

Breakthrough on Teaching Principals

Following a prolonged campaign by INTO and other bodies Education Minister Caitriona Ruane MLA has allocated £12 million for teaching principals. This will ensure that all teaching principals of primary schools will have at least 2 days per week release from teaching duties from September 2008.

Each Education and Library Board has been notified of its allocation for each school for the period September 2008 to March 2009. 1 day per week is currently provided for through the Small Schools' Support Factor and this is already within this year's budget allocation for eligible schools. The new money reflects the



Mary Hughes Chair

methodology for the Small Schools' factor, whereby schools with an enrolment of 300 pupils or less will be eligible with schools with 100 pupils or less receiving the maximum amount available.

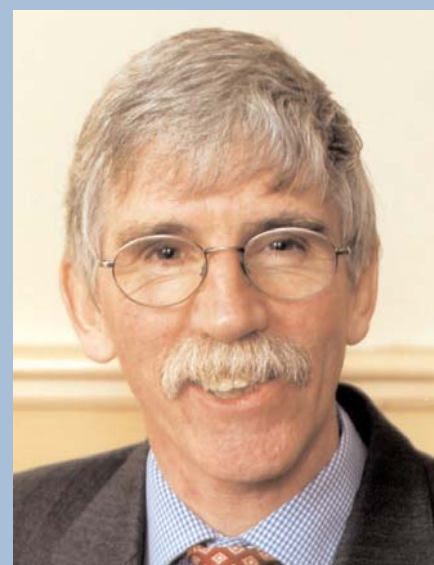
Mary Hughes, Chair Northern Committee, warmly welcomed this development:

'This is the first significant Curran recommendation to be funded and implemented. It recognises the special circumstances of small schools in Northern Ireland and illustrates the folly of blind adherence to parity. It is important that governors ensure in their schools that the conditions exist whereby the Principal may avail of this time to concentrate on leadership, management and administrative duties.'

Kevin Smyth, Vice-Chair, Northern Committee said:

'At long last we are seeing some benefit from devolution. The work/life balance of teaching principals was totally askew with untold, drastic consequences on their private lives and well-being. While it is long, long over-due, the Minister has addressed a long-standing wrong.

DE Circular 2008/17 Primary teaching Principal Release Time [www.deni.gov.uk] states '...Any



Kevin Smyth

eligible Teaching Principal who is unable to avail of this time or is prevented from doing so should contact his or her employing authority'

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'Enough is Enough' Campaign

Following the continuing failure of the Department of Education to secure any resources to implement the recommendations of the Curran Independent Inquiry into teachers' conditions of service, INTO will review its 'Enough is Enough' campaign. The campaign presently advises members:

Substitute Cover: The Curran Independent Inquiry recommendation on substitute cover applies in schools with INTO members:

"...limits should be introduced with the eventual aim of making teacher substitute cover a rarity, initially with the provision to limit the maximum amount of cover that can be required from an individual teacher to 38 hours per year...."

The existing substitute cover arrangements are:

- (i) Teachers are not required to supervise and teach pupils for absent colleagues in schools with an average daily enrolment of 222 pupils or less, in primary 1 and 2

classes of all primary schools and in nursery classes of primary schools.

- (ii) Teachers are also not required to supervise and teach pupils for absent colleagues in schools with an average daily enrolment greater than 222, after the 2nd day on which a teacher is absent or from the first day if the teacher's absence was known to and agreed by the Board of Governors. INTO advises members to limit the amount of cover they provide for colleagues who are absent, or otherwise unavailable, to a maximum of 38 hours per year. This amounts to an average of 58 minutes per week.

Routine Tasks: Teachers should not routinely perform administrative and clerical tasks. Teachers should have support so that they can focus on teaching and learning and expect administrative and clerical processing to be done by support staff.

Staff and Other Meetings: Members should attend only one meeting per week, outside of school sessions, and

this should last for no longer than one hour. Should meetings persist beyond 1 hour, members are directed to leave.

Pupil Reports: Teachers should prepare no more than one written pupil progress report per academic year. Reports include written documents and pro-formas with tick boxes.



Mary Hughes Chair INTO

INTO to campaign on workload

INTO is re-launching its campaign against the heavy workload of teachers and principals. The INTO campaign seeks to reduce working hours, remove excessive workload and achieve a better work-life balance for teachers. Previous campaigns secured Department of Education Circulars in 1998 and 2001 which, in practice, were meaningless and have now disappeared from the DE website. A Bureaucratic Burden Working Group consisting of DE, employers, teachers unions was set up to address this issue. It met over 23 times and accomplished nothing. None of the work/life balance recommendations from the Curran Independent Inquiry in 2004 have been implemented in spite of patient lobbying by INTO. Now teachers are promised yet another School Workforce Review which will put this issue off into the indefinite future and will embrace all staff in schools, including support staff. Research by the National Union of Teachers in Britain reveals that, even after the introduction of PPA workload levels during term-time remain intolerable. Members in schools are going to have to discuss how best to address these difficulties so long swept under the carpet by the Department. In devising strategies members should consult

with their branch secretary and Northern Committee representative.

Every school has its own unique environment and the circumstances of teachers in one will vary from those in another, Members will need to make judgements on pursuing issues, having given consideration to the overall balance of arrangements in their school. The following checklist should help focus attention on priorities.

Priority Order Topic

[1,2,3]

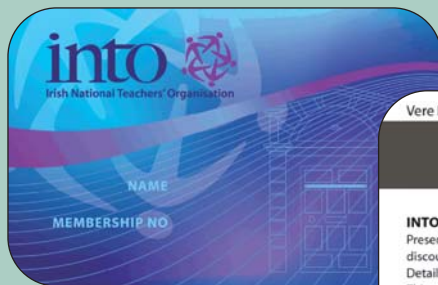
- Working Time
- Work-life balance and Professional Duties
- Mid-day Break
- PPA [2.5 hours in blocks of at least 30 mins]
- Planning
- Meetings and Parents' Evenings
- Reports on Pupils/Pupil Profiles
- PRSD arrangements
- Cover
- Administrative tasks
- Class Size

Welcome to the Teaching Profession

Welcome to the teaching profession and welcome to the INTO. You have joined the profession at a very exciting, if challenging, time. Rapid change is taking place in many areas: a revised curriculum, new assessment arrangements, massive reorganisation of education administration, rationalisation of schools, inclusion of children with special educational needs and the review of post-primary education, to mention but a few.

There is an increase in the number of children presenting in schools with emotional and behavioural problems and an increase in the number of assaults on teachers.

It is of the utmost importance that you belong to a recognised teachers' union and there is none better than INTO. INTO is Ireland's largest teachers' union with more than 35,000 members in primary, secondary and grammar schools.



Vere Foster House

NQTs – Benefits of Membership

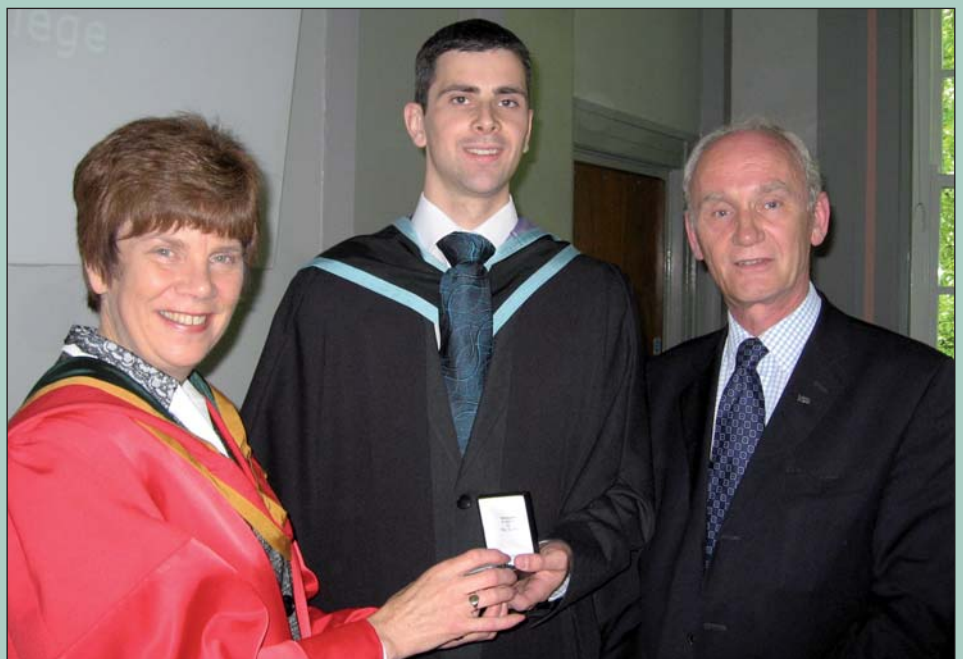
As a NQT Member of the INTO you are entitled to the same benefits of membership as our fee-paying members – *all for free!*

- 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
- Car Insurance
- Home Insurance
- Travel Insurance

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

Don't delay, join today!



Gary Grimes receives the Vere Foster Medal from Brendan Harron, Senior Official. Also in picture is Dr Anne Heaslett, Principal of Stranmillis College

The Revised Curriculum – more time needed

INTO has called on the Department of Education to extend the transition period for the implementation of the Revised Curriculum, by a minimum of a further two years.

The INTO demand follows reports from all areas in Northern Ireland that teachers do not feel adequately equipped to deliver the new programmes. INTO carried out two surveys of its members during the year and it is clear that many feel that they need more time to prepare for the full implementation of the new curriculum and assessment arrangements.

Pupil Profiles and INCAs – “change must happen”.

Brendan Harron, Senior Official, said that the Minister, the Department of

Education, PMB and CCEA must respond to the clear concerns of teachers.

“It is clear from the INTO surveys, which were carried out in conjunction with the Ulster Teachers’ Union, that the relevant authorities must address the serious shortcomings of the new arrangements. On top of concerns about the lack of suitable hardware and software resources, inadequate space and logistical problems in the carrying out of INCAS tests, teachers and principals are expressing very real concerns about the quality of training that they have received, in general, for implementing the new arrangements. Many teachers were shocked in June to discover just how much time it takes to write up Pupil Profiles.



The message is clear – change must happen. INTO has informed the relevant authorities that, if teachers’ concerns are not addressed urgently, then INTO may be forced to withdraw its support for the new initiatives. That would be a great pity.”

Academic Selection

INTO supports Minister's Proposal to phase it out.

INTO has welcomed Education Minister Caitriona Ruane MLA proposals to end academic selection in Northern Ireland and to permit individual grammar schools to operate as bi-lateral schools for a phased 3 year period. The flexible arrangements offer a pragmatic roadmap forward from the current impasse and merits consideration by the Northern Ireland Executive.

Frank Bunting, Northern Secretary said: *Teachers and parents favour*

incremental change. The proposed three years transitional arrangements for individual schools offers the opportunity for a unifying resolution on transfer to post-primary education. It is an opportunity which should not be spoilt by political squabbling and point scoring. It is not 'a u-turn.' As has been dubbed by critics and this is not the language that will promote consensus.

The recent debate on academic selection has demonstrated the need for change to take place. Enormous

stress is being placed on school collaboration at post-primary level - to say nothing of collaboration with Further and Higher Education Colleges. For this to occur, the Department must make radical changes to how schools are funded and, in addition, schools which collaborate must receive special funding and resources to enable this change to happen.

INTO sees the Minister's proposal as an opportunity for all parties to move away from fixed positions.

Uel McCrea AHTSS on AQE

The recent announcement by AQE that over 30 grammar schools would set up their own company to administer a new 11+ is not only disappointing but is disturbing. Why introduce it? Do children at age 10 or 11 need this for their future educational opportunities? Are teachers in these 30 schools unable to develop the abilities and skills of certain children?

Despite all the damning education research into the effects on children and their primary school curriculum of this type of selection process at 11; Despite all the examples of academic excellence in this country of 'all ability' post primary schools;

Despite all the international data indicating that those countries with the least differentiated systems have the highest standards of secondary education, (consistently out-performing our own); This minority have decided that they will set up yet another period of trauma for children, their primary teachers and their parents so that they can have a pecking order for entrance into their institutions.

How disappointing and disturbing. Disturbing in yet another way because if you look at the present intake grades of the children accepted in these school you find that they cover a wide range of results. So what level

of performance in these common entrance tests makes a pupil fit for the academic curriculum of a grammar school and what is the basis for this claim? Or will it depend on how 'academically' demanding each school decides to be?

What proportion of 11 year olds should transfer to grammar school and what is the basis for this figure? Or will it depend on the local area and the demographic situation? Will they fill all their empty desks regardless of the children's results or the size of the proportion admitted? Some disturbing questions await clarification from those who proposed the new admission process.

11+ is unfair say Northern Bishops

The Northern Bishops in a recent statement say that the 11+ selection system gives an unfair advantage to Grammar schools. They also state their opposition to entrance tests, as proposed by the so-called Association for Quality Education and call for early agreement on the future of the transfer system.

- "It is vital that all those with the best interests of children at heart reach agreement on outstanding issues as quickly as possible. Uncertainty and instability affects children and undermines the work of teachers and schools."

- "An education system which produces excellent academic results for some pupils up to A-level but has nearly half our 16 year olds leaving school with less than 5 GCSE A*-C grades cannot be considered either equitable or a success in Christian terms."

- "The term 'catholic' means universal. Thus, a school calling itself 'Catholic' cannot act in isolation from other Catholic schools or from the educational community as a whole."

- "It is specifically the Trustees who have ultimate responsibility for making and agreeing specific proposals for

Catholic education with the statutory authorities."

- "Traditional distinctions between grammar and other types of schools are becoming increasingly meaningless. The 11+ selection system does however unfairly advantage Grammar schools in terms of enrolment and sustainability."

- "We wish to state our clear opposition to the introduction of independent academic assessment tools by schools as a temporary or future means of pupil selection."

PRC latest update

Teachers in their 50s, burnt out with the bureaucratic burden and endless change, will be devastated to learn that PRC technically is gone. INTO has campaigned against this unilateral change by DE. But DE says it is broke and it is not 'parity' the Holy Grail. English based unions are soft on this issue as they have already bought the end of PRC 10 years ago.

A business case is being prepared by the erudite Owen Harkin, Chief Finance Officer for the Western. It will argue the need for employing authorities to have weapons in their armory to deal effectively with school closure and rationalisation. The business case will argue for parity with GB.

This means that redundant/ED teachers would get pensions and lump sums based on their actual service, with no actuarial reduction. Instead they would receive their actual service entitlement with the possibility of an 'enhanced redundancy payment' of up to 2 years' salary [which in practice in England and Wales runs out on average as between 55 and 60 weeks' salary. This may be given to the teacher by the employing authority in a number of ways-increased pension provision etc.

At a time of extreme school rationalisation, with schools being closed on almost a monthly basis, the removal of PRC seems an act of insanity. Linked with this is the

increase in the age limit for premature retirement from 50 to 55 from 1 April 2010 which will apply to all public sector schemes policed by the Inland Revenue.

A less than happy prospect compounded by the tardiness by which the Department is introducing winding down schemes for teachers as they draw near to the end of their professional lives. INTO is underwhelmed by the Department's response and a ballot for industrial action on this serious erosion of teachers' conditions of service is not ruled out. Check the INTO website for developments www.into.ie or sign up on the INTO NI website for the INTO e-bulletin.

Remembering Peter McGrane

Three INTO teams ran (in relay) marathons in Belfast and Cork in May and June, 2008 Sponsorship was sought, to go to St. Luke's (cancer care), Hospital in Dublin in memory of Peter McGrane our late colleague on the INTO Executive Committee who died over the last Christmas/New Year period.

On behalf of all of the runners (Sheila, Fidelma, Laura, Frank, Niamh, Deirdre, Alison, Denis and myself), we wish to sincerely thank our INTO colleagues for their support of the sponsorship effort.

As a result of the collection at INTO Congress, CEC support, the contributions of a number of INTO Branches and Committees, and the generosity of a number of colleagues in the Dublin and Belfast offices, the St. Luke's fund as of today stands at ?13,845.77 Some further cheques outstanding A cheque was presented to St. Luke's last week and the Friends of St. Luke's organisation has expressed its thanks to INTO.

Noel Ward



Peter McGrane with Mary Cahillane



Declan Kelleher, President (right) and Bernie McGrane (second left) with INTO Athletic Team.

Peter McGrane from Monaghan was a close friend and colleague to Northern Ireland teachers and often attended District 1 and 11 meetings. Northern Ireland branches are requested to make a special donation to INTO for St Luke's Cancer Care Hospital which so splendidly looked after Peter. Branch and individual donations should be forwarded to Northern Office made out to INTO Funds.

Frank Bunting Northern Secretary.

North South in Education

The Belfast Agreement provided for the North South Ministerial Council [NSMC] to agree matters for cooperation:

- education for children with special needs
- educational under-achievement
- teacher qualifications, and
- school, youth and teacher exchanges.

Caitriona Ruane MLA and Batt O'Keefe TD attended the first NSMC Educational Sectoral meeting in Northern Ireland since the restoration of the institutions. The meeting was held in De La Salle High School, Downpatrick.

Speaking after the meeting Caitriona Ruane said:

It was particularly interesting to hear about those addressing the needs of young people in the most disadvantaged groups in society such as ethnic minority groups and

members of the travelling community. I was pleased to hear about the progress being made at the Middletown Centre for Autism, where training courses have already begun at the newly refurbished accommodation.



Caitriona Ruane, Education Minister with teachers, Mr. Des O'Reilly and Ms Kathy McKeagney with pupils from St. Kieran's Primary School, Poleglass.

Sexual Orientation – the hidden bully

Ms Sheila Crowley, chair of the INTO LGBT group addressed the recent Congress. She spoke of her treatment as a lesbian teacher and how she had had to hide her sexual orientation from her school and colleagues in order to protect herself and her partner. Sheila outlined how she had been treated when her picture appeared in a recent edition of *Intouch* as the Chair of the INTO LGBT group. She also spoke of the overt

and covert prejudice that exists in schools towards teachers who are not heterosexual.

INTO was the only teachers union in Ireland to establish a support group for teachers who are lesbian, gay, bisexual, or transgender. The group meets regularly in the Dublin office. INTO recognises the sensitivities surrounding the topic of a teacher's sexual orientation. The purpose and role of the group is to:

- Study of equality legislation and the inadequate protection for gay teachers;
- Study and tackling homophobia among students and in staff rooms;

- Examining support for parents of LGBT children; and
- Prepare publications regarding the experiences of LGBT teachers in Irish schools.
- The group meets approximately once per term, and a three person Steering Group, including a Secretary, has been agreed.

Any INTO member who wishes to find out more about the group, its programmes of meetings and how INTO can support LGBT teachers can contact the Dublin office or email the secretary at lgbt@into.ie.

TEACHERS AND SCHOOL MINIBUSES?

From 1st January 1997 all persons who pass the car driving test no longer receive an automatic entitlement to drive a minibus (9-16 passenger seats). The minibus driving entitlement was listed as the D1 category on licences issued before 1997.

What does this mean for teachers?

Any teacher who passed their driving test after 1997 is not permitted to

drive a minibus as part of their employment. If a teacher wishes to drive a minibus as part of their employment they must complete a second driving test – either the full D1 or D licence.

Some teachers who passed their test after 1st Jan 1997 drive minibuses and in doing so they are leaving themselves in a precarious situation. If these teachers can prove they are

driving as a volunteer (among other restrictions) they may drive the school bus. However if they are driving during school hours, for which they are being paid, how can they argue that they are volunteers?

INTO advice to members is that they should not drive school minibuses unless they hold the appropriate D1 or D licence.

Unsatisfactory pay settlement

NITC submitted a pay claim for 10% to compensate teachers for recent years' inflationary pay cuts. Management Side offered parity with teachers' salaries in England and Wales. There the School Teachers' Review Body [STRB] recommended and the Government accepted the following 3 year pay deal:

1 September 2008	2.5%
1 September 2009	2.3%
1 September 2010	2.3%

Notwithstanding the fact that the government has implemented a crazy pay deal of 1.9% for the police, this 3 year pay deal represents in effect a continuing pay cut for all teachers. John Major, former Prime Minister has written in The Guardian that when all costs are included, the likely current rate of inflation is close to 9%.

The Department of Education has submitted a business case to DFP seeking payment of the award for teachers. DE has also clarified that a similar arrangement exists whereby the award can be reopened in circumstances

where inflation topped 3.25%. In July the STRB refused to review the latest pay deal even though inflation hit 4.6% and continued to rise.



Mary Cahillane 'Teachers' pay cuts unacceptable.'

Mary Cahillane CEC criticised the so-called independence of the School Teacher Review Body for its bizarre decision:

'How Bill Cockburn, Chair STRP has the gall to tell teachers' unions he will not seek to reopen the pay deal is beyond belief. Inflation in the 2006-2008 pay round was higher than at any other time since 1991 and has outstripped teachers' pay increases His remarks that teachers' pay remain competitive with other professions because prospects for the economy are gloomy reveal him to be a government stoogee.'

It is not a surprise that NUT teachers in England and Wales are taking strike action and that other public sector unions are adopting this strategy. It is outrageous that teachers' future income contains continuing pay cuts. The projected 2nd and 3rd year settlements for 1 September 2009 and 2010 of 2.3% against this background are simply unacceptable'

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

Are all your Teaching Allowances allocated?

All schools have or should have Salary Policy statements and School Management Structures. These are important documents which are drawn up by the principal in dialogue with teachers in the school and agreed by the Board of Governors, as the technical employer.

Under existing arrangements 70% of teachers in every school should hold a promoted post which is a Teaching Allowance. The School Management Structure should outline all the posts

attracting Teaching Allowances and the level of the allowance.

The Curran Inquiry Research in 2004 revealed that the number of Teaching Allowances in Northern Ireland schools had fallen alarmingly from over 70% of teachers to 49%. This means that a lot of Teaching Allowances have not been given out.

It is easy for teachers to establish the management structure for their school as it is determined by the number of teachers in the school. It is slightly

more difficult for post-primary schools. However clever guidance exists in INTO leaflet 3 'Promotion Template' which will enable you to work out exactly the number of Teaching Allowances for your school.

This handy guide is in the INTO 'School Reps' handbook and is also available from Northern Office.

Revised PRSD Scheme agreed

INTO Principal members have contacted the Northern Office to express concern about the "inspectorial role" of some PRSD advisors. In addition INTO has become aware of a difference in approach to PRSD depending to the educational sector. As a result of an agreement within the Teachers Negotiating Committee (TNC) INTO has secured an agreement to address these concerns.

As a result of series of meetings in June 2008, all Boards of Governors and Principals will shortly receive a jointly

agreed letter indicating the role of the PRSD advisor and how to raise concerns about the conduct of an advisor who act outside their remit. In addition the letter will highlight that the requirement to engage the services of an advisor or is

voluntary and that a Board of Governors, who are confident that the PRSDs process has embedded in the school, may dispense with advisor by advising the appropriate employing Authority in writing.

Getting help

Members with queries or needing advice/support should contact their school representative, or 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

* Mark is acting Northern Committee Rep. pro tem. Mary Hughes is Northern Committee Chair 2008/9 and is contactable at Vere Foster House.

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

Answers to queries about salaries and conditions of service e.g. leave of absence, sick and maternity pay, movement on Pay Scales are available on the website www.into.ie

Threshold (UPS1) Payment – You Must Apply

Members are reminded that a teacher is eligible for movement on to the Upper Pay Scale after one year on point 6 of the Main Pay Scale (M6). The onus is on the teacher to request an application form for UPS1, also referred to 'Threshold'. This should be done in May/June of the year in which you will become eligible so that you will receive the UPS1 payment in your September salary. Principals should remind eligible teachers of the need to apply for 'Threshold'.

Initiatives and Workload

INTO urged caution with regard to Education Minister Caitriona Ruane new education initiatives. Her Primary Languages Programme and Curriculum Sports Programme are new initiatives; they are new workload requirements on teachers and principals who are already over-burdened by countless initiatives, curriculum and pupil assessment reviews, pupil profiles, root and branch change in education administration, school closure and rationalisation and the effective withdrawal of Premature Retirement Compensation. The list is endless. It is in this context that special Ministerial initiatives must be seen. All ministers have their own pet projects. Previous Education Minister John McFaul MP, made child abuse the key issue of his tenure; Barry Gardiner MP saw the introduction of Specialist Schools as his legacy; Angela Smith made the restoration of ruptured relationships from her predecessor as her contribution.

Frank Bunting Northern Secretary said: Time needs to be called on willy-nilly initiatives. When a Minister or the Department wants to add to the formal or informal school curriculum, responsibility has to be taken for the workload and well-being of teachers. When teachers are asked to do something new, they should be told what it is they no longer have to teach. Teachers need time to teach and they need a prolonged period free from education initiatives. Teachers need PPA time-just like their colleagues in England, Scotland and Wales. The Education Minister, her Department and the Northern Ireland Executive have failed to secure PPA for teachers in their Programme for Government 2008-2011. Until some concern is shown for teachers' workload and well-being, no-one should be surprised that teachers are saying 'Enough is Enough.'

Note

PPA stands for Planning, Preparation and Assessment Time. PPA reduces teachers' teaching time by 'at least 10%' so that they can concentrate on teaching and learning. Research commissioned by the national Union of Teachers in England and Wales



*Frank Bunting Northern Secretary
'PPA a must'*

shows that even, post the introduction of PPA, teachers during term-time continue to work in excess of 50 hours per week. The teacher workload problem is more severe in Northern Ireland where there is no PPA. It was a key recommendation of the Curran Committee of Inquiry which reported in 2004. It became a statutory right for every teacher in England and Wales in 2005 and in 2003 in Scotland. The Northern Ireland Executive in its wisdom decided that PPA is not a priority.

The introduction of PPA in Northern Ireland Schools is a major priority for the Teachers' Negotiating Committee [TNC]. All the Employing Authorities, teachers' unions and the Department are unanimously agreed on this Curran Inquiry recommendation. The problem is that since 2004 the Department has repeatedly failed to secure any resource to enable schools to easily implement PPA, and spectacularly failed in the negotiations for the Programme for Government. PPA would instantly resolve teacher unemployment in Northern Ireland. INTO is of the view that all teachers need to take a stand on PPA, workload and bureaucracy. INTO is contemplating balloting members on industrial action, but not strike action, to bring teacher workload concerns to the attention of parents and encourage the Northern Ireland Executive to take a more positive view regarding teacher concerns.



Catherine McQuaid's a winner!

Catherine who teaches at St Patricks PS in Holywood, won a year's free home insurance from Adelaide Insurance Services in their recent competition for INTO members. Pictured here with Thomas McCafferty, who heads up the Teacher Team at Adelaide Insurance Services. If your home insurance is up for renewal and you would like a competitive quote, call Adelaide on 028 9033 0094.

COURSES/SEMINARS FOR INTO MEMBERS 2008-2009

MONTH	TYPE	DATES/TIMES	VENUE
October 2008	Joint INTO/UTU School Representatives Training Course	Mon 13 & Tue 14 October 08 9.30am – 3.30pm	Royal Hotel COOKSTOWN
October 2008	Branch Secretaries Conference	Fri 10 & Sat 11 October 08 Starts Fri 5pm ends Sat 2.00pm	Killyhevin Hotel ENNISKILLEN
October 2008	Retirement Seminar	Monday 13 th October 08 4.00pm – 6.00pm	City Hotel DERRY
October 2008	Retirement Seminar	Wednesday 15 th October 08 4.00pm – 6.00pm	Malone Lodge BELFAST
October 2008	Retirement Seminar	Monday 20 th October 08 4.00pm – 6.00pm	Canal Court NEWRY
October 2008	Retirement Seminar	Wednesday 22 nd October 08 4.00pm – 6.00pm	City Hotel DERRY
October 2008	Retirement Seminar	Thursday 23 rd October 08 4.00pm – 6.00pm	Adair Arms BALLYMENA
November 2008	Principals & Vice-Principals Seminar	Monday 10 th November 08 2.30pm – 4.00pm	City Hotel DERRY
November 2008	Principals & Vice-Principals Seminar	Monday 17 th November 08 2.30pm – 4.00pm	Malone Lodge BELFAST
November 2008	Principals & Vice-Principals Seminar	Tues 25 th November 08 2.30pm – 4.00pm	Silver Birch OMAGH
November 2008	Principals & Vice-Principals Seminar	Thurs 27 th November 08 2.30pm – 4.00pm	Canal Court NEWRY
January 2009	Joint INTO/UTU School Representatives Training Course	Mon 19 & Tue 20 January 09 9.30am – 3.30pm	Canal Court NEWRY
March 2009	INTO/UTU Health & Safety Reps Training Course	Mon 9 th & Tues 10 th March 09 9.30am – 3.30pm	Royal Hotel COOKSTOWN
April 2009	Joint INTO/UTU School Representatives Training Course	Tues 28 th & Wed 28 th April 09 9.30am – 3.30pm	Adair Arms BALLYMENA
May 2009	Equality & Diversity Seminar	Monday 11 th May 09 9.30am – 3.30pm	Wellington Park Hotel BELFAST

Members wishing to attend any of the above events should write to Vere Foster House, 23 College Gardens, Belfast BT9 6BS detailing the event, date and venue. Or fax INTO Events at 02890 662803; or email infoni@into.ie

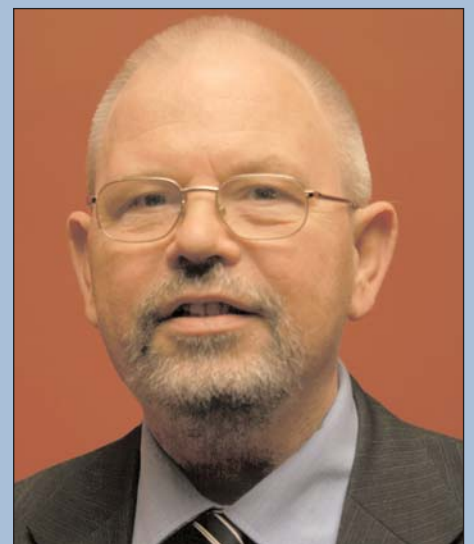
Blowback – the strange fate of integrated education

Blowback is a term invented by the CIA to signify the unintended consequences of actions. The classic example was the arming of Muslim radicals to attack the USSR, only to find the same radicals attacking the USA. A similar fate seems to have overcome the integrated education movement in the North. Although promised government support in the Good Friday Agreement, it seems to be falling on hard times in a sharpening polarisation of education. This can be seen in a small scale in Antrim town. The local integrated education movement have been petitioning for a school, but it looks as if they have been pipped at the post by the local state school who have applied for integrated status. At first sight this seems like good news – competition amongst groups to gain integrated status. Unfortunately this is not so. Education in the North is so sectarian that there are two kinds of integrated schools – ‘integrated’ integrated schools and ‘Protestant’ integrated schools. Type two are state schools where falling numbers force a change of status, with corresponding limits on the integrated ethos they are likely to promote.

We are still brushing the edges of sectarianism. The pragmatists at Park secondary school ran into the local DUP, who took the view that suicide was preferable to polluting the school with Catholic children. There were four votes on the issue: NO, YES (turnout too low), NO and YES (turnout just high enough to pass, but the fights not over). The DUP campaign is worthy of note, with claims that children in the new school would all have to learn Irish and would be coerced into playing Gaelic games. Even more chilling was the underlying assumption that the state education system is for Protestants only and that the bigots should have a say in staffing and curriculum. But a least the more liberal nationalist community is above all this surely? No. There is no third kind of education – the Catholic integrated school. This is because there are no circumstances in which the Catholic hierarchy will relinquish any control over schools. The reason that they don't figure in the local debate is because there is no Catholic school in Antrim. The church left when falling rolls meant that the only offer was a ‘split site’ school a la Scotland shared

with a state school. This minute inching away from absolute control was too much. These sectarian bunfights harm pupils, parents and teachers. INTO, as a non-denominational union, should be more to the fore in promoting integrated education.

The views expressed in the above article are the writer's and not the views of INTO



John McNulty

DEFINITION OF HARASSMENT WIDENED



Tony Carlin (Senior Official and Casework Manager)

The EC Equal Treatment Directive requires equal treatment in employment. To ensure consistency of approach across Europe the directive was revised in 2002, imposing new obligations on member states and introducing standard definitions for concepts such as "harassment" and "indirect discrimination". After a legal challenge in the High Court the regulations have been amended to ensure that the UK legislation fully meets the requirements of the directive.

The new regulations

With effect from April 6th 2008 the new regulations will:

- introduce a revised definition of sex-related harassment
- impose liability on institutions (and other employers) for sex/sexual harassment where they knowingly fail to protect an employee from repeated harassment by third parties (such as students, customers and other commercial contacts)
- extend the right of protection from pregnancy/maternity discrimination
- for women whose expected week of childbirth begins on or after 5 October 2008, improve rights

during compulsory and additional maternity leave, including removing the distinction between ordinary and additional maternity leave in respect of entitlement to non-pay benefits.

A new definition of harassment – what will this mean?

Currently, where unwelcome conduct is connected with an individual's sex but is not "sexual" in nature, it is unlawful only if the perpetrator engaged in that conduct because of the complainant's sex. This form of harassment (i.e. "sex-related harassment") is quite different from "sexual harassment", which is harassment of a sexual

nature and is outlawed by the SDA regardless of whether it is actually directed at the complainant.

The new definition of sex-related harassment is much broader and will apply to unwanted conduct "related to the complainant's sex or that of another person". Accordingly, individuals who are not subjected to the unwanted conduct themselves will also receive protection. An example of this might be someone (male or female) working in an environment where sexist banter is commonplace and which, although not directed at that person or caused by their presence, creates an offensive environment for them.

Principals and Governors will need to be extra vigilant in circumstances that might offend the above provisions; for example, by not allowing cultures of personal e-mail use or verbal banter to develop in an uncontrolled way.

Harassment by third parties

Even more significant, however, will be the added potential liability of institutions in the face of employee harassment by third parties, such as customers or students.

With effect from 6 April, an institution will be liable for sex discrimination when a third party subjects an employee to sex-related or sexual harassment, but only if the institution has failed to take such steps as would have been reasonably practicable to prevent the third party from doing so. This provision will apply only if the institution knows that the complainant has been subject to harassment in the course of employment on at least two other occasions by a third party (though it is immaterial whether the third party is the same or a different person on each occasion).

It is accordingly vital that Principals and Governors :

- follow appropriate rules and procedures in place for reporting/dealing with allegations of harassment
- provide training for their staff including equipping them with the skills to have potentially difficult conversations with third parties
- where practicable, inform third parties including students, customers and commercial contacts of their policy (which could, for example, be by way of a notice in appropriate cases).

It will be interesting to see whether, as part of the Equality Bill, the Government also reviews the harassment provisions in other discrimination legislation.

Simplified pregnancy/maternity-related discrimination

With effect from 6 April the SDA will be amended to eliminate the requirement of a comparator in cases of alleged pregnancy or maternity discrimination. A woman will instead have to show only that she has been treated less favorably on the ground of her pregnancy or the fact that she has taken, or sought to take, statutory maternity leave.

Q & A Sickness Absence

Q. If I become ill what am I entitled to in regards to sickness absence as a teacher?

A. A teacher who is employed on a permanent or on a yearly (52 week) contract is presently entitled to the following sick leave entitlement.

Service	Full Salary Rate	Half Salary Rate
During 1st year	25 working days	50 working days (after four months service)
During 2nd year	50 working days	50 working days
During 3rd year	75 working days	75 working days
During 4th and successive years	100 working days	100 working days

Working days are days when a teacher must be present in school and include Baker Days, exceptional closure days and SID days. Working days do not include weekends or holidays where the school is closed. A teacher who is employed on a substitute or temporary basis for a period of less than one year is not presently entitled to the benefits of teachers' sick pay scheme. Such individuals will be paid statutory sick pay in accordance with the current legislation.

Q. If I become ill before a holiday how will I be treated?

A. A teacher, who is ill prior to school vacation and continues to be ill during the holiday period, shall be paid at the rate applicable on the last working day before the vacation and the vacation period is not counted against the teacher's entitlement to paid sick leave. However, if the teacher has exhausted entitlement to sick leave at either full or half-salary rate, there is no entitlement to be paid full pay for the summer holidays. Absences due to illness on non-working days, other than vacations, are treated similarly.

Q. My colleagues talk of a sick year, what is this?

A. Currently sickness absences are recorded by schools on an annual basis beginning on the 1st April and ending on the 31st March. A teacher who is appointed from a date other

than 1st April is deemed for the purposes of sick leave to have commenced on 1st April, but must complete four months actual full-time service before becoming entitled to sick leave on half-salary.

Q. I became ill in March and continued to be ill until May – how will I be treated?

A. A teacher, who is absent due to illness on or before 31st March and who continues to be absent after that date, will have that period treated as being part of the previous year's entitlement of sick leave. The entitlement of sick leave in respect of the current year will commence on the date on which the teacher resumes duty. This means that a teacher who returns to work after 1st April will continue to enjoy the benefits of the sick pay scheme if they became ill again.

Q. I was ill but I have recovered during the vacation – what will happen to me?

A. A teacher who has been ill immediately preceding a vacation period, and has ceased to be entitled to salary at the full rate or half-rate, and who recovers from illness during the vacation period, is regarded as having returned to duty on the days/he is certified medically fit to do so by means of a medical certificate obtained for that purpose. Salary at the full rate will be paid to him/her from that date provided s/he actually resumes duty on the first day after the said vacation period.

Q. Do I need to return to work prior to the school vacation in order to return to full salary?

A. INTO advises that decision to return to work following an illness should always result from a consultation with the member's registered medical practitioner. Where a member is on full or half pay prior to the commencement of the vacation, this rate will continue to be paid for the period of the vacation, unless a fitness to resume work certificate is issued. The teacher, who is designated fit to work, however will be expected to return to work on the first day that the school reopens after the vacation.

Q I have submitted a fitness to return to work certificate but the Principal has advised me that I cannot return until I have visited an occupational health doctor. Is this correct?

A. A Board of Governors may wish to independently assess the fitness of a teacher prior to their return to work. In such circumstances a teacher will not be permitted to return to school until they have attended an occupational health physician and the Governors have considered the report. In such circumstances this absence is not treated as sick leave and the teacher is considered to be *medically suspended* on full salary.

Q I do not believe that I am being treated in accordance with the agreed procedures. What should I do?

A. A member who feels that they are not being treated in accordance with the agreed procedures for managing sickness absence should attempt to raise the matter with their Principal. If that is not possible then they should contact their INTO school representative, Northern Committee member or CEC representative or the Northern Office as a matter of urgency.

Teacher assaults – Update

Following the release of the INTO report into assaults and violence against teachers in schools, INTO has been engaged in a series of meetings with the educational partners to address the issue of attacks and assaults upon teachers and Principals.

INTO has led the development of two important documents which will hopefully be in schools in the next academic year. These are:

- A comprehensive guide for schools on how to manage the complex issue of assaults upon a teacher.

- An individual guide for all teachers on what to do if they are the victim or witness an assault upon a colleague.

In addition, INTO has secured a commitment to:

- host a workshop on the issue of violence in schools in the first term;
- carry out a survey of all teachers to assess the overall level of violence in schools;
- introduce a Zero Tolerance policy into schools;
- undertake a poster campaign

highlighting the problem of teacher assaults; and to

- seek ministerial approval and endorsement for the campaign.

If you have been assaulted then let your Principal know. Members may also wish to contact their INTO school representative, Northern Committee member or CEC representative or the Northern Office and seek advice on what can be done to protect them from further violence.

FLEXIBLE WORKING REVIEW

INTO is pushing forward a review of flexible working policies and arrangements. This review will address the range of flexible working arrangements presently available and ensure that they are compliant with current employment legislation and more importantly teacher friendly. The

policies presently under review include:

- Job share;
- Temporary variation of contract
- Part time working;
- Career break.

INTO has continued to press for a positive commitment to allow

teachers to balance their teaching and personal commitments and the new guidance and procedures is aimed at ensuring that Governors adopt a positive response to applications for flexible working from teachers. It is expected that the policy review will conclude in the first term of the new academic year.

RADICAL REVIEW OF SCHOOL FUNDING NEEDED (LMS)

With educational reform high on the agenda, INTO has indicated that it will only be successful with a radical reform of school funding arrangements. In 1993 the audit Commission reported that **“LMS was a methodology for funding schools, not pupils, and it was never envisaged that the exact amount of an AWPU for a particular pupil would be spent on that pupil. The LMS formula is too blunt an instrument to direct funding so precisely”**.

LMS is a bureaucratic nightmare for schools and has created inequalities and inequities making stark differences between primary and post primary schools through the Age Weighted Pupil Unit (AWPU) and continuation of historic funding patterns which disadvantages primary school pupils. The LMS system has changed by tinkering at the edges. Delegating budgets to Principals over which they have little or no control and while salaries and salary increases are frequently influenced by the “budget” is no longer appropriate for

a modern education system undergoing radical reform. The LMS system should remove teacher and principal salaries from budgets, remove the competition for pupils between schools for pupils while promoting collaboration and professional development.

This campaign will be launched this incoming year. It will build on the funding papers agreed at the 2008 Northern Conference. If you wish to share your views on how LMS should be reformed then put your comments email us at info@ni.into.ie.

Professional Development – is Montgomery County right for us?

A recent edition of *TermTalk* by the GTCNI highlighted a model of professional development used in Montgomery County USA. The model relies on the use of a teacher who holds the role of a school based staff development teacher (SDT). The SDT is a teacher who fosters development and growth of professional learning communities and facilitates job embedded staff development. The system is entirely effectiveness driven and advocates believe that it has allowed effective response to external changes. The scheme however because of its effectiveness approach has been used to as a vehicle to determine whether an individual's teaching is

satisfactory or not.

INTO recognises the importance of professional development for teachers. For many the access to courses has been limited by budgets or internal staffing in a school. Professional development should be right of all teachers with every teacher holding a personal development plan which would reflect their current role and enable them to progress personally and professionally.

There is no need to venture to far off shores to see what works and does not work. Through collaborative work with bodies such as GTCNI we can achieve a model for professional

development which recognises the role of the professional teacher in the changing education environment.



Gerry Murphy Northern Committee

IRISH NATIONAL TEACHERS' ORGANISATION INDUSTRIAL RELATIONS ORDER [NI] 1992 STATEMENT OF FINANCIAL AFFAIRS

As required by The Industrial Relations (Northern Ireland) Order 1992 Article 11A the following is a summary of the INTO financial affairs for one year ended 31 December 2007. Full details of the 2007 accounts have already been provided to branches. Any member requiring a copy of the 2007 accounts should contact the general Treasurer in Head Office.

Total subscription income from members for 2007 was £7, 616,392, other income totalled £1,351,247, thus total income for the year was £8,967,639. Total expenditure was £8,187,299.

Summary of Salary and Benefits Provided to the General Secretary, President and Members of the General Council

The following salary and benefits were provided:

Name	Position	Details	Amount Paid
Mr J Carr	General Secretary	Salary	£117,848
		Pension Contribution	Non Contributory Pension Scheme (Defined Benefit)
		National Insurance Contributions	£12,667

The President and all members of the Central Executive Committee are reimbursed out-of-pocket expenses incurred as a result of INTO business. No other payments are made by virtue of their membership of the Central Executive Committee.

Auditors' Report

We have audited the financial statements of the Irish National Teachers' Organisation for the year ended 31 December 2007 which comprise the Consolidated Income and Expenditure Account, the Statement of Total Recognised Gains and Losses, the Statement of Historical Cost Profits and Losses, the Consolidated Balance Sheet, the Consolidated Cash Flow Statement, the Consolidated

Accumulated Funds Account, the Consolidated Funds Income and Expenditure Accounts, the Northern Ireland:- Income and Expenditure Account, Balance Sheet, Accumulated Funds Account, Funds Income and Expenditure Accounts, the Statement of Accounting Policies and the related notes 1 to 19. These financial statements have been prepared under the accounting policies set out in the Statement of Accounting Policies.

In our opinion the financial statements give a true and fair view of the state of the Organisation's affair as at 31 December 2007 and of its results for the year then ended.

Deloitte & Touche
Chartered Accounts and Registered Auditors
Dublin

Statutory Statement to Members

A member who is concerned that some irregularity may be occurring, or has occurred, in the conduct of the financial affairs of the financial affairs of the Union may take steps with a view to investigating further, obtaining clarification and, if necessary, securing regularisation of that conduct.

The member may raise any such concern with such one or more of the following as it seems appropriate to raise it with; the officials of the Union, the trustees of the property of the Union, the auditor or auditors of the Union, the police, the Certification Officer for Northern Ireland who is an independent officer appointed by the Department for Employment and Learning.

Where a member believes that the financial affairs of the Union have been or are being conducted in breach of the law or in breach of the law or in breach of the rules of the Union and contemplates bringing civil proceedings against the Union or responsible officials or trustees, he should consider obtaining independent legal advice.