

Printout

Irish
National
Teachers'
Organization

Cumann
Múinteoirí
Éireann

February 2009

NEWS FLASH

Northern Committee
proposes industrial
action on
Redundancies and
Premature Retirement
bombshell.

***"When the going gets
tough, the tough
need to get going"***

**Andrea Higgins INTO
Youth Co-ordinator,
District 1**

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TEACHERS PAY SCALES 2008/2009

MAIN PAY SCALE SALARY POINT 1 SEPT 2008		LEADERSHIP GROUP SALARY POINT 1 SEPT 2008			
M1	20,627	1	35,794	23	61,504
M2	22,259	2	36,692	24	63,029
M3	24,048	3	37,608	25	64,596
M4	25,898	4	38,545	26	66,194
M5	27,939	5	39,504	27	67,833
M6	30,148	6	40,494	28	69,517
		7	41,585	29	71,238
UPPER PAY SCALE		8	42,544	30	73,011
UPS1	32,660	9	43,607	31	74,816
UPS2	33,870	10	44,726	32	76,675
UPS3	35,121	11	45,888	33	78,581
		12	46,945	34	80,523
TEACHING ALLOWANCES		13	48,119	35	82,524
TA1	1,764	14	49,318	36	84,568
TA2	3,564	15	50,547	37	86,670
TA3	6,126	16	51,890	38	88,815
TA4	8,436	17	53,083	39	90,979
TA5	11,388	18	54,417	40	93,250
		19	55,766	41	95,580
SEN1	1,912	20	57,149	42	97,974
SEN2	3,778	21	58,563	43	100,424
		22	60,017		

* Subject to ratification in Teachers' Negotiating Committee

Getting help

Members can contact their Northern Committee Rep as below:

AREA	NAME	HOME/Mobile	SCHOOL No.
CEC 1	Mary Cahillane	07764 926391	9060 1294
CEC 2	Tony Lappin	3833 6334	9261 1732
BFC	Patrick McAllister	9445 2728	3884 0825
NEELB Primary	Mark McTaggart	90287449	28260444
NEELB Post-Primary	Barney Magill	9077 7742	9084 8433
SEELB Primary	Kevin Smyth	9020 1571	9030 1714
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	9038 1455
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	Damien Walls	7126 9728	7128 5000

Vere Foster House, Northern Office is open from 9.00am – 1.00pm and from 1.45pm – 5.00pm, Monday to Thursday; 4.00pm on a Friday. Telephone: 02890 381455 Fax: 02890 662803 Query line: infoni@into.ie



Mary Hughes, outgoing Chair

Actuarially Reduced Pension Benefits (ARB)

Age	NI (% Pension Received)
55	77.3
56	81.3
57	85.5
58	90.0
59	94.8

Teachers from age 55 can now receive Actuarially Reduced Benefits (ARB). They reduce pensions drastically. The percentage in the table is what a teacher receives on the basis of their reckonable service.

Northern Conference 2009



Standing Orders Committee: From left Pat Morris, Andrea Higgins, Mark McTaggart, Ciaran Callaghan, Aidan McCrory and Patricia Rooney.

The SOC organises the agenda of the Northern Conference.

Key issues include Redundancy/PRC Bomb Shell (Bulletin 8), School Rationalisation, Teacher Stress, the 11+ and the Revised Curriculum and much more.

STOP PRESS

Significant and serious developments are taking place in: **PRC: Selection and School Closures.** Log in to **www.into.ie** to get your e-bulletin for more detail on the above.

Post-Primary SENCOs

INTO is receiving increasing reports of SENCOs, particularly those in post-primary schools, giving up their roles, due to unbearable workload and pressure. The existing heavy demands on SENCOs have been exacerbated by the increase in the number of pupils with emotional and behavioural problems who are now included in mainstream schools.

Several SENCOs in post-primary schools have informed the union that they have relinquished their positions,

as they can no longer cope with the demands being made on them. Other SENCOs have had breakdowns in their health and are off work on long term sickness absence. The increase in workload has stemmed, in part, from the requirements on all teachers to have Individual Education Plans (IEPs) in place for pupils who have additional educational needs. It then falls on the SENCO to collate, review and co-ordinate the teachers' IEPs, a task which can quickly become unmanageable.

INTO has raised the matter urgently with DE and the ELBs and is pressing for immediate steps to be taken to address the issue, before matters get any worse.



Brendan Harron Senior Official

Annual Reports to Parents

In December 2008, INTO Northern Secretary, Frank Bunting, slammed the Department of Education for its apparent u-turn on assessment and reporting. DE had announced yet another round of consultation on annual reporting to parents and it appears that the Pupil Profile may be dumped in favour of a type of assessment that could be used for academic selection.

The Department responded brusquely to Frank's assertion, denying that there had been any u-turn and asserting that DE was responding to the concerns of parents that had been expressed to CCEA in its evaluation of the Pupil Profile. The outcomes of the CCEA evaluation can be accessed at <http://www.nicurriculum.org.uk>

The Education Minister, Caitriona

Ruane, has now begun the consultation period, which runs until 20th March 2009. INTO will of course respond to the consultation and urges all schools to do so as well. The consultation document and response booklet can be accessed on the DE website at <http://www.deni.gov.uk/index/80-curriculum-and-assessment.htm>

Young teachers rally in INTO



A key feature of Declan Kelleher's Presidency has been an overdue emphasis on participation at all levels in the union. 'Young teachers are the future of the INTO,' he declared and organised a Youth Conference in Port Laois for over 300 young teachers from all over Ireland.

A follow up Northern Ireland youth conference in the Slieve Donard Hotel was held jointly with the UTU. So successful was it that a 2009 Youth conference has now been organised for later this year in the City Hotel, Derry. Key organisers of the event for Northern Ireland were District 1 and 2 youth co-ordinators Mark Murtagh and Andrea Higgins assisted by Mark McTaggart.

Some of the issues which featured at the conference included:

- Lack of permanent employment contracts in schools
- Problems with NISTR registration and Access NI vetting
- Professional development training and young teachers getting time to attend NQT training.

Caitriona Ruane MLA welcomed the enthusiasm of the young teachers attending. She confirmed that there would be no transfer test in 2009/10; that primary schools were to teach the revised curriculum to their pupils and that post-primary schools would manage their own intakes.

The conference was lively and closed with a prize draw for an iPod sponsored by Platinum Financial Services, a Blackberry Pearl and a Blackberry Curve, donated by Phonetics; 6 bottles of wine donated by Adelaide Insurance Services and key-drives sponsored by the PSNI. Prize winners were Aine Byrne (St Dominic's High School, Belfast), Anne McLoughlin Mount Lourdes Grammar School, Enniskillen and Roisin Brogan.

Youth delegates' experience

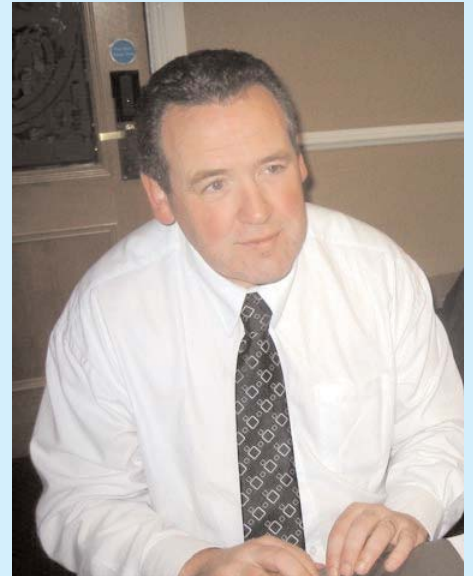
Andrea Higgins spoke of her involvement in the union:

"I first heard of the INTO during teaching practice when my class teacher asked, 'Are you a member of a Union?' I looked at him blankly and was

promptly handed an INTO membership form. The rest, as they say, is history!

My first foray to a Branch meeting was during the initial Enough is Enough campaign, and I have to say that everyone present was extremely welcoming and helpful. It

was reassuring to know not only that there was somewhere I could Mark



McTaggart Youth Organiser

go as School Rep when I needed advice, but meetings also provided valuable information, a forum to exchange experience and ideas and, perhaps more importantly, a chance to have a gossip and a drink!

I have been a member of INTO for eight years now, but only began attending Conference four years ago. In April 2008 myself and Mark Murtagh represented Districts 1 and 2 at the first All-Ireland INTO Youth Conference. We joined 200 other delegates from around the country and facilitated many worthwhile workshops pertaining to young teachers.

This success inspired us to host an INTO/UTU Youth Conference in the North in November 2008. Our aim was



Declan Kelleher, Caitriona Ruane, Melanie Houston

- The Revised Curriculum (introduced by Carmel Gallagher, University of Ulster)
- How unions work
- All Newly Qualified Teachers getting 1 year's permanent teaching.

Young teachers raised problem areas:



Mark Murtagh District 2 Youth Co-ordinator

to inform young teachers of the work and benefits of the INTO and to encourage participation. I am pleased to see that more young teachers are attending Branch meetings as a result, and I would encourage each and every one of you to come along and see for yourself what is involved.

I have been Chair of District 1 since May 2008 and look forward to seeing many new faces at our next meeting!"

Mark Murtagh spoke of his union experience:

'Since attending the Youth Conference I have been elected Chair of Newry branch, one of the biggest branches in INTO. Our meetings are lively and teachers have the opportunity to raise issues of concern to them. At our last meeting teachers were concerned about the non-recording of assaults and verbal attacks on teachers. As a result Northern Office published a bulletin giving advice to all schools on how this should be done (Bulletin 5: 'Reporting assaults in schools'). So getting to your branch meeting can make a difference!

Another delegate Marty Khera said: "To be honest, I had never really felt the need or had much to do with the union until I heard about the Youth

Conference that was held in the Slieve Donard Hotel on 7th and 8th of November last year. I thought it was a



INTO members at Conference

great way of getting younger teachers involved in the INTO - it certainly encouraged me to go along to my own branch meeting.

I think it's important that younger teachers have a voice in the way our union is run. Having discovered that our branch was inactive for a period, I feel it's important to have it up and running again so that teachers from the area can meet and share and voice any questions or concerns that they may have and I hope to facilitate this through my role of Branch Secretary. I look forward to the various duties it will entail and to attending the Northern Conference."

YOUTH CONFERENCE 2009

Friday 23rd —
Saturday 24th
October 2009
Killyhevlin Hotel,
Enniskillen

Have you qualified as a teacher since 2000?

Or are you a recently elected branch or district officer?

If so, and you would like to attend our second youth conference - which will again be a joint effort with our UTU colleagues - then contact Northern Office at infoni@into.ie or contact your branch secretary or Northern Committee representative.

Building Teacher Union Unity

INTO and UTU have had a good working relationship for some time. Since Feb 2007 when our Northern Committee and General Secretary met with the UTU CEC to discuss ways in which we could work closer together, we have instituted an INTO/UTU Board to deal with issues of common concern and to take our collaboration a step further.

We are entering a period of rationalization in local government, Health and Education. Economy of size, is a driving factor particularly in the current economic climate and utilizing our combined skill, resources, manpower and influence makes sense and benefits all. We live in a small geographic entity and the fracturing of teachers here into five different unions only serves to weaken our position in negotiations with management. From January 2010 all teachers will come under the authority of ESA, making collaboration with our union colleagues even more crucial.

In the last year we have held a number of joint seminars and training courses, we have a joint Education Committee and we conduct joint student recruitment exercises in St. Mary's, Stranmillis, University of Ulster and Queen's. We field joint delegations for a number of meetings with DE officials and MLAs and we are embarking on a joint campaign on the issues of funding, workload and class size. We look forward in 2009 to a busy and productive collaboration with UTU and a

continuation of the commonality of thinking which has grown between us.



Mary Hughes, INTO Chair and Melanie Houston, UTU President

Launch of INTO online services and membership card

The INTO are delighted to launch Phase 1 of our new INTO online services. This is a further step in the development of improved ICT services for members. You will have already received your INTO membership card and unique membership number which will assist you in accessing this service. This new facility will provide you with more access and control over the details of your membership. You can update your personal details anytime anywhere and view details that specifically apply to you. Phase 2 of the INTO online services will allow you to register online for courses, seminars and conferences and is due to commence in September 2009.

Benefits of registering with INTO online services

- Ability to access your membership details held by the INTO.
- Ability to make changes to some information without having to contact the INTO eg, name change, new teaching qualification.
- You will be able to find details of your branch with other useful information, eg, branch secretary contact details.
- As the online services develop you will be able to view membership benefits and register for events.

Registering for the first time

1. Go to www.into.ie and choose your region, ie, Republic of Ireland (ROI) or Northern Ireland (NI). Click on 'Members Area'. This is the top blue button on the right hand side.
2. You will see the 'Log in' window illustrated on this page. Choose 'First Time Login'.
3. Enter your date of birth. Enter your teacher number and roll number – these can be found on your payslip.
4. Create a username and a password.
When choosing a username:

- Most users will choose their first initial and their surname eg, smurphy or sarahm. Whatever username you choose make sure it is one that you will remember. Your username must be a minimum of six characters. When choosing a password: Choose something cryptic to make it difficult to guess eg, alphanumeric characters. Try not to choose something obvious like the name of your partner or children. Most importantly choose one that you will remember. Your password must be a minimum of six characters.
5. Terms and Conditions – Click on the 'Terms and Conditions' link to read them carefully. You must accept these to proceed. Click 'Yes' to accept.
 6. Choose Submit.

Subsequent logins

1. Enter the newly created username from the steps above.
2. Enter the newly created password from the steps above.
2. Click on 'Log in'.

Forgotten your password

- Go through the registration steps as outlined above. This overwrites your old username and password but retains your details as they were the last time you logged in.

Why couldn't I register?

- You may not have provided

your date of birth to the INTO. This is needed to allow members to register. If this is the case please call the INTO with the details and you will be able to register.

- You may not have entered the minimal required details to allow you to register eg, date of birth, roll number and teacher number.
- The username may not have been the required format, a minimum of six characters.
- The password you entered may not be the required format, a minimum of six characters.

When are the INTO able to help?

The INTO Head Office opens from 9-5pm each day. Tel: 02890 381455 or email support@into.ie. **Please have your membership number available when you call, this is on your new membership card.**

What options do I have when I am logged in?

Once you are logged in you will see the following navigational options on the left hand side. **My personal details** – shows the personal details such as your address and phone number that you have provided to the INTO. Once registered you will be able to update some of your details. Please note that all correspondence from INTO Head Office goes to your school address. However, it can be very helpful to have your home address

should we need to contact you during the school holidays. **My qualifications** – This section lists your teaching qualifications stating where you have studied and the highest teaching qualification you have achieved. You can add any additional teaching qualification you have completed here. Please note that this section is dedicated to your teaching qualifications only.

My school/workplace – You can update your teaching role and teaching status here.

My branch details – This section gives you details on your branch eg, branch name, branch secretary name and their INTO email address.

My subscription – This details your membership subscription with the INTO.

My activities – This section gives details of the roles you currently hold in the INTO and/or your school, eg, staff representative, branch secretary.

My events – This section is under construction and will be available with Phase 2 due to begin in September 2009.

When available you will be able to register for seminars, conferences and courses.

My teaching interests – This section allows you to tell us what teaching related areas are of particular interest to you. We may be in touch to ask you to take part in research/focus groups or to advise you of courses relating to your area of interest.

Log off

When you are finished using the online services you should always 'Log off'.

Home

This links you to the main INTO website www.into.ie.

Help

FAQs, user guides and INTO contact details are all listed here.

Highlights of my year



Mary Hughes, outgoing Chair

My year started on 1st March '08, on a wave of anticipation and enthusiasm. A swift round of social engagements followed as the other teacher unions held their respective conferences and I attended as Chair of NC. Invitations for drink receptions, dinner dances and luncheons landed on my desk but alas, it was all over in a few weeks and the real job began.

As Chair of NC I became a member of NITC and, I'm sure you are all aware of the current difficulties within that committee. It proved to be an eventful year. Some progress has been made as the NITC constitution is under review. Unity of purpose and action is the only route for teacher unions in N. Ireland.

In April I attended Congress and it was clear that INTO was going to have a tough year ahead when both Education Ministers had delivered their speeches. The credit crunch was only starting to take hold and INTO was demanding that the government reduce class sizes while INTO in the North was left in no doubt about the extent of Caitriona Ruane's agenda for change.

The ICTU Biennial Conference in Portrush was well attended by INTO representatives and the three motions we put before conference were passed. In May I attended the May Day Parade in Belfast and we were able to

walk behind our own banner for the first time. The May Ball in Stormont organised by the Women's Committee was well attended by the teaching unions and money raised was donated to a Palestinian Women's group.

The INTO/UTU Board which I currently chair undertook a number of joint projects this year including a NQT Seminar in September, a Youth Conference in November and a number of Principal and VP Seminars. We had a successful meeting of UTU/CEC and INTO/NC, where we discussed areas of commonality and set out our plans for a joint campaign on: class size, workload and funding.

INTO worked tirelessly during the year to make sure your voice was heard in the corridors of power. I met and attended meetings with some of our politicians and senior figures in the Department Caitriona Ruane, Will Haire, Robson Davison, Katrina Godfrey, Sammy Wilson, John O' Dowd, Mervyn Storey, Dawn Purvis and Dominic Bradley. We have also made our views known to Gavin Boyd (ESAIT) and Stanley Goudie, the new chief Inspector.

Mary Dorman NC, and I, attended a Special Needs Conference in Portlaoise. I also accompanied Mary to two meetings of the Special Standing

Conference and we anxiously await the outcome of the SEN Review as it would appear that the workload of the classroom teacher is about to increase if proposed changes in the system are implemented. I attended a North/South Numeracy conference in Cavan and once again it demonstrated the similarities in Education and the difficulties we face, across the island of Ireland.

I had the pleasure of meeting and working with Declan Kelleher, INTO President, a number of times during the year. I accompanied him on a visit to Branches and schools in Newry and Cookstown and we both attended an Early Years Education Seminar in Malta in November. Declan also attended the Branch Secretaries conference in Enniskillen and spoke about increasing participation. But one of the great highlights of the year was the INTO Rally in Dublin in December. Both Declan and John Carr spoke passionately against cuts in education and the campaign to reduce class sizes. An impressive turn out of approximately 70,000 people, made me proud to be a member of INTO and a trade unionist.

I accompanied Frank on his journey holding Road shows in Belfast, Derry, Newry and Omagh. Unfortunately much of what he had to say was not



Massive teacher march against cuts Dublin, December.

good. And although I am reluctant to end the year on a down note I am a realist and it is only fair to say that teachers are in a dire situation as far as redundancy or early retirement is concerned, this year. But we can't and won't let this go unchallenged. I'm an optimist by nature and in spite of everything the wave of hopeful anticipation and enthusiasm hasn't expiredyet!

I would like to take this opportunity to thank all the staff in Northern Office or Vere Foster House as it is now called. They have been helpful and supportive throughout the year in a professional and personal capacity and I can assure you there is no better team working for you than Frank, Tony, Brendan, Christine, Clare, Jan and Una. I want to thank the secretaries from my own area, Cathy, Shelia and Rosemary for their continued support and to all the

Branches who invited me to their meetings. It was a pleasure meeting and talking to so many of you. I have enjoyed my year.

I am pondering over a remark a P1 child made to me on one of my keeping in touch school days. It was a little girl and I was down on my knees helping her dress a doll in the home corner. She looked into my face and said 'Are you a hundred Mrs. Hughes?' I suppose compared to the newly qualified teacher who took my class



With the Malta Union of Teachers

this year I looked like a hundred. All I can say is that if the new PRC proposals come into effect there will be a lot more of us hundred year olds in the classrooms!!

Sam visits St Kieran's PS



Ryan Mellon (Tyrone), pupils Shea Shannon, Rachael O'Neill, Pearse Taggart and Cuthbert Donnelly.

Cuthbert Donnelly is the guardian of the Sam Maguire whenever it is at home in County Tyrone. Cuthbert's travels with Sam are legendary. Since 2005 he has travelled well over 100,000 miles with this precious cargo. From Canada to Philadelphia to Miami, to weddings, wakes and christenings, Cuthbert is the man with the most precious of jewels.

Sam's statistics roll off his tongue. It is 19.05 pounds in weight and can hold 45 liquid pints in capacity. But never

alcohol.

Cuthbert's message to children is inspirational. No matter what county you are from, no matter how daunting the task, his message is loud and clear. Get out there, pick up a hurl or a ball, and get active.

everybody.

In what must be an exhausting schedule travelling from school to school constantly posing for photographs, I am reassured that Sam is in very safe, responsible and inspirational hands with Cuthbert.

Long may his travels continue.

He also speaks humbly and without triumphalism. In Tyrone they don't see Sam as their possession. It's the GAA's possession, a cup to be appreciated by



Ryan, Mary Cahillane CEC, Brian McAlea, Principal, John O'Hea (School Rep), Kathy McKeagney and Cuthbert.

ANNUAL REPORTING TO PARENTS – a Ministerial View

Colleagues in INTO will know that, just before Christmas, the Department of Education announced a consultation on draft Education (Pupil Records and Reporting) Regulations (NI) 2009. The consultation period runs until 20 March 2009 and I hope you will take the opportunity to respond and to let us have your views.

While it is impossible to clarify precisely until after consultation what the legislative requirements will be, I know that teachers across the north are keen to know more about our thinking and about the steps that we think need to be taken in preparation for reporting to parents in the summer of this school year.

Last summer, we piloted the Pupil Profile Report for children in Years 1 and 5. It was designed to reflect the



fact that we'd introduced a revised curriculum and to make sure that, whatever school a child attended, the same format of report would be used by teachers so that parents would get full information on their children's progress across all of the areas of the revised curriculum.

The good news was that teachers, principals and parents found the new style of report easy to read and understand. But we also received feedback that, by making every school produce its report in exactly the same format, the result was that some schools were providing less information than they used to do and that was clearly a worry for teachers.

As much of the pilot was very positively received, we'll be making very few changes to the detail of what should be covered in the annual school report. We are, however, proposing to go back to calling it an "annual report to parents" to reflect the terminology that parents and teachers themselves use. We are also proposing that there will be no change to the coverage of the annual report (it will still need to cover all of the main areas of the revised curriculum, with its focus on literacy and numeracy, and the areas for development) but want to make sure that we do not, in Regulations, prescribe a set reporting format that reduces the flexibility of teachers to provide additional information to parents.

So what does this mean in practice if there is agreement on those proposals? It means that teachers of children in Years 1, 2, 5 and 6 in primary and in Years 8 and 9 in post-primary schools will be asked to prepare reports at the end of the current school year that will provide details of their pupils' progress in all of the main areas of the revised curriculum. From the following school year (2009-10) these arrangements will apply to all pupils from Year 1 to sixth form.

It is important to mention that we have taken the opportunity as part of the annual report consultation also to seek views on the draft levels of progression that have been developed by CCEA to support the revised curriculum. These focus on the knowledge, understanding and skills in

literacy and numeracy and also in ICT that we think our young people need to develop as they progress through school and, once finalised, will provide a basis for the further development of assessment arrangements to support the revised curriculum. It also recognises that we will need to take a little longer than originally planned to introduce these new levels of progression – we want to make sure that teachers have access to appropriate training, guidance and support materials to help them implement and assess against the levels – and that, therefore, we'll need to make sure, in the interim, that we continue to have in place robust methods of monitoring and reporting young people's progress in literacy and numeracy.

I have been very clear that the purpose of the new annual reporting arrangements is to ensure parents are aware of their child's progress at school. At primary school level, while the information they provide may help to inform parents' choice of post-primary school, the reports are not in any way intended to be used by post-primary schools to select pupils.

Guidance on transfer

On Monday 2 February I announced that, in the absence of political agreement on my compromise proposals, my Department was issuing guidance to schools for Transfer 2010. I have withdrawn those compromise proposals and CCEA has been instructed to stop work on the contingency test. Therefore, for the post-primary admissions in 2010 there will be no Department of Education provided test.

The guidance, which schools have to "have regard" to, recommends that schools do not use academic admissions criteria. If a school chooses

to use academic admissions criteria, it will have to provide for itself the robust assessment mechanism and procedures that such criteria require. The guidance has been issued for consultation ending on

27 April. There is still the opportunity to build an education system built on equality for all, where every child or young person has the opportunity to fulfil their potential.

I do hope that INTO members take the opportunity to respond to both the consultation on the reporting regulations and to the consultation on the guidance to schools for Transfer 2010 and beyond. We need to hear at first hand the views of teachers before we finalise how best to move forward in this area. I also want to take this opportunity to thank each one of you for the work you do, as reflective practitioners, in supporting

all of our young people to reach their full potential - your efforts and your passionate commitment to equality in

meeting the needs and fostering the aspirations of young people is greatly appreciated.



Frank has a word in the Ministers ear.

Careers Education, Advice and Guidance Plan

The Plan was launched on Wednesday 28th January in the Careers Resource Centre in Belfast. The launch was attended by the Education Minister, Catriona Ruane and the Minister for Employment and Learning, Reg Empey.

Both ministers spoke about the importance of good communication with young people and the accessibility of good career information and guidance. Catriona Ruane spoke about using technology such as websites like Facebook, Bebo, etc to bring the message to young people. She also spoke about education's role in giving young people the skills necessary to be flexible in the job market. Jobs for life are a feature of the past and young people have to be able to move between jobs and retrain for new jobs if necessary, to meet the changing economic situation. She said that the

same flexibility would be applied in education where young people could study a number of courses at various schools and colleges to enable them to tailor their qualifications to their choice of career. The Minister also spoke of the 'Entitlement Framework' in post-primary education and how it is keeping options open for young people who are still undecided on a career.

Reg Empey said that Careers Advice Centres should become a feature on the High Streets of towns and cities in Northern Ireland. There was one in Derry and one in Belfast and the CEIAG strategy which they were rolling out would be monitored closely and expanded if successful. A number of new personnel have been employed to assist with its implementation which will initially be over a period of five years. His



Department would be working closely with DE to monitor the programme, a review of which will be commissioned in 2014.

The launch was well attended with all the major stakeholders invited including the teaching unions. Each Department produced a report on their role in developing the CEIAG strategy and it was agreed that in the current economic climate the timing could not be more appropriate.

If Carlsberg did redundancies!



Tony Carling Senior Official

It really got us thinking. It would be like their adverts - somehow it would all be okay, people would get new jobs (probably better ones), they'd get the best looking references in the world,

they'd be introduced to their next employer, we'd all manage to stay friends and people would feel happy and confident when they left. Oh yes, and everyone left behind would be fine about the changes. And we'd all have a leaving do together with speeches and music – a real celebration of our time together.

However, redundancies create insecurity and stress throughout the workforce, and can be expensive and time-consuming. So how can schools avoid hitting the redundancy panic button?

Consult early – the earlier the process begins then the more information should be available to those who may be affected by the redundancy. Consultation should be meaningful and not the mere passage of information.

Seek volunteers – Volunteers either for premature retirement or transferred redundancy can lessen the stress in the staff room when the redundancy notice is posted.

Set clear, meaningful and objective

criteria – Governors should ensure that the agreed redundancy criteria set are clear and in accordance with the objectives of the school development plans. Last In, First Out (LIFO) is acceptable when applied in the context of the needs of the school.

Support – Individual teachers who are considered for compulsory redundancy should be advised of their rights with respect to appeals etc. In addition time should be given to seek advice from the Employing Authority in respect of transfer arrangements or to attend schools for interviews to secure suitable alternative employment.

Carlsberg don't do redundancies in schools but with a little thought and support the process can be a little less stressful on those affected.

Core principles of a disciplinary procedure?

Disciplinary procedures should be operated in a fair and consistent manner and in keeping with the principles of natural justice.

Administration of medicine

Teachers will always be prepared to help when an accident or an emergency situation arises e.g. when a child has a serious accident and parents need to be contacted or an ambulance called. INTO recommends that procedures to deal with such emergency situations are clear and made clear to staff and parents.

What is the teacher's professional duty?

Teachers have a professional duty to safeguard the health and safety of pupils when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere. This does not imply a duty upon teachers personally to undertake the administration of medicines.

INTO recommends that teachers do not take the responsibility for administration of any medicine, which if administered incorrectly or

for any other reason, could have a damaging effect on the child.

What if a child has long term health problems?

It is recognised that it is desirable for children with long term health problems e.g. asthma, epilepsy and diabetes to be accommodated within a school in order that they can continue with their education. If this is done, it is necessary that proper and clearly understood arrangements for the administration of medicines are made. Parents should be encouraged to provide the maximum support and assistance in helping the school accommodate the pupil. This could



include measures such as a self administration (where necessary and only after approval from a GP) or parental suspension.

Are there agreed arrangements in schools to allow teachers to administer medicines?

No teacher can be directed to administer medicine or drugs to a

pupil. Members should contact Northern Office or NC rep. where an attempt is made to impose such a requirement.

Principals should refuse to accept responsibility for the administration of medication to pupils where:

- (a) the timing of its administration is critical to the health of the child; or
- (b) some technical or medical knowledge and/or training is required; or
- (c) intimate contact with the pupil is necessary.

Any teacher who is prepared to administer medicines should only do so under strictly controlled guidelines, fully confident that the administration will be safe. It is prudent to limit this willingness to emergency situations only. A teacher who does take responsibility for administering medicines takes on a legal duty of care to discharge the responsibility correctly. Every reasonable precaution must be taken. Clear instructions about medicines requiring regular

administration must be obtained and strictly followed.

In emergencies a teacher should do no more than is obviously necessary and appropriate to relieve extreme distress or prevent further and otherwise irreparable harm. Qualified medical attention should be secured in emergencies at the earliest opportunity. No teacher can be required to administer medicine. This is a matter of individual choice and judgement. Apart from the obvious distress to the teacher who makes a mistake, that teacher may find her/himself named in a legal claim for negligence.

Arrangements in School

Whenever possible, parents should be asked to make arrangements to come into school or for pupils to return home at lunchtime for medication. Principals should provide maximum assistance in the making of these arrangements.

Where this is not feasible the following procedure should operate:

(a) The smallest possible dose should be brought to school, preferably by the parent, with clear written instructions for administration, giving the name of the pupil. Glass containers are unsuitable to be carried by pupils.

(b) The medicine should not be kept by the pupil but in a locked cupboard out of reach of pupils. Certain medicines, however, such as inhalers used by asthmatic children, must be made readily accessible at all times of the school day. How this is done is a matter for the principal's professional judgement or Employing Authority guidelines.

(c) The medicine should be self administered, if possible, under the supervision of an adult. This may be the principal or someone acting with the principal's authority. It would be advisable to keep a written record of the date and time of the administration.

Remember teachers cannot be instructed to administer medicine to a pupil.

Attendees at the Vere Foster (Founder of INTO 1868) Commemoration in Belfast City Cemetery



Salaries and Con

Report from the Teachers



Frank Bunting Northern Secretary

1. School rationalisation

The Education Minister's publication of the 'Sustainable Schools' policy underpins the necessity for the recently negotiated Collective Agreement for School Amalgamations. It is highly unusual for school rationalisation to proceed other than by amalgamation. Education and Library Boards and CCMS plan for overall educational provision in their sectors and rationalisation to date has proceeded with professionalism and sensitivity. Grammar schools continue to enjoy protected status and preferential funding – leaving the rest of the post-primary sector to take the pain – as the sorry saga of Balmoral College, Belfast, demonstrates.

The Collective Agreement gives teachers protections:

- Professional redeployment opportunities
- Protection from job loss for 2 years post amalgamation
- Protection of accrued conditions of service

INTO provides detailed guidance to members who may experience school rationalisation.

2. School closures

Teachers continue to have certain benefits in circumstances of school closure but they are limited. They are:

- Professional redeployment opportunities
- Salary protection through recognition allowances where employed
- Travelling expenses for 2 year period where additional mileage is incurred

These protections are contained in Annex 2 of the Collective Agreement. INTO has reacted with dismay to an Employers'/DE proposal to terminate the de facto schools closures' agreement. At a recent TNC meeting a mealy mouthed, watered down School Closures Agreement which states only that: "The Employing Authority will use its best endeavours to avoid compulsory redundancies by seeking, where possible, to facilitate the redeployment of teachers to other schools ... it is recognised that the selection of a teacher for appointment is a matter for the Board of Governors in a school."

Frank Bunting, NITC Conditions of Service Spokesperson said: "This Management Side proposal, coming on the heels of the publication of the Department's 'Sustainable Schools' policy is an insult to Northern Ireland teachers. Children's education will suffer should such a cavalier disregard for teachers' employment prevail. Common sense must prevail."

INTO has given notice to Employing Authorities that all school closure proposals will be resisted by every means at the disposal of the organisation.

3. Teaching Allowances

In every Northern Ireland school, 70% of teachers should be in receipt of a teaching allowance. Is this the case in your school? For further information in relation to staffing structures and allocation of teaching allowances contact your Northern Committee representative or Northern Office at 028 90 381455.

4. Honoraria

The strange case of Department of Education FORM TR 267 has been highlighted in the Teachers Negotiating Committee. This form commits principals to pay teachers honoraria. During the last 3 years approximately 300 honoraria have been awarded with amounts varying from £6.47 to well in excess of £10,000.

This form has now been amended to ensure that there is accountability and scrutiny built into the award of honoraria. Honoraria are not a substitute for teaching allowances. Honorarias should not be used as ex gratia payments for teachers in their final year of retirement.

5. Nursery school principals

INTO has raised the exclusion of nursery school principals from the administrative time arrangements given to teaching principals recently. This was due to an anomaly of school funding but remains a serious injustice. Every effort will be made to ensure in the proposed review of LAS, nursery school principals receive equitable administrative time in line with their teaching principals colleagues.

Conditions of Service

Teachers' Negotiating Committee

6. Chronically ill teachers

INTO has made a proposal for the amendment of the 'Termination of Employment of Teachers on the Grounds of Ill Health or Lack of Capability'.

Currently teachers whose employment is terminated by their employers on the grounds of ill health may not be in receipt of pension from DE. This is in spite of teachers being certified as incapable by two occupational health doctors.

INTO is seeking that in circumstances where teachers' employment is so terminated, that pensions from the Department's superannuation fund will automatically apply.

7. Suspension of teachers following allegations

Concern has been raised by teachers being suspended for long periods whilst allegations against them involving child abuse are investigated. Invariably the allegations are false or mischievous. The problem lies with the PSNI and social workers – how they proceed under their joint protocol. There is no sync between the Department's Personal Care Guidance and the Joint Protocol.

This situation needs urgent redress and meeting of the Teachers Suspension Working Group has been sought. The actions and attitudes of social workers have distressed many teachers. This is not in the interests of children or teachers.

8. Teacher travelling expenses

Teachers involved in normal school business such as parent meetings, governors meetings etc. receive the standard 40 pence per mile travelling

expenses. Teachers who are required as part of their duties to be travelling from place to place – peripatetic teachers and teachers employed in Education and Library Board Services such as Hearing Impaired – should be granted essential user status and paid standard travelling expenses rates. This claim has now been submitted to the Teachers Negotiating Committee and their response is awaited.

9. Health Declaration Form

The Health Declaration Form – to be completed by students entering university colleges, and teachers being employed in new teaching positions – has become the subject of a review between management side and teachers side. The current form is excessively detailed and prying in relation to personal details, which are not relevant to the teacher's occupation.

10. LRA IR Training and Advice

The Labour Relations Agency now undertakes an annual update for management and teachers sides of the Teachers Negotiating Committee. The recent half-day review undertaken by Mark McAllister, LRA, was full of useful detail in relation to Best Employment Practice and procedures, and was exceptionally valuable. Our thanks to the LRA for providing this service.

11. Parental Complaints

A revised Parental Complaints Procedure which would standardise practice across all schools in Northern Ireland is being prepared.

12. Equal Opportunities Policy Statement

Every school's Board of Governors has to have a statement of equal opportunity statement policy. The TNC has recently agreed a new model equal opportunity policy, which will be circulated to all schools shortly.

13. School Declaration of Protection

Every school Board of Governors is required to have a model declaration of protection. TNC has recently agreed a declaration of protection statement which will be circulated to every Board of Governors.

14. Maternity leave

Teachers side has tabled a claim increasing maternity for teachers to full pay for a 18 week period. While this compares unfavourably with practice in ROI, where teachers have 26 weeks full pay, it would represent a significant advance on the miserly 15.2 weeks pay which teachers in Northern Ireland currently receive.

Parity with the miserable teacher maternity arrangements in Britain is the key problem.

UPDATE ON NASUWT LEGAL ACTION AGAINST NITC

In spite of ICTU mediation, NASUWT persists with its High Court legal action against the NITC and the Department of Education and continues its boycott of the Teachers' Negotiation Committee.

INTO continues to work for Teacher Union Unity - but not at any price.