have a tendency to blush at inappropriate times which I feel may not convey exactly what I'm thinking/feeling – it's a hangover from being a teenager and I should have grown out of it by now!

**Q. What is the trait you most deplore in others?**

**A.** Political maneuvering, in that I appreciate people being up-front and honest with me and I'm not interested in playing games.

**Q. Who was your favourite teacher at school and why?**

**A.** Mr Wesley Thompson, my History Teacher @ GCSE and A Level. He was a quiet, unassuming character, with a sharp mind and an ability to bring history to life. He inspired me to read Modern History at Queen's as he believed, as I now do, that it is vital that we know our own history if we are to make any sense of the future.

**Q. Aside from property, what's the most expensive thing you've bought?**

**A.** Diamonds are a girl's best friend and I have a few, although I didn't buy them myself, that's what husbands are for!



La'Verne Montgomery, Director  
School Workforce Review,  
Department of Education

**Q. What is your most treasured possession?**

**A.** My two boys; Sam who's six and Alex who's four, great fun and hard work – the good outweighs the bad!

**Q. Where would you like to live?**

**A.** Up the Amazon – I spent the first two years of my life in Manaus, Brazil, at the mouth of the Amazon and I would love to return, at least for a holiday, if not to live. Home is where the heart is and wherever my family are healthy and happy I'll be there also.

**Q. What makes you unhappy?**

**A.** As women continue to climb the career ladder they also continue to be paid 22% less than men; although teaching is a predominantly female career, males continue to outnumber females in leadership roles.

**Q. What do you dislike about your appearance?**

**A.** I'm not vain but thankful for my lot and am happy with my appearance – perhaps you should ask those who have to look at me!

**Q. What is your guiltiest pleasure?**

**A.** A glass of merlot and a couple of squares of dark chocolate – together!

**Q. If you could bring something extinct back to life, what would**

**you choose?**

**A.** It would have to be the T-Rex as my boys are obsessed with it and it may be able to help me where I fail with discipline!

**Q. Who would play you in the film of your life?**

**A.** Kate Winslett, well deserved Oscar Winner; she may even get another for playing me!

**Q. What is your most unappealing habit?**

**A.** I leave my car like a travelling office and can't offer anyone a lift.

**Q. What is the worst thing anyone's said to you?**

**A.** A previous boss who, when I wore a Trousers Suit to work for the first time, told me – "La'Verne, it's the men who wear the trousers in this organization" – needless to say I didn't allow this to intimidate me, even though I was only 22 at the time. Nowadays, I wouldn't let anyone speak to me, or any of my colleagues, like that but back then I was just gobsmacked!

**Q. Which living person do you most despise and why?**

**A.** I do not despise anyone; there are some people I don't particularly like, such as my mother in law, but I wouldn't go that far!

**Q. Which words or phrases do you most overuse?**

**A.** "Absolutely!" and "In fairness..."

**Q. What is the worst job you've done?**

**A.** Spooning Cow Poo into Chinese foil dishes to put into ovens when my boyfriend (now husband) worked in the Department of Agriculture – I was either madly in love or just mad!

**Q. If you could edit your past, what would you change?**

**A.** No regrets, although if I'd started my family earlier I'd have half a dozen by now.

**Q. How would you like to be remembered?**

**A.** As someone who faced life with enthusiasm and positivity and help imbue this in others.

# Swine Flu – Advice

It is likely that as the swine flu (H1N1) virus spreads that schools will have to deal with anxious parents and children who are infected with the virus or have been exposed to the virus. The information contained in this article is relevant at the moment and may be revised following advice and guidance from the Department of Health, Social Services and Public Safety (DHSSPS).

What are the symptoms of swine flu?

If a child has the signs and symptoms of swine flu – fever, fatigue, lack of appetite, coughing, sore throat, pain in muscles and joints, headache and chills and in some cases vomiting and diarrhoea – parents should be advised to keep the child away from school until they have recovered and are free of symptoms.

If the child is prescribed antiviral medicines for treatment, they should also stay at home until they have finished the course. This is to avoid spreading the infection as much as possible.

## Advice to schools

Schools are advised to remain open as the flu virus is now widespread within the community. This means that people are likely to be repeatedly exposed to the virus in their everyday lives so closing the school would be ineffective.

- Children who have symptoms of flu should remain at home until they are fully well and symptom free. Their GPs should be informed in order to provide clinical care and arrange treatment.

- Children who develop symptoms while at school should be isolated appropriately as this can help reduce the risk to other pupils.

- Children who are vulnerable to infection (e.g. with respiratory illness, renal problems or compromised immune systems) will be treated should they become symptomatic and should remain at home but may require ongoing clinical assessment.

- Detailed medical advice for individual children can be discussed with community paediatricians.

- If children need hospitalisation, the hospital and school should be informed that the child has suspected flu so they can be appropriately

isolated and tested/treated.

- In the case of children who are medically unstable or are subject to end of life plans, the families should be contacted and given the option to remain at home. The risks of infection and run of the illness should be explained. If accepted, a form of home tutoring or respite should be advised. Most families in this situation have chosen to send their child to school as the social interaction is more important to quality of life.

- Currently cases of the H1N1 virus in special schools are sporadic and, in general, children remain well.

## School closures

School closures and the distribution of antiviral medicines for prevention are not recommended at this time because the virus is widespread within the community. People are likely to be repeatedly exposed to the virus in their everyday lives - closing a school will no longer be effective in slowing the spread of the virus as people could still be exposed outside the school.

Where Governors, after consulting with the Employing Authority, decide to close a school, staff will continue to be paid in accordance with their terms and conditions of employment. A teacher who contracts swine flu and who is off ill will be entitled to the teachers' sick pay scheme.



Tony Carlin, Senior Official

What can schools and parents do to slow the spread?

By practising good hygiene everyone can play their part and help to reduce transmission of all viruses, including swine flu:

- Wash hands frequently with soap and water to reduce the spread of virus from your hands to face or to other people.
- Clean hard surfaces (e.g. door handles) frequently using a normal cleaning product.
- Cover your nose and mouth when coughing or sneezing, using a tissue when possible.
- Dispose of dirty tissues promptly and carefully.
- Make sure children follow this advice.



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to find out more**

# Mediation – What Are My Rights?

As a result of the continuing work of INTO, schools are being asked to focus on use of mediation as a means of the early resolution of school based disputes. For many teachers who are offered mediation there are concerns and worries that they are surrendering their concerns to an unknown individual ( the mediator) and they uncertain as to what the process is and how it can help them to move on from a dispute with a colleague.

## What is mediation?

Mediation aims to move away from adversarial procedures and resolve issues as early as possible.

Mediation is an agreed process, entered into voluntarily, in which independent, experienced intermediaries assist participants who are in dispute. The choice of mediator rests with the parties and they can ask for mediators from the CCMS team, from an Education and Library Board or from the Labour Relations Agency.

## What are the aims of mediation and how does it help resolve issues.

The aim of the mediation is to seek an early resolution of the issues by:

- Identifying common aims and objectives;
- Re-establishing lines of communication; and
- Developing proposals for settlement.

Mediation can help to resolve the dispute by allowing confidential discussions in a neutral venue with experienced and skilled personnel who allow the parties to find an agreeable way forward.

## My Principal said that he will mediate?

Principals may in their role attempt to bring parties together to resolve concerns. However where the alternative to the mediation is enactment of a formal complaint, it would be inappropriate for Principals to put themselves forward as mediators.

## What records are kept?

During mediation process the mediator will take notes. These are only used to allow the development of proposals that the parties may consider as a way forward. At the end of the process the mediator

will destroy all notes and will simply advise the Chairperson of Governors whether or not the process has been successful and what actions if any have been agreed by the parties as a way forward.

## Do I have to mediate?

No it is a voluntary process. However individuals who have gone through the process have expressed surprise at how successful the process has been and how he services of a skilled independent facilitator has allowed resolutions of disputes.

## Will it be held against me if I do not mediate?

No.

## What is the alternative to mediation?

An individual can do no nothing or may wish to engage in a formal procedure, such as a grievance procedure or bullying complaint against the other party

A member who has concerns about mediation should contact their school representative, Northern Committee or CEC representative or the Northern Office.

# Hold Onto That Data

INTO has received a number of calls from principals regarding the provision of information on pupils to prospective grammar schools. The issue under consideration is whether it is permitted to release information to another body or academic institution simply because they request it.

As a result of these queries, INTO has considered the matter and sought advice on the provision of information to a third party particularly in light of the Data Protection Act.

INTO continues to advise members who may be asked to give information about an individual pupil or a group of pupils; to ensure that their actions are compliant with the schools data protection policy and that they have the written authority of the Data Controller, usually the Chairperson

of the Board of Governors to release such information.

Where an organisation or institution requests information on pupils, the schools should ensure that:

- the request is in writing,
- clearly states the nature of the information requested,
- the purpose for which it to be used,
- where and how the information will be stored and
- what will happen to the information when it is no longer required.

Principals should not act until the data requests have been considered by the Board of Governors and a written decision giving authority

issued. Parents should also be consulted about the request for information on their son or daughter and where written permission has not been obtained; then the school should assume that the information cannot be released.

An individual who willingly provides data on another individual or group of individuals, without their express consent may find that they are the subject of a complaint to the Information Commissioner and potentially could be disciplined for a breach of the schools data protection policy.

As a result of our deliberations INTO advises – **“If In Doubt Don’t Hand It Over”**

# INTO welcomes teachers' pay deal

INTO warmly welcomed the decision of the Labour Government to guarantee the pay rises for teachers of at least 2.5% for the next two years. The increase for this year which comes into effect on 1 September 2009, represents a significant real-term increase with the latest retail price index [RPI] inflation figure at minus 1.1%.

Frank Bunting Northern Secretary commented:

'This clarification is very good news for teachers. INTO was enormously concerned by the Audit Commission calls this week for a public sector wage freeze as a 'pain-free way of cutting public expenditure' because of the soaring national debt. The government's decision is therefore good for teachers and, in encouraging

more spending, good for the economy too. Teachers' spirits will be lifted arising from this clarification enabling them to enter the 12th holiday period in a festive frame of mind. It is worth keeping in mind that while the Retail Price index is currently minus 1.1%, the Consumer Price Index, which does not take mortgage payments into account, is significantly higher at 2.2%.

The salary increase has still to be approved by the DFP and Assembly in Northern Ireland. INTO does not anticipate any difficulty as all parties, the Department of Education, employers and the Northern Ireland Teachers' Council [NITC], representing all the teachers' unions in Northern Ireland are publicly committed to maintaining parity of

salaries with teaching colleagues in England and Wales.

## SEN Allowances

Allowances currently paid to teachers of special educational needs, will be considered by the School Teachers' Review Body [STRB] in future years, the Government has also confirmed. This represents the downside of salary parity. Teachers who currently work mainly with SEN children currently qualify for an extra payment of £1,900 a year. The STRB is recommending replacing this with a sliding scale of allowances starting as low as £1,000 per year. This would not be in the interests of Northern Ireland SEN pupils.

# Success for Northern Committee Member

A keynote event organised as part European Year of Creativity and Innovation held a special significance for Northern Committee representative Charlie Glenn.

Charlie's project, "Colour My Rainbow" a collaborative Art and Craft based project between schools in N. Ireland, Finland, Germany, Poland and Belgium, funded under the EU's "Comenius" programme, was one of five School Partnerships chosen as exemplars for "A Vision of the Future", a celebration of success for EU funded activities held in the International Convention Centre, Birmingham on the 14th July.

Speaking afterwards Charlie said, "Comenius partnerships, while immensely rewarding in many ways, can be very hard work and it is particularly gratifying to receive this degree of recognition at such an official level."



Charlie Glenn Western ELB Northern Committee Primary representative

# Congratulations to all Newly Qualified Teachers

You have joined the profession at an exciting, if challenging, time. Rapid change is taking place in many areas: a revised curriculum, new assessment and reporting arrangements, the advent of ESA, rationalisation of schools, inclusion of children with special educational needs and the review of post-primary education, to mention a few.

More children are presenting in schools with emotional and behavioural problems and, sad to say, there is an increase in the number of assaults on teachers. There is also an increase in the

number of allegations of abuse made against teachers, the vast majority of which are false or malicious.

It is of the utmost importance that you belong to a recognised teachers' union and there is none better than INTO. INTO is the largest and the premier teachers' union in Ireland with more than 38,000 members in nursery, primary, secondary and grammar schools.

The INTO wishes you every success and we look forward to supporting you throughout your teaching career.

## INTO NQT Member Profile



I am Peter Kearney, and have recently graduated from St Mary's University College Belfast, with a B. Ed. degree with English. As an NQT I have been fortunate enough to secure a job for next year in St. Colmcille's Primary School, Ballymena. I am very excited about the prospect of embarking on a career in teaching at St. Colmcille's with INTO as a support.

## Benefits of Membership for NQTs

As a NQT Member of the INTO you are entitled to the same benefits of membership as our fee-paying members – *all for free!*

- Complete professional protection in or out of school
- Advice and support in disputes
- Automatic insurance against any legal liability that may be established due to negligence or injury to pupils or third parties
- School trips insurance
- Efficient and reliable information service on professional matters
- Free legal advice on professional matters
- Training for School Representatives and Health & Safety Representatives
- Death Grants
- Benevolent Grants
- Fire and Theft Insurance of members' personal property
- Malicious Damage Cover for

members' cars when parked on school property

- Insurance Services
- Financial Services
- Free Publications
- Free INTO Diary and Year Planner



Sara Lindsay and Philip Toal receive the Vere Foster Medal from Mark McTaggart, INTO and Dr Anne Heaslett, Principal of Stranmillis College.

For further information and for **FREE** publications to help you starting your teaching career please visit [www.into.ie/NI/](http://www.into.ie/NI/)

# Transfer 2010 – DE Final Guidance Published

On 30th June 2009, following a statement to the NI Assembly, Education Minister Caitriona Ruane published the final guidance to schools on the thorny issue of transfer 2010. The final guidance contains some important changes and additions to the initial proposals. The full guidance document can be accessed on the DE website at: <http://www.northernireland.gov.uk/news/news-de/news-de-june-2009/news-de-300609-final-transfer-2010.htm>

Schools are required to 'have regard' to the guidance and whilst some politicians and pro – academic selection lobbyists have dismissed this term as unimportant, the Guidance makes it clear that the duty to 'have regard' to the Guidance is a legal one. The document states that Boards of Governors should give active and receptive consideration to the Guidance's recommendations on admissions criteria and record this consideration.

The Guidance recommends that all post-primary schools use the following admissions criteria:

First Criterion:

- Applicants who are entitled to free school meals (FSME):

Priority to be given so that the proportion of such children admitted is not less than the proportion of first preference FSME applications received within the total number of first preferences received.

Other criteria:

- Applicants who have a sibling currently attending the school;
- Applicants who are the eldest child;
- Applicants from a Feeder/named primary school;
- Applicants residing in a named Parish (with nearest suitable school);
- Applicants residing in a named Catchment Area (with nearest

suitable school);

- Applicants for whom the school is the Nearest Suitable School;
- Tie-breaker criteria.

Brendan Harron, Senior Official, welcomed the publication of the Guidance. He called on all post-primary schools to adhere to the recommended admissions criteria. "Here at last, we have admissions criteria that will facilitate the transfer of pupils from primary to post-primary schools and which do not include the use of test results. There is simply no need for any type of test. Academic selection at age 11 is just not relevant in the 21st century."

Warning to Grammar Schools

The Guidance warns the Board of Governors of any grammar school that is proposing to use an 'entrance test' that there are potential serious implications for such a decision. Governors are warned of the need to ensure that:

- Any such test must be robustly capable of distinguishing between applicants according to their performance in the test;
- Any such test is a robust assessment mechanism that enables the governors to discharge their legal responsibility to make sound, ability-based decisions;
- A special circumstances procedure is in place which can factor into a test-based decision, circumstances beyond the control of the candidate (e.g. bereavement, accident or illness) that may have led to the candidate's performance being adversely affected. Governors are reminded that they cannot operate a Special Circumstance Procedure that relies on primary school provision of information about an applicant.
- "Reasonable adjustments" are made for any pupil who may be defined as disabled under the



Brendan Harron Senior Official INTO

Disability Discrimination Act, 1995. Governors are reminded that some forms of disability, as defined by the Act, will not mean that the applicant is in receipt of a Statement of Special Educational Needs.

- An Irish equivalent of the 'entrance test', and not simply a translation of the English 'entrance test', is provided for the Irish-medium primary sector;
- Appropriate measures are in place to avoid a breach in test security and that contingency arrangements are in place for the occurrence of such a breach;
- In order to protect governors against a challenge of indirect discrimination, all reasonable and comparable efforts are made to ensure that all parents/children who may wish to, can receive and understand all of the necessary information related to a school's 'entrance test'. This particularly applies to minority groups such as Travellers and those parents who do not have English as their first language.
- Any charges that governors plan to make are not vulnerable to legal challenge under Article 128 (1) which states: "no charge shall be made in respect of admission to any grant-aided school".



# Implementation of the Revised Curriculum

## – What the Inspectors Found

The ETI has published a second report on the implementation of the revised curriculum. The report is at [http://www.etini.gov.uk/index/revised\\_curriculum.htm](http://www.etini.gov.uk/index/revised_curriculum.htm)

### The Good News

ETI found that, in 217 lessons observed, the overall quality of teaching ranged from satisfactory to outstanding, with over 90% being good or better. Teachers demonstrated a professional understanding of how to facilitate a skills-based curriculum, differentiated their teaching strategies to support different learning styles and supported the children's learning needs by a range of sensory experiences.

The inspectors found the children to be enthused and engaged in their learning. The successful embedding of thinking skills and personal capabilities and assessment for learning was empowering children to become collaborative and independent learners.

### Areas for Improvement

In 1/3rd of schools surveyed ETI found that opportunities for assessing children's knowledge, understanding and skills were not appropriately or consistently integrated into the teachers' planning, making it difficult for the teachers to monitor, assess and evaluate the children's work on a systematic basis.

ETI highlighted some schools' lack of a whole-school strategy for assessment, both formative and summative, aligned with the requirements of the NIC and the absence of evaluative information and evidence to chart the progress of children's skills, knowledge and understanding to inform future direction or action planning.

### Leadership and Management

In most schools, the quality of leadership and management and strategic planning ranges from good to outstanding. Principals and staff have a clear vision for the strategic implementation of the NIC; PRSD is used to help teachers focus effectively on the implementation of aspects of the curriculum; cluster

arrangements are used to share and disseminate good practice; appropriate resources are allocated to support the implementation process; and the principal, leadership team and teachers work collaboratively to monitor and evaluate children's learning.

The report highlights characteristics of less effective practice in leadership and management as:

- Inadequate strategic planning to support the monitoring and evaluation of the implementation process
- Unclear roles and responsibilities of the curriculum leaders
- Non-allocation of adequate time and resources
- A lack of adequate leadership and capacity to undertake effectively the management, co-ordination and monitoring and evaluative functions.

### Training and Support

Schools reported to the ETI that the quality of training and support ranged from outstanding to unsatisfactory. Teachers reported that 62% of the training was good or better, whilst 38% was deficient.

Key factors which contributed to the perceived best quality training and support were:

- the effective use of collaborative and clustering arrangements with other schools to share good practice; and
- the opportunities provided in some of the courses for classroom practitioners to share good practice in relation to the infusion of the cross curricular skills and thinking skills and personal capabilities across the areas of learning.

Teachers found fault, in particular, with:

- insufficiently differentiated training which did not take account of the relative stage of development of individual schools;
- the perceived lack of strategic and operational planning and coordination between the support agencies;
- inconsistencies in some of the messages delivered in relation to assessment and reporting arrangements;
- inadequate engagement with principals;

- failure to provide schools with examples of practical guidance, advice and good practice; and
- the lack of follow-through when trainers were unable to answer all of the questions raised by teachers on training days

### Partnership Management Board

The PMB was set up to devise, plan and deliver an implementation support programme for the revised curriculum. It enables coordination between CASS, CCEA and C2k.

The ETI is critical of the Board on two counts. It states that PMB has diminished in its coordination role and that it has failed to eliminate the messages which schools describe as confusing and, at times, conflicting. ETI regrets that, whilst the Board was initially jointly chaired by CCEA and CASS, this arrangement has lapsed recently.

Brendan Harron, stated "This is the second time that ETI has found fault with aspects of PMB's role and function. It is time to end the confusing messages that are being sent out to teachers in relation to the revised curriculum. CASS, CCEA and any other bodies who are involved in the training and support of teachers must coordinate their efforts and unite in their message." Brendan will be demanding an urgent action plan to address these issues at the September meeting of PMB

### ETI Recommendations

These include a shift of emphasis for the final phase of implementation to:

- **simpler communication** to schools about the purpose of and the main elements of curricular change;
- a **differentiated** approach to **support** for schools, based on audit of need, to enable them to continue to improve practice;
- improved **collaboration** between CCEA, CASS and C2k during 2009-10, on their path to convergence in ESA; and
- **forward planning** for the continued development of pedagogy, learning and assessment, arising from curriculum reform, beyond 2010.

# Ready for a revolution?

Frank Bunting calls for radical thinking to shake up the education system with more accountability and all relevant parties involved in deciding policy and budgets.



Frank Bunting, Northern Secretary

There is widespread agreement in Northern Ireland that all our pupils deserve to achieve to their maximum potential. yet this is not the case. At this point agreement breaks down. The dreary convulsions of the sound and the fury which characterise the academic selection/grammar school entrance tests preoccupies but a few and ultimately will not guarantee our children the excellent education outcomes they need.

For a largely English-speaking community which values education and the best qualified teachers anywhere, we should be doing so much better than we are. Some facts tax our smug conservative values:

- Only 64 per cent of pupils, overall, achieve five GCSEs A\* to C;
- Only 52 per cent of pupils achieve five GCSEs A\* to C, which include English and Maths;
- In selective grammar schools pupils achieving seven GCSEs A

to C ranged in 2007 from 70 per cent to 100 per cent;

- In selective grammar schools the percentage achieving three A-levels at A to C ranged from 42 per cent to 91 per cent.

The Department of Education has developed a new policy and strategy called 'Every School a Good School' which has been adopted by Caitriona Ruane. Recently a high-powered delegation of education and ESA policy boffins went to Montgomery County, Maryland, with teacher union representatives to learn lessons, if any.

Dr Jerry Weast is the County Superintendent of Schools in Montgomery County. Knowing the over-engineered complexity of the Northern Ireland schools' system well, he had some simple but uncomfortable messages:

- Nothing short of revolutionary change was needed to make educational outcomes world class and better than world class. Dr Weast believes in challenging targets:
- Success will not be achieved unless all stakeholders in education including education unions redefine the qualitative nature of their working relationship and get involved in policy formulation and delivery as well as the equitable distribution of the education budget;
- A more efficient form of accountability, data-driven if necessary, was needed that was teacher-friendly but ultimately would address the dreary statistics and widespread variation in school performance that currently exists.

There is now potential for change. The forthcoming establishment in January 2010 of the Education

and Skills Authority (ESA) as the single employer of all 50,000 plus teaching and non-teaching staff should facilitate consistency across Northern Ireland.

The challenge for education stakeholders is whether they are ready to engage with each other in a collaborative way to ensure within a relatively short period we can drive Northern Ireland educational outcomes up to where they should be.

This process will not be easy.

If schools are to have more accountability, should some of the existing accountability not disappear? Do we need school boards of governors? Do we need an Education and Training Inspectorate? Do we need a Department of Education as well as an ESA? Do we need four or five different school types across Northern Ireland towns and villages, all more or less funded 100 per cent by the taxpayer?

Montgomery County is forging ahead in terms of educational outcomes without any of these expensive trappings. By 2014, 80 per cent of its pupils will be 'college ready'. All economies are investing in their children's education, recession or no recession. Any savings will enhance the learning experience for all our pupils and guarantee the success of 'Every School a Good School'.

Time will tell whether the normally conservative Northern Ireland values will be set aside for the benefit of our children and our own future economic prosperity.

# INTO Conferences/Seminars 2009-10

## Conferences and Workshops

Teachers, principals and vice-principals wishing to attend any of the INTO training workshops should complete the pro-forma below and forward it to Northern Office or email Bronagh at [bgillen@into.ie](mailto:bgillen@into.ie) giving details of the workshop you wish to attend.

| Event                                   | Date   | Venue                          |
|---|--|--------------------------------|
| Newly Qualified Teachers' Workshop      | Thursday 20 August 2009 2pm-4pm              | Wellington Park Hotel, Belfast |
| Nursery Education Workshop              | Wednesday 23 September 2009 3-5pm            | Vere Foster House, Belfast     |
| SEN Workshop                            | Saturday 3 October 2009 All day event        | Vere Foster House, Belfast     |
| Tackling Violence in Schools' Workshop  | Saturday 10 October 2009<br>10.30am-12:30pm  | Vere Foster House              |
| INTO/UTU Leadership Conference          | Tuesday 13 October 2009 All day event        | Island Centre, Lisburn         |
| INTO/UTU Youth Conference               | Friday 23 & Saturday 24 October 2009         | Killyhevlin Hotel, Enniskillen |
| Flexible Working for Teachers' Workshop | Saturday 21 November 2009<br>10:30am-12:30pm | Vere Foster House, Belfast     |
| Branch Secretaries' Workshop            | Saturday 5 December 2009<br>10:30am-1pm      | Vere Foster House, Belfast     |

## School Representative Training Courses

|            |   |                            |
|------------|---|----------------------------|
| District 1 | Friday 16 October 2009<br>9:15am-3:30pm                       | Vere Foster House, Belfast |
| District 2 | Tuesday 20 October & Tuesday 27<br>October 2009 9:15am-3:30pm | City Hotel, Derry          |
| District 2 | Tuesday 19 January & Tuesday 26<br>January 2010 9:15am-3:30pm | Ashburn Hotel, Lurgan      |

## Principals' and Vice-Principals' Workshops

Continuing the popular discussion fora for principals and vice-principals'. All workshops run from 2:30pm-4pm. All principals' and vice-principals' welcome.

|                            |                                |
|----------------------------|--------------------------------|
| Wednesday 11 November 2009 | Wellington Park Hotel, Belfast |
| Tuesday 17 November 2009   | Kelly's Inn, Garvaghy, Omagh   |
| Tuesday 24 November 2009   | Canal Court Hotel, Newry       |
| Wednesday 1 December 2009  | City Hotel, Derry              |

The 2010 Northern Conference is being held in the City Hotel, Derry on Friday 26th and Saturday 27th February. Please contact your Branch Secretary for attendance details.

Name & TR: .....

School: .....

Contact telephone: ..... Email address: .....

Conference/Workshop attending: .....

# ATL lecture talks up social partnership

## Back to the future or time to turn left?

### A personal view from John McAnulty



John McAnulty, Vice-Chair Northern Committee

The AGM of the Association of Teachers and Lecturers, held in Belfast in May, set itself the ambitious task of raising the game of everyday trade union discussion with its fourth annual Lecture given to guests before the annual dinner.

The topic: "A successful model of trade union participation in running a state? 20 years of social partnership in the republic of Ireland", was presented by Dr. Phillip O'Connor, the director of Dublin Employment pact. The topic could not be more important at a time of general economic collapse, worst in the 26 country state where formal social partnership was pioneered. It is also a time when experiments in social partnership are being run in various elements of British society, especially in the education sector.

All the more disappointing then the presentation the audience received: less of a lecture or a reasoned presentation of a brief, more of a

harangue by someone absolutely convinced of the rightness of his case.

When a lecturer goes to the trouble to attach an academic title to his name we expect that certain elements will be present in the lecture. Even when they strongly endorse one position or another we expect them to offer balance. There will be pros and cons before the speaker endorses one position or another. This was entirely absent from Dr O'Connor's talk.

A central element of the talk was a list of assertions as to why we should support social partnership. The assertions strained credulity and were frequently contradictory. James Connolly would have supported social partnership because he admired German social democracy and the factory councils that the German trade unions had set up. The trade unions supported social partnership because they were descended from the Irish Citizen army and considered the state to be their state in a way that British unions did not. Social partnership owed much to early Catholic corporatist social theory and, although this had been discredited because the Nazis borrowed from it to construct their social theory, it deserved to be rehabilitated because it had helped lead to social partnership. There were allegations that social partnership was undemocratic but that was all right because it was even better than democracy. One breath-taking assertion was that 150,000 workers marching in Dublin in February had not been protesting the cuts to their income but supporting calls for more social partnership!

The list of reasons for supporting social partnership was accompanied by a list of the great and the good who had supported it. A section of the Irish Stalinist movement are given credit for the initial design. Leaders of the Trade union bureaucracy endorsed it, as did Fianna Fail, Sinn Fein and the late great Charlie Haughey. In an example of the circular logic which pervaded the lecture, the listed names are given heroic

stature because of their support for social partnership. You search in vain for the controversy and scandal that surrounded many of the people involved, not least Charlie himself.

Almost all the assertions made are questionable. Which Connolly would have supported social partnership? The early one that admired German social democracy or the one that led the Easter rising partly to protest the same German social democratic support for war? Are we to draw our example from the early factory councils in Germany, feared as precursors to revolution, or from today's German movement, utterly reformist in character but still a great deal more effective than anything Irish social partnership has produced?

But of course these points are not at the centre of Dr O'Connor's discourse. His central argument is around the nature and genesis of the Celtic Tiger. These centre around the following assertions:

- The Celtic Tiger was the result of careful planning centred on targeting US foreign direct investment and centring on the new information technologies.
- Elements of Irish education and infrastructure were important, as were a low tax regime and the guaranteed industrial compliance brought by social partnership.
- The chief element of the Celtic tiger was an economic boom that benefited everyone. Workers benefited from low unemployment, an end to migration and excellent social welfare.
- The agreements saved Ireland from Thatcherism
- As social partnership evolved over time it became a new way of doing business. The mechanism is now essential for Irish prosperity and must be retained even in times of economic recession.

Again there is much to question here. As the good Doctor admits in the fine print, social partnership was initially an emergency method of protecting

the interests of Irish business rather than attracting foreign investment (FDI). The motor of FDI was the tax regime and the entry to Europe – as many of the companies did not recognise trade unions they had little concern over the peace powers of organisations they would not allow over the front door. This is a somewhat telling point – after decades of social partnership the unions aren't even recognised by many of their “partners”.

Many critics would argue that social partnership did not save Ireland from Thatcherism – it merely saved the unions from the necessity of fighting it. Although there was a massive expansion in the Irish economy, the period of social partnership was also accompanied by a steady decline in the proportion of that wealth that accrued to Irish workers in the form of wages and a logarithmic expansion of the gap between rich and poor. The whole period is elided together, even though the boom caused by FDI is long over and what is now ending is a classical speculative bubble build on junk bonds and housing speculation.

Phillip O'Connor, perhaps wisely, restricts his claims on the benefits of Irish social welfare to the narrow ground of welfare payments. Some of these would have cost relatively little in a period of full employment. A number have now being cut and all

are under threat. In any case when one looks at the wider field of welfare one sees a very different picture. Irish social housing, educational infrastructure, health – even the public water supply – have never seen the sort of standard taken for granted in Europe.

The reason for this is very simple. The low tax regime that attracted FDI also made it impossible to raise the level of revenue need to fully develop the infrastructure. Right away we have a fundamental flaw in the social partnership argument, a process unable to produce the coherent and sustainable development needed for a robust economy. If all Irish workers are left with is a hangover and a bad taste in their mouth, if the US firms are over the horizon in Eastern Europe and the far east, if all the Irish capitalist class were able to do with the money was play high class poker with junk bonds, just what are the advantages in sticking to this model?

This really is a burning question. The Irish trade union leadership are fighting hard to retain the social partnership model. Their call is not to oppose the bailout of the bankers and speculators but to find a “better fairer way” for their members to meet the bill. Just what this means has been spelt out by the recent report of the Special Group on Public

Service Numbers and Expenditure Programmes, often dubbed as An Bord Snip Nua. It means picking and choosing from a menu that will, no matter what items are selected, leave Irish society in a state of penury. Supporting social partnership will mean helping the state and employers to enforce these cuts.

Nor is it simply a question for the 26 counties. Despite the claims made for the formal model, few people would doubt that many unions in Britain and the North see themselves as informal partners of the state, a position underlined by the address at the same lecture by ATL general secretary Mary Bousted, talking up social partnership in British education as the wave of the future.

The Celtic tiger economy has gone. The Orange cub economy that many hoped to see in the North is stillborn. Across the world leading economists are scratching their heads and wondering if capitalism itself can survive. The majority agree that any revived financial system would at the very least depend on a public, collectivist control of the economy. It really would be the deepest of ironies if the last people to defend what is in essence the final gasp of Thatcherism were to be the leadership of the trade union movement.

## Phase out Academic Selection in Catholic Grammars

The Northern Ireland Commission for Catholic Education, NICCE, has announced that all Catholic Grammar Schools will phase out academic selection over the next two years. September 2009 will be the last year that 100% of pupils transferring to such schools can be admitted on the basis of academic ability. Catholic Grammars have been directed to submit their plans to NICCE, by October 2009, for gradual downward adjustment from 100% to zero% over the next two years.

NICCE has also warned schools that, should they choose to use academic selection during the two-year transition period, they must take full responsibility for that process and any liabilities which may arise from it. The Commission's view is that any assessment chosen by a grammar school should be based solely on the Revised Northern Ireland Curriculum. Any test which is not specifically designed for this purpose is unacceptable to NICCE.



Bishop Donal McKeown,  
Chairperson of Consultative Group  
for Catholic Education

# The Inclusion and Diversity Service Northern Ireland



“ultimately it is our aim to promote inclusion and diversity by enabling all newcomer children and young people to achieve their education potential.”

the Inclusion and Diversity Service (IDS) was set up in response to the rapid growth in the numbers of newcomer children entering our schools. The Association of Chief Executives brought the English as an Additional Language services together into one regional organisation with Mary Yarr as regional adviser. There are four assistant advisory officers allocated to specific areas of Northern Ireland and twelve co-ordinators working with schools.

The IDS mission statement is: “To meet the needs of our school community by providing high quality and valuable services that promote inclusion and diversity.”

IDS began its task of building capacity in schools to support newcomer pupils in schools throughout Northern Ireland, in September 2007 and in January 2008 the co-ordinators were brought into the service to begin work in allocated clusters of schools. We now have 7000 newcomer pupils in schools across Northern Ireland.

The Inclusion and Diversity Service provides school and centre based training, advice and support and the role of the co-ordinator is to enable schools to:

- establish structures and procedures to create a welcoming environment
- develop an induction programme for newcomer pupils
- organise meetings with teachers and other professionals (including interpreters)
- oversee the delivery of language support from KS2 - KS5
- facilitate communication between subject teachers and language support staff to arrange curriculum support
- promote intercultural awareness within school

In November 2007, all primary and post-primary schools in the region were contacted by letter and invited to participate in Phase 1 of a new initiative designed to help schools develop their capacity to meet the pastoral, curricular and language needs of the growing numbers of newcomer pupils on a whole-school basis. 90 schools were finally selected to participate. Now 140 schools have access to a support officer.

## TOOLKIT

In response to the increasing numbers of pupils whose first language is neither English nor Irish, education authorities, principals and teachers, North and South have put together a Toolkit for Diversity. This book and accompanying CD consists of guidelines and practical materials to support newcomer pupils of migrant origins.



In December 2007, the Minister for Education, Northern Ireland, Caitriona Ruane, and the Minister for Integration, Republic of Ireland, Conor Lenihan launched the Toolkit for Diversity in the Primary School.

**Excerpt from an ETI evaluation of the provision to support newcomer pupils in a range of primary and post primary schools. May 2009**

“The IDS has developed a range of useful, effective strategies and resources to support schools in meeting the needs of newcomer pupils, including the Toolkit for

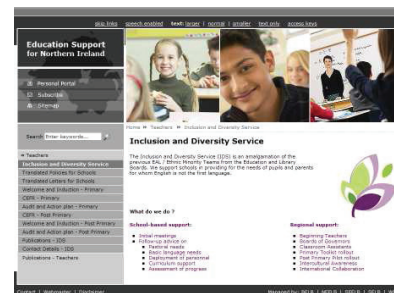
Diversity in the Primary School (the toolkit). All of the schools are aware of the support available from IDS and almost all have accessed its services to improve the provision for their pupils, either through using the toolkit, attending in-service training (INSET), using the material on this IDS website or by requesting help in a specific area of expertise. It is appropriate that the IDS is developing a post-primary toolkit, which incorporates the ideas and experiences of a few of the post-primary schools visited by the inspectorate.”

## EDUCATION SUPPORT WEBSITE

In 2007, the Education Support for Northern Ireland website originally created for parent use, was launched by Caitriona Ruane (Minister for Education) at St Mary's High School, Newry. Since this initial launch, another exciting development during 2007-08 has been the addition of the Inclusion and Diversity Service's own webpages for schools including a Home Page and Section for teachers with 24 translated letters in 15 languages (including an English version) and 12 sample school policy documents translated into 15 languages (including an English version). Sample policy documents include a Child Protection policy.

The IDS continues to develop the website which offers further potential to support teachers and newcomer families. The IDS webpages are currently located at:

[www.education-support.org.uk/ids](http://www.education-support.org.uk/ids)



## INTERCULTURAL EVENTS

Many schools have held exciting and successful events to celebrate Inclusion and Diversity with more

and more of the recent newcomer pupils taking part and sharing and experiencing the variety of cultures we now have in Northern Ireland. IDS held an event in December 2008 that saw over 80 schools contributing displays, performing dances or sharing music from various parts of the world. A CD has been made of the event, which celebrated 2008 being the year of Intercultural Dialogue.



## THE FUTURE

We intend to develop support tools for Early Years, Special Needs and Post Primary. The work on these projects has already begun.

Other contact details:  
 Inclusion & Diversity Service  
 Antrim Board Centre  
 17 Lough Road, Antrim, BT41 4DH  
 T: 028 9448 2210  
 E: ids@neelb.org.uk

# EMPLOYEE RESPONSIBILITIES FOR HEALTH AND SAFETY

While it is generally accepted that employers retain the main responsibilities for Health and Safety, for a good safety culture to be built into a school, it is important that staff accept responsibility for themselves and others.

## THE LEGAL SITUATION

Article 8 of the Health and Safety at Work (Northern Ireland) Order 1978 requires the employee to "take reasonable care for the health and safety of himself and of other persons who may be affected by his acts or omissions at work" and to co-operate with his employer so far as is necessary to enable that legal duties or requirements are complied with. Article 9 of the Order requires that "no person shall intentionally interfere with or misuse anything provided in the interests of health, safety and welfare in pursuance of any of the relevant statutory provisions."

The Health and Safety Act 2008 (Offences Act) applies to prosecutions under these Articles and allows for imprisonment for a term not exceeding six months and/or a fine not exceeding £20,000 on summary conviction and imprisonment for a term not exceeding two years and/or a fine on indictment.

## WHY IS THIS IMPORTANT?

Employees who are Health and Safety aware are far less likely to cause damage to property or harm themselves or other persons. When employees ignore or bypass safety rules and engage in horseplay, people can be injured or worse. For example in 2003 a worker was

fined £1000 following a forklift truck accident caused by an act of horseplay which left two teenage brothers with serious neck and back fractures. This act is not just a reflection on the irresponsibility of individuals but of the overall culture of the organisation.

Encouraging employee responsibility for Health and Safety is an important step towards a good workplace safety culture which, following the implementation of the Corporate Manslaughter and Corporate Homicide Act 2007, is now critical to a safe, healthy and profitable business.

## WHAT SHOULD GOVERNORS DO?

As with all business culture issues this has to be led from the top down. When staff down the chain see that management are serious about Health and Safety then they are more likely to adopt that stance too.

It is important for Health and Safety rules to be in place, commonly contained in an Staff Handbook alongside the usual HR issues. It will then be possible for management to utilise the rules during the disciplinary process should staff behave in an unsafe manner.

Emphasising personal responsibility for their actions will also help staff accept that their health, safety and welfare is not exclusively in the hands of their employer. This can come in the form of providing suitable information, instruction and training pitched at the right level e.g. practical, plain-language training.



Tony Carlin, Senior Official

This can be easily delivered by a competent in-house Health and Safety person.

The participation of elected staff representatives in a Safety Committee will help create another two-way channel of consultation. Furthermore active staff involvement in Health and Safety processes such as risk assessment help to gain interest and help the person leading the process to understand how employees actually work in the environment. Suggestions schemes are also a good way to keep Health and Safety on the employee agenda.

## CONCLUSION

As with many issues, a little employee involvement goes a long way. A school may have a comprehensive Health and Safety Policy and risk assessments in place but they will mean very little if the staff themselves are failing in not only their statutory duties required by legislation but their basic moral duty of care towards other human beings.

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