

## Teacher Jobs' Crisis

Hundreds of young teachers in Northern Ireland are not getting permanent teaching jobs. INTO is alarmed that nearly 70% of teacher graduates each year are not finding full-time work. Even four years after graduation as many as 20% of Newly Qualified Teachers may remain unemployed. Indeed, there are currently in excess of 2000 teachers, under the age of 29, registered as seeking substitute work in schools in Northern Ireland. The experiences of two INTO NQTs are outlined on page 4 and unfortunately their experience of under-employment is indicative of a problem which has now reached epidemic proportions.

### Action Needed Now

INTO has raised this issue with Employing Authorities and the Department of Education in meetings during the summer. Everyone is agreed that all teaching jobs should be permanent, apart from jobs covering sickness, maternity absence etc. Yet Boards of Governors are still advertising one-year temporary posts where substantive vacancies exist. This unacceptable practice must now cease.

Principals and Governors, when recruiting substitute teachers, must give priority to young teachers. Induction is a vital part of a teacher's education and NQTs must be given the chance to complete their training.

### Implement Curran Recommendations

Frank Bunting, Northern Secretary, said:

*"We would not be in this shocking situation if the Curran Inquiry recommendations had been implemented – guaranteeing all NQTs one year's employment and creating 1500 jobs through the introduction of Planning, Preparation and Assessment*

*Time (PPA) and guaranteeing two days administration time for teaching principals.*

*These proposals have gone into the Comprehensive Spending Review for 2008/11 to be determined this autumn. Minister Caitriona Ruane is aware of the crisis and needs to ensure the implementation of the Curran recommendations."*

### INTO eNewsletter

Have you registered for the INTO eNewsletter? If not, then you should do so immediately in order to receive the very latest news about all the issues that affect your working life e.g. salaries, conditions of service, the revised curriculum, school reorganisation, academic selection etc. To register, simply send your email address to Northern Office or register online at [www.into.ie](http://www.into.ie)

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Colleen Russell NQT  
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## INCA ACTION OFF

Possible industrial action, planned against the introduction of new INCA Computer Adapted Tests, will not proceed at present. There were concerns that the tests may be used as a future tool for academic selection at 11. An indicative ballot of a sample of INTO members took place in the summer term of 2007. INTO subsequently met Education Minister Caitriona Ruane on this and related matters.

*Mary Cahillane, Chairperson Northern Committee, said:*

"There was a surprisingly strong response in favour of industrial action against the INCA tests. However, the decision of Education Minister, Caitriona Ruane, to make next year a pilot year for the revised curriculum and assessment arrangements and undertakings on academic selection, persuaded Northern Committee not to proceed with industrial action plans at this time. INTO will continue to monitor the situation carefully."

## TEACHERS' PREMATURE RETIREMENT SCHEME

The Department of Education has set up a working group to review the Teachers' Premature Retirement Scheme. DE wishes "to develop arrangements for hard-charging employers for the costs of the Premature Retirement Scheme with effect from April 2008". The terms of reference of the working group have not, as yet, been agreed.

The group – which has representation from the Northern Ireland Teachers' Council and the Universities and College Lecturers' Union, UCU – will meet from September to December 2007. This may mean that significant changes to the Teachers' PRC Scheme will be implemented for teachers prematurely retiring at the end of this school year.

## JIRT Training for Principals, SMT Members and INTO School Representatives

Agreement has been reached in the Teachers' Negotiating Committee for a pilot joint industrial relations training programme to be held during the school year – in a location yet to be

specified. This training programme will be aimed at principals, SMT members and school representatives. It is designed to improve industrial relations. It will run in parallel with the INTO Training Programme for School Reps and the INTO Principal and Vice Principal seminars.



*Hi-Tech Northern Committee goes paperless*

## MANAGING ATTENDANCE PROCEDURE

As reported in INTO E-Bulletin 2 (Friday 6 July 2007) INTO has withdrawn its advice to members not to have anything to do with the Managing Attendance at Work procedure. Essentially this meant not attending "Return to Work Interviews" and "Occupational Health Doctor" references by Governors.

From 1 September 2007 members should pay due regard to directions in relation to the Procedure. The following safeguards and advice pertains:

The key element of the Attendance procedure is the welfare of the individual sick teacher. If a teacher suspects that this is not the case, then the teacher is more than likely right. A small number of unscrupulous principals have used "return to work" interviews for bullying sessions. References to Occupational Health Doctors have been used to victimise and punish individual teachers. **In such circumstances, members should immediately contact INTO.**

Inappropriate and detailed personal information on teachers was being included in Occupational Health Doctors' reports. This practice has now ceased. The key issue now is the teacher's capability to teach and the teacher's welfare.

A revised Procedure is under negotiation and should be ready by Halloween. Teacher attendance is an important issue. Absence is costly. Responsible employing authorities are keen to promote welfare and stamp out abuses of the procedure. INTO supports responsible use of the Attendance Procedure.

# Newly Qualified Teachers' Raw Deal

## A Year in the Life of an NQT

Having reached the end of my first year as an NQT 1, and I am sure many others in my position, feel nothing but despair for the immediate and possibly long-term future employment prospects.

### Employing Authorities urge schools to employ NQTS

The Body representing teacher's employing authorities has assured INTO that it urges schools to give preference to NQTS and unemployed non-retired teachers when engaging teachers for substitute cover.

Over the past year I have been 'lucky' to obtain regular employment in several primary and nursery schools, but, as yet, neither a permanent position nor a long-term substitute placement has been available. Each week I scan the newspapers and the Internet for positions vacant. However, one of the main criteria for available vacancies is at least six months continuous experience. I know my application would not even be considered because of this perceived lack of experience, and, although my placements have been regular, very little has been continuous. In spite of this factor I am truly grateful to the principals who have allowed me to prove I am capable of any challenge set for me.

Whilst still at college we, as a group, were advised to register on the NISTR and with the GTCNI. These bodies, the representative explained, were to curb the use of retired teachers and those who did not hold either a B. Ed. Degree or a PGCE, teaching in our schools. Bearing this in mind I for one believed there would be no shortage of temporary employment placements until a permanent position became available.

However in the 'real' world this is just not happening; I believe that there are more retired teachers being employed to cover maternity leave and long-term sickness than NQTS. I can fully understand principals wanting teachers with experience to cover absences, but, as far as I am concerned, retired should mean retired. How are the rest of us to gain experience if we are not afforded the chance to prove ourselves? There are also some schools that are still employing those who neither hold a B. Ed. Degree nor a PGCE. Should this continue to be allowed and what effect is this having on our children's education? I realise this is a difficult situation to monitor and fully understand that the substitute register is a fairly recent development, but the problems need to be addressed.

### NQTS should get preference over retired staff – Education Minister

Education Minister, Caitriona Ruane, has said that schools should only use retired teachers for substitute cover as a last resort. "However, guidance issued by the Department to employers exhorts them to give preference to newly qualified teachers and experienced non-retired teachers who are seeking employment".

In July of this year a further group of at least three hundred graduates are to pass out into the field of education with the hopes of securing teaching positions in Northern Ireland, thus putting a greater strain on the number of already qualified teachers seeking employment.

Due to the erratic nature of my employment, I have not had the opportunity to complete my induction. This too, I feel will hinder my employment prospects and

leaves me feeling inadequate as a substitute teacher, as I do not feel fully supported in my chosen profession.

In July 2006 I graduated with a 2:1 B. Ed. Honours Degree; I studied for four years on a full time basis. This was no mean feat as a single parent, mature student who also had to work part-time to support a family and depend on student loans for survival. I certainly did not expect to be as disillusioned when I embarked on the journey to fulfil the dream of a lifetime.

I sincerely hope the newly elected Minister for Education, Ms Ruane, and her education committee will embrace the idea and act on the introduction of a guaranteed induction year for all NQTS. This will ensure all NQTS are treated equally when permanent positions arise. Another upside to this is that children can only benefit from the wealth of talent, which is at present, unfortunately, being wasted through lack of employment opportunities. The only alternative to the problem we now face is a 'brain drain' of our young teachers, many of whom have already left to seek employment in England, Scotland and Wales. Others, in a similar situation to myself, cannot do this because of family commitments.

If the newly elected government is prepared to bring Northern Ireland back on to the world stage as a forward looking, peaceful country then surely they should start with the education of our children. Our children should be given the best possible start to life, through education, and I for one, as a Newly Qualified Teacher, if given the chance, will help to ensure this happens.

NQT Member

## I just want to teach



My name is Colleen Russell and I have recently graduated from St Mary's University College Belfast with First Class Honours as a Bachelor of Education with English. I am still

seeking a permanent teaching position.

Fresh from a degree course that I have thoroughly enjoyed, I carry forward a passion for learning, and I am very much

looking forward to playing a participatory role in helping children realise their full potential.

Teaching is a vocation which I hold very dear and I think I can speak for every member of the graduating BEd class of 2007, when I say that we are eagerly anticipating the opportunity to aid the development of every child under our tutelage.

My love of teaching coincides with my passion for drama, and at every opportunity I like to utilise drama in the classroom as well as in after-school

activities, as it allows children to flourish, to build their communication skills and ultimately move from self-consciousness to self-confidence! To teach is an absolute privilege and to have this aspiration realised would mean a life-long ambition fulfilled.

Please, any peers, fellow graduates or colleagues who would like to keep in touch or communicate job opportunities, I would love to hear from you.

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# AS I SEE IT

## School Amalgamations and Rationalisation

The Department of Education, the Employing Authorities and the Bain Report have one thing in common; they all favour school amalgamations and rationalisation. At a time of resource scarcity, millions of pounds have been given by DE to CCMS and Education and Library Boards to fast forward school rationalisation and closure.

School amalgamation is a difficult process and a period of high stress for teachers, principals and support staff. Depending on the sensitivity and finesse with which the project is managed there are teachers whose professional careers can be halted or ruined.

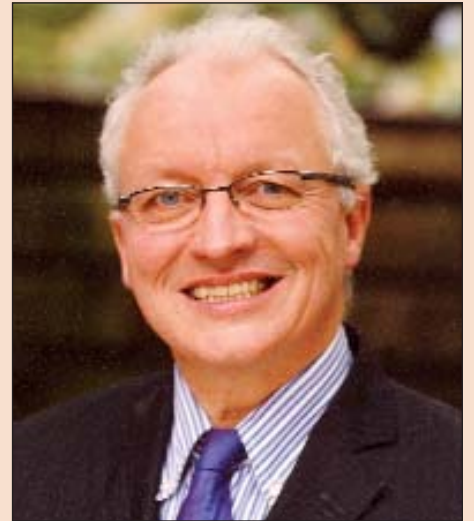
Once upon a time, in fact until very recently, teachers, principals and vice principals aged over 50 in the year that their schools closed, to amalgamate with other schools or to create a new school, were declared redundant. As such, they became eligible for Premature Retirement Compensation. A strange practice has

developed, rooted in inequity, whereby Principals in such situations are still offered PRC but teachers and Vice Principals are not.

In addition, the colossal scale of proposed school merger mania is such that the PRC expense would be difficult to sustain. With proposed hard-charging of schools for redundancy retirements under discussion and the Revenue and Customs requirement that 55 is the minimum age for all UK public sector pay pension schemes (with effect from 1 April 2010), will teachers henceforth get any benefit from school amalgamations?

In short the answer is NO! INTO, as a consequence, is reviewing its policy position on school rationalisation. It is almost impossible now for INTO to support a school rationalisation proposal, unless there are truly exceptional reasons. And what could these be?

This flies in the face of Bain's absurdly high minimum school size for new schools and Bishop Duffy's June 2007 pre-consultation paper on the future of Post Primary Education in the



Clogher and Kilmore Dioceses (Fermanagh, for simple folk). The rallying cry must be "What we have we hold", unless someone can come along and make teachers a better offer.

Readers' views on this article are welcome. Send to: [info@into.ie](mailto:info@into.ie)

*Frank Bawling*

## MARY CAHILLANE



Mary Cahillane, Chair, Northern Committee 2007/8, is a teacher in St. Kieran's Primary School Poleglass. She trained in Mary Immaculate College of Education, Limerick and for two years taught in Darndale, an inner city area of Dublin, before moving to Belfast. Born

in Dingle, County Kerry, she is a native Irish speaker and she has been an activist in INTO since 1992. She has two sons, Stephen and Owen.

Mary's main concern as INTO Chair is getting real improvements to teachers' conditions of service. Workload and bureaucracy for teachers and teaching principals have been talked about for over a decade, with no progress made. The 1998 and 2000 DE Circulars on the subject have been totally ineffectual. The key Curran Inquiry recommendations, giving teachers Planning, Preparation and Assessment Time, teaching principals 2 days' administration time and NQTs a guaranteed teaching year to complete their induction, must become a reality before Northern Conference on Leap Year's Day 2008. Otherwise Mary will be calling on INTO to take steps to end this long-running saga.

The plight of Newly Qualified Teachers and the lack of movement on their guaranteed year's teaching at the start of their careers are featured elsewhere in PRINTOUT. Mary believes this is an

urgent priority and the concern which our Education Minister has expressed in relation to their unemployment must be translated into concrete proposals. Under Direct Rule Northern Ireland teachers were treated inequitably compared to their colleagues in England and Wales. Teachers in Scotland get a better deal but teachers in the Republic of Ireland are shocked at the levels of unnecessary administration, workload and unnecessary meetings that now plague teachers' working lives.

Mary believes fervently in teacher union unity. The current malaise within the Northern Ireland Teachers' Council [NITC] needs a common sense solution which is within the capability of our teaching unions. Lack of unity is harmful to the promotion of improvements in teachers' salaries and conditions of service. Enlightened self interest must prevail. Indeed one teachers' union is the best response to the development of one employing authority for teachers with ESA now designed to be functioning from April 2009.

# TEACHER PARENTS' LOUSY MATERNITY DEAL



An INTO claim for improved maternity and paternity rights for teachers in Northern Ireland remains under consideration in the Teachers' Negotiating Committee. The Department of Education appears non-plussed that the Northern Ireland Maternity, Paternity Scheme compares most unfavourably with many schemes in the public and private sectors. INTO is seeking 26 weeks maternity leave at full pay for teacher mothers and two weeks paternity leave at full pay for fathers. A comparison with other schemes shows how badly off teachers in Northern Ireland are.

One of the arguments being used against improving the NI scheme is that the scheme in England and Wales is equally as bad. INTO has appealed to Education Minister Caitriona Ruane to improve this desperate situation.

## Northern Ireland Teachers' Scheme

4 weeks' full pay; 2 weeks at 90% pay; 12 weeks at half pay + SMP; 21 weeks' SMP.

*Paternity Pay:* 2 weeks' SSP (including 3 day's full pay).

## Microsoft

*Maternity:* For those with a year's service, six months' full pay, after which SMP.

*Paternity:* After 26 weeks' service, two weeks' full pay.

*Other Benefits:* Provision for flexible working. Microsoft's health centre runs the Bump Club, a service covering diet, health and other topics useful for pregnant women.

## BT

*Maternity:* For those with 26 weeks' service, a full year's maternity leave is paid: 18 weeks at basic pay and allowances (excluding overtime), followed by 8 weeks at half pay, or SMP whichever is the greater. Then 26 weeks' SMP.

*Paternity:* Two week's basic pay and allowances (excluding overtime). Option for up to a further two weeks' unpaid leave. The unpaid leave element can be taken in single days or whole weeks. Any period of unpaid leave normally counts towards service and pay progression.

*Other Benefits:* Flexible working options.

## University of Ulster

*Maternity:* After a year, 18 weeks' full pay, then 21 weeks SMP, then 13 weeks unpaid.

*Adoption:* For a child up to two, eight weeks' full pay, 18 weeks' SMP, then 26 weeks unpaid.

*Paternity:* After a full year's service, one week's full pay and one week's statutory pay.

*Other Benefits:* Part-time working, childcare vouchers and tax benefits for using on-site crèche.

## Belfast City Council

*Maternity:* For those with a year's service, six weeks at 90% of normal pay, 12 weeks at half pay, then 21 weeks' SMP and 13 weeks unpaid.

*Paternity:* After 26 weeks' service, one week's full pay, one week's SMP or 90% of pay, whichever is less.

*Other Benefits:* Childcare vouchers, part-time working, job sharing, home working or reduced hours. Those with more than 2 years' service can take a career break from one to three years.

## Northern Ireland Civil Service

*Maternity:* After a year's service, 18 weeks' full pay, eight weeks' SMP, then up to 26 weeks unpaid.

*Paternity:* Two days' full pay, then remainder of two weeks' leave at SPP.

*Other Benefits:* A career break of up to 5 years following maternity leave. Provision for flexible working.

## Crown Prosecution Service

*Maternity:* Regardless of length of service, 23 weeks' leave on full pay, then 13 weeks' SMP. Final 13 weeks unpaid if taken.

*Paternity:* Regardless of length of service, two weeks' leave on full pay.

## Marks and Spencer

*Maternity:* After 26 weeks' service, 14 weeks at full basic pay (excluding any premium payments) or 90% of average earnings, whichever is higher, then 25 weeks' SMP.

*Paternity:* Regardless of service, two weeks' full pay.

## Virgin Trains

*Maternity:* For those with 26 weeks' service, 13 weeks' full pay, six weeks at average earnings, seven weeks' at basic salary, then SMP.

*Paternity:* Two weeks' full pay.

## Volkswagen Group UK Ltd

*Maternity:* Regardless of service, 18 weeks' full pay, then 22 weeks at half pay. Optional further 12 weeks unpaid.

*Paternity:* Regardless of service, one weeks' full pay, second on SPP.

## The Revised Curriculum

The Department of Education has confirmed the following: The revised curriculum will be implemented over a 3-year period. All the main components of the former curriculum have been retained - but have been slimmed down. Detailed programmes of study have been replaced with *minimum entitlements*.

2007-08 is a **transition** year, during which Inspectors will expect to find any of the following, acceptable scenarios:

1. teachers are continuing to use their current lesson plans
2. teachers have amended/tweaked their current lesson plans
3. teachers have produced new lesson plans

Schools will have decided which, if any, elements of the revised curriculum to implement in 2007-08. They may decide that 2007-08 is a 'planning' year.

In the new Foundation Stage, emphasis will be on learning through play – this does not mean that children will be 'held back' from 'formal' learning. The teacher will use her/his professional judgement as to a child's readiness. INCAS test results are for internal school use and will not be collected centrally. INCAS test results do not have to be shared with parents in 2007-08. Further training on INCAS will take place in the autumn term.

## GCSE Coursework to be replaced with Controlled Assessments

CCEA is currently carrying out a consultation exercise on a proposal to replace GCSE coursework with controlled assessments. The proposal is in response to the difficulties experienced by teachers in authenticating pupils' work that has been completed outside of the classroom. There are obvious implications for workload.

Post-primary members can submit their views on the proposal on the CCEA website [www.ccea.org.uk](http://www.ccea.org.uk) under the section 'Latest News'. Responses must be made by 25 September 07.

## New A-Levels from September 2008

From September 2008 teachers in Northern Ireland will begin teaching the new A-level courses, which have recently been approved by the Qualifications and Curriculum Authority. The new courses will see a reduction from six to four units in the majority of subjects. They will also feature more open-ended questions and an extended project. The extended project will enable students to demonstrate skills in planning, research and independent working. New A\* grades will be awarded to those students who gain more than 90%.

The first AS-levels will be awarded in 2009 with the first full A-levels being awarded in 2010.

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# SELECTION – WHERE TO NEXT?



The general public is slowly getting used to the idea that our new Assembly has the power to change things that effect their day-to day lives. One major decision that must be made sooner rather than later is the fate of academic selection and Education Minister, Catriona Ruane, has it within her power to change the destiny of future generations of Ulster children.

By choosing the correct way forward and consigning academic selection to the history books the Minister has the opportunity to implement a significant educational advance here – and ensure her place in the history books as someone who has advanced the cause of equality and human rights.

In the past 59 years we have used 12 tests in an attempt to measure academic ability. Each one has proved to be a blunt instrument and has created a “pass/fail” culture in which the majority of our children have each year fallen into the “fail” category. Why would any society wish to burden over half of its citizens with that label at the tender age of 11?

Teachers annually witness first-hand the tragic effects such an undermining of confidence can have on young lives. Supporters of this iniquitous system have constantly suggested that teachers support the continuation of academic selection, but this has not been my experience as a teacher union official for over 25 years.

The reality is that, while such a system exists, teachers will do their best to ensure that they give each child the opportunity to succeed in the “11-plus” test, if that is what their parents want for them.

Unfortunately teachers in secondary schools each September have to start the

process of re-building young people's self-esteem. They must also attempt to re-motivate them as learners and this, I believe, is why Northern Ireland scores so badly in comparison to most other countries when we look at the overall picture of achievement. Yes, we do well at the top end with our high-achievers but at what cost to the rest of our pupils?

This was vividly illustrated in the studies carried out from the year 2000 onwards by the Organisation for Economic Cooperation and Development (OECD). These studies clearly showed that countries with non-differentiated (comprehensive) systems, for example Finland, are the highest achieving and have the shortest range of scores between the top and bottom scoring individuals.

Recently the OECD has produced a policy document by Simon Field, Malgorzata Kuczera and Beatriz Pont entitled “No More Failures” which is subtitled “Ten Steps to Equity in Education”.

In it they suggest that equity has two dimensions – fairness and inclusion. Given the recent increase in young people from other ethnic backgrounds in Northern Ireland's schools these dimensions are of particular relevance.

They go on to say that fair and inclusive education is desirable because:

- there is a human rights imperative for people to be able to develop their abilities to the full
- the long term social and financial costs of educational failure are high, in terms of health, income support, child welfare and security; and
- it helps to address the challenges of social cohesion that increased migration brings.

We all know that in Northern Ireland children from prosperous backgrounds are much more likely to gain a grammar school place, with all the kudos that has become associated with attending a grammar school. In grammar schools only 6.4% of pupils are on free school meals as compared to 26.7% in the secondary sector.

In addition the grammar school system has been diluted from its original aim of educating the so-called “top” quarter of the second level school population to the stage we are at today where nearly half of that population attends grammar schools.

This has ensured that there are fewer dissatisfied parents to object to the injustice of the system.

The current system of academic selection is divisive, demoralising and destructive. It lacks relevance in an education service supposedly devoted to inclusion and ethnic diversity. It does not fit in with the Equality agenda, the Shared Future agenda, the Bain Report and indeed with the Revised Curriculum that will be introduced into our schools on a phased basis from September 2007.

The Education Minister must consider these very real issues and find a way forward that allows the education system to be compatible with the other government policies currently being promoted.

Already schools are exploring ways of working collaboratively. In some areas there are suggestions of radical new initiatives, for example “educational villages” where all the local schools – nursery, primary, secondary (including grammar) and special -are re-located onto one campus with shared facilities.

We are hearing more and more about the concept of the “Extended School”, of community focus and multi-use to ensure maximum benefits from the schools estate. There are an increasing number of schools that are already part of the way down this particular path and are finding that the benefits are extremely worthwhile.

Regardless of what system is introduced to replace academic selection, I believe teachers are open to change and will assist the process to the best of their ability – provided the correct support mechanisms are put in place and sufficient resources are allocated to do the job properly. Indeed, many of them are anxious to proceed but a lack of government direction at present is creating a sense of frustration that is not healthy.

I acknowledge that the Minister is in “listening mode” but there has to be a balance – principals and teachers need to know what to plan for and parents need time to adjust to new concepts. Teachers, parents - and most of all young people - need to know what the future holds for them. I hope that future is one that gives every young person an equal chance to fulfil their potential and an equal chance to choose the path they travel on.

**AVRIL HALL-CALLAGHAN**  
General Secretary, Ulster Teachers' Union

# SURVEY ON TEACHER WORKLOAD

A recent Irish News survey of hundreds of Northern Ireland teachers reveals over-worked teachers suffering from depression, insomnia and difficulties in their home life. One in every three teachers who responded to the survey said they had suffered from work-related depression. Two-thirds complained of insomnia.

## Irish News Findings

*Has your home life suffered because you have been over worked?*

Yes	No
80%	20%

*Have you suffered from work-related depression?*

Yes	No
37%	63%

*Is the quality of your teaching affected by being over worked?*

Yes	No
78%	22%

*Have you ever suffered from work-related insomnia?*

Yes	No
66%	44%

Teaching, administrative tasks, parent/teacher meetings and lesson planning is causing many teachers to work more than 50 hours per week. And constant changes to the school system, including new subject syllabi and examination structures, are causing additional stress.

These findings match a PWC survey of teacher workload in England and Wales prior to the introduction of Planning, Preparation and Assessment Time (PPA) in September 2005.

## Curran Committee of Enquiry

The Curran Committee of Enquiry, commissioned by the Department of Education made a number of recommendations to deal with teacher/principal workload, including:

- *Arrangements be put in place to ensure that principals and teachers have appropriate workloads in support of a reasonable work/life balance, having regard to their health and welfare;*
- *Limits should be introduced with the eventual aim of making teacher cover a rarity, initially with a provision to limit the maximum amount of cover that can be required from an individual teacher to 38 hours per year;*
- *The amount of guaranteed Preparation, Planning and Assessment Time for a teacher should be set as a minimum of at least 10% of timetabled teaching time.*
- *The support grade of Higher Level Teaching Assistant should not be introduced in Northern Ireland.*

## Physical and Mental Stress

Teachers who responded to the survey were also invited to leave comments about the effect of workload on their lives:

"The job is now so physically and mentally tiring, so complex and diverse that there are not enough hours in a reasonable working day to do it properly."

"Admin tasks and time for such is having a serious detrimental effect on the quality of teaching and learning."

"Problems during the school day and hassles make it difficult not to sometimes feel you are preoccupied with it 24/7."

"Forty-five hours per week represents a cut in the number of hours worked each week by me."

"I hate Sunday nights in particular because I find it so hard to sleep. I am going over everything I have to do in my mind the next week in school. I often dream about school-related things."

"Teacher workload is excessive compared to other professions. Constant changes to the system, new specifications, all lead to extra stress."

"Teaching takes over your life."

"I know the holidays are good but I spend the first few days of every holiday sleeping as I feel the holiday is extremely needed."

"Teaching could be of a higher quality if given adequate time to plan/assess pupil work."



*Mary Cahillane, Chair, Northern Committee and Simon Doyle, Education Correspondent, Irish News*

- *Teachers with leadership and management responsibilities should be entitled to an allocation of time within the school day to support the discharge of their responsibilities.*
- *Teaching principals, except in the rarest of circumstances, should have no more than 3 days per week of class content.*

## Position in Northern Ireland

Two major Curran recommendations on administration time for teaching principals and the introduction of Planning, Preparation and Assessment Time (PPA) for teachers in Northern Ireland, have been agreed by employers and the teachers' unions in the Teachers' Negotiating Committee. A background paper seeking resources for the prioritisation of these recommendations in the Autumn "Comprehensive Spending Review" has been forwarded to Education Minister Caitriona Ruane, MLA.



# CITIZEN and SAFETY PROGRAMME

Dympna Thornton is a former INTO member who is now Education Adviser for the PSNI CASE Programme.

The Police Service of Northern Ireland (PSNI) recognises the importance of education in promoting individual safety to young people, families and communities to help create safer environments. As a consequence, the Citizenship and Safety Education (CASE) Programme has been developed by PSNI in order to establish close links between police and the school community through the central themes of Protection, Education and Prevention.

Together with teachers and parents, police officers seek to present information and promote skills, attitudes and values to encourage responsible behaviour in young people and empower them to live safely.

The CASE Programme complements the Revised Northern Ireland Curriculum in that it states within its objectives that each young person should have the

opportunity to develop as an individual and as a contributor to society. The programme also fits into the framework of development of skills such as Personal Skills, Interpersonal Skills and Thinking Skills as outlined in the Curriculum.

Recently, the CASE Programme was accredited by CCEA, who recognise the programme as being fit for purpose and complementary to both the Personal Development strand within the Primary Curriculum and the Learning for Life and Work strand of the Post-Primary Curriculum. This endorsement is renewed every two years, ensuring that PSNI are tasked with keeping all lesson materials relevant to current Curricular aims and objectives.

The Programme is delivered by PSNI officers, trained at Stranmillis University College, with lesson material being drafted for officers by the PSNI Education Adviser, Dympna Thornton. Dympna formerly worked as a teacher in the Post-Primary sector.



The CASE programme is available to every Primary and Post-Primary school in Northern Ireland. Should you wish to find out more, contact Dympna Thornton on 028-90922907. We think you will be pleasantly surprised to find out what the PSNI can do to assist in the delivery of lessons on a wide range of important issues which are pertinent for young people.



## INTO Wins Recognition for Bulgarian Teacher

Ivalyo Cankov is a teacher who came from Bulgaria, hoping to teach in Northern Ireland. He was denied recognition as a teacher and for the past five years, he has worked as a life guard in a leisure centre. He joined INTO and the Organisation was

successful in getting his recognition granted. This was a landmark success and INTO is now seeking a review of the procedure for granting recognition to non-EU nationals who apply to be teachers here. As a result of his case, Ivalyo is now recognised and qualified to teach in the primary and post-primary sectors.

Telephone: 028 9064 4649.

# POPULATION CONTINUES TO RISE

The 'doom and gloom' mantra of Direct Rule Education Ministers and DE officials about falling pupil demography and empty places is totally at odds with Northern Ireland population projections. Between mid-2005 and mid-2006 the number of people living in Northern Ireland is increased by 17,000 (1.0%). The size of the resident population is 1.742 million people. The increase in the population is the result of the following factors:

- a natural change of 8,300 people (22,700 births and 14,400 deaths);
- estimated net migration into Northern Ireland from Great Britain of 900 people; and
- estimated net international migration into Northern Ireland from outside the UK of 9,000 people.

Population growth due to migration (+9,900 people) is the highest ever observed and for the first time was larger than natural growth (+8,300 people).

Frank Bunting said:  
*Northern Ireland needs more teachers, not less. Not only is the population increasing but the complexity of educational need from international newcomer children needs to be properly resourced. It is a scandal that young Newly Qualified Teachers cannot get permanent teaching jobs in these circumstances. In its school closure mode of operation the Department is in danger of throwing the baby out with the bath water.*



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## EDUCATION SKILLS AUTHORITY (ESA) Timetable Slips by a Year

In July 2007 the Northern Ireland Executive agreed on a proposal from Education Minister Catriona Ruane MLA, that the Education and Skills Authority (ESA) should be postponed with its scheduled establishment by April 2009 at the latest. Staff, functions, assets and liability of the existing organisation will transfer to ESA at that time.



Education Minister Caitriona Ruane, MLA

Significantly more work needs to be done on the critical issue of Area-Based Planning, the reconfiguration of Boards of Governors and establishing ESA as the



Gavin Boyd, Chief Executive Designate ESA

single employing authority for all schools.

Detail is worryingly scant on Area-Based Planning. There has been a miserable return from the taxpayers' millions of pounds pumped into CCMS and Education and Library Boards to fast forward schools' reorganisation particularly at post-primary level. No doubt, when the millions run out on April Fools' Day 2008, CCMS and the Board will be at the Minister's door looking for more. It is easy to point the

finger too at the lack of real progress on Area Based Planning detail for all the hand sitting.

More work is being done on the reconfiguration of Boards of Governors. School Governance is largely a farce with the role being mostly ceremonial and rubber stamping in spite of the statutory powers given to them by Thatcher's government.

Tellingly, more work needs to be done on re-establishing the ESA as the single employing authority for all schools. Concern remains at attempts by the Governing Bodies Associations to exempt grammar schools from this reform. INTO calls on the Minister to ignore calls for this dilution of ESA as the single employing authority for all teachers.

The Minister has asked Gavin Boyd, the ESA Chief Executive Designate, to work with DE colleagues "to develop and lead a convergence programme for the education sector that brings together the services delivered by the correct organisations". Gavin will work with the existing organisations and report on progress through the Permanent Secretary Will Haire to the Minister.

## DE Drive to Effect School Improvement

INTO will be closely monitoring the Department of Education's renewed drive to raise standards, particularly in literacy and numeracy, to ensure that schools are not put under undue pressure.

The Department is placing a renewed emphasis on school improvement, following the severe criticism it received from the Northern Ireland Audit Office and the Public Accounts Committee at Westminster. NIAO and PAC lambasted DE for its failure to raise standards in literacy and numeracy, despite the allocation of £40 million for that very purpose.

DE proposes to address the problems through three main avenues:

### (i) The review of literacy and numeracy

Major concerns about the underachievement of boys, particularly

from a protestant background, in the greater Belfast area. DE has initiated research into boys' achievement (Glasgow and Liverpool) and will unroll its plan over the next year. There are currently two Board-led groups on literacy and numeracy (Paddy Mackey and Gerry McGuinness).

Need to close the gap between the high achievers in NI and the long tail of underachievement at age 16.

Circular 2007/11 *Literacy and Numeracy* puts a requirement on schools to address the issue. DE does not want to get involved to the same extent as in England (literacy hour, numeracy hour, linguistics etc).

Literacy and Numeracy strategies will merge/integrate into the revised curriculum.

### (ii) Tackling disadvantage and underachievement in the Belfast area

DE has been working with BELB, for several months, on methods to address the link between social disadvantage and underachievement. Most social deprivation is in catholic electoral wards, yet most underachievement is in

protestant wards. DE has had enough of 'pilots' and sees the need for a 10-year 'mainstreaming' plan. DE intends to identify best practice and to disseminate it widely. Initial focus will be on Belfast area.

Teachers are not trained to address some of the barriers to achievement that pupils have so there is a need for an 'outer ring' of trained people to support teachers and schools.

### (iii) School Improvement

School Improvement policy is currently being reviewed. DE wants 'every school a good school'. To date, there has been too much focus on the bottom end of the achievement scale. Schools already have the tools to become self-evaluating, self-improving. (*Together Towards Improvement*)

ESA will determine 'quality indicators', embracing all the factors which impact on achievement (not just academic achievement).

Data will be benchmarked – with contextualisation. Schools will have targets to meet.

## Contacting Northern Office

Members who have queries or who need advice/support regarding their working conditions should, in the first instance, contact their school representative. There may be occasions when a member needs to get urgent advice from the union and the school rep may be unavailable. On such occasions the member should contact the area representative directly. Names and telephone numbers are listed opposite.

If the school and area representatives are unavailable a member can telephone Northern Office directly. The office is open from 9.00am – 1.00pm and from 2.00pm – 5.00pm, Monday to Thursday. The office closes at 4.00pm on a Friday.

### Northern Office:

Telephone: 02890 381455

Fax: 02890 662803

Email: [info@into.ie](mailto:info@into.ie)

Members will get answers to many queries about salaries and conditions of service e.g. leave of absence, sick pay, maternity pay, movement on the Upper Pay Scale, salary placement etc on the INTO website.

Website: [www.into.ie](http://www.into.ie)

### INTO eNewsletter

Have you registered for the INTO eNewsletter? If not, then you should do so immediately in order to receive the very latest news about all the issues that affect your working life e.g. salaries, conditions of service, the revised curriculum, school reorganisation, academic selection etc. To register, simply send your email address to Northern Office or register online at [www.into.ie](http://www.into.ie)

### NORTHERN COMMITTEE CONTACT DETAILS

AREA	NAME	HOME No.	SCHOOL No.
CEC 1	Mary Cahillane	9022 0349	–
CEC 2	Tony Lappin	3833 6334	9261 1732
BFC	Patrick McAllister	9445 2728	3884 0825
NEELB Primary	Don Campbell	2763 8472	2763 8318
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	3753 1284
SELB Post-Primary	Jim Magee	3026 8178	4175 3366
WELB Primary (1)	Charlie Glenn	7134 1578	7135 1830
WELB Primary (2)	Rita Fox	8076 1647	8224 5628
WELB Post-Primary	Damien Walls	7126 9728	7128 5000



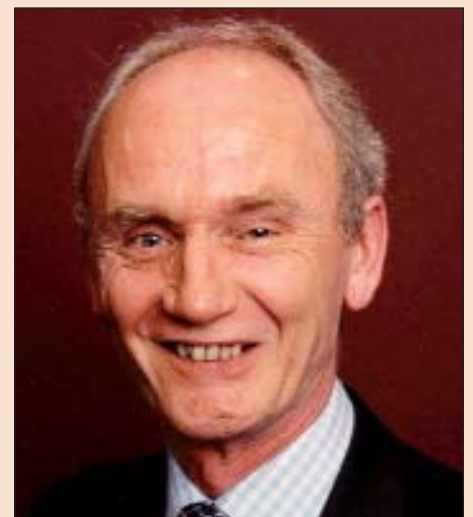
#### Tony Carlin

Tony has overall responsibility for casework management. He also deals with equality and discrimination issues.



#### Maura Carville

Maura is the Administrative Officer in Northern Office. She is responsible for office finance and she deals with pension queries from members.



#### Brendan Harron

In addition to casework, Brendan's areas include: Education Policy; Professional Development; trade union and industrial relations training. Brendan also looks after the interests of principals and vice-principals.

# Motivate your pupils to spell for a worthy cause!

Mencap, the leading learning disability charity has found the ultimate motivation for pupils to learn their spellings – Mencap Spellathon! Now in its 5th year in Northern Ireland, schools that have already participated have found that it has been a great success.

Spellathon is a sponsored spelling challenge drawn up by Mencap and Oxford University Press; designed to be fun for pupils, simple for teachers to organise and ties in naturally with the curriculum including literacy and citizenship modules. To get pupils even more enthusiastic Mencap has enlisted the help of James and Oliver Phelps, the actors that play the Weasley Twins in the Harry Potter films who endorse the Spellathon initiative. Plus your school can keep 25% of the money raised so everyone's a winner!

Carrying out Spellathon with your class couldn't be easier with Mencap's carefully designed Teacher Resource Pack. This pack includes Spelling Lists suitable for pupils from Reception to 13 years old. Activities for Special Educational Needs pupils are also included meaning that children of all abilities are catered for.

Mencap has found that an increased understanding of learning disability is the biggest motivation for pupils to embrace the Spellathon challenge as the more spellings they get right the greater the difference to the lives of people with a learning disability in Northern Ireland. One pupil from St. Louise's Comprehensive College, Belfast commented: 'I was determined to learn all of the words, as I was raising money for the charity Mencap.'

To further pupils understanding of learning disability, Mencap is offering a visit by a Mencap representative before or after a school has held their Spellathon. The representative will come along to your school assembly or class

and chat to pupils about learning disability and Mencap's work, highlighting the kind of projects that money raised through Spellathon will be spent on in Northern Ireland. There are also additional lesson plans and activities in the teacher's pack to help pupils of all ages understand what it means to have a learning disability.

Any school in Northern Ireland can take part in Spellathon or fundraise for Mencap at any time of the year. To register for your free Spellathon Teacher Resource pack you can fill in and return the below coupon or contact Catherine Knox on Tel: 028 90 690166 Email: [catherine.knox@mencap.org.uk](mailto:catherine.knox@mencap.org.uk) or download your pack on [www.mencap.org.uk/spellathon](http://www.mencap.org.uk/spellathon).

*For further information contact:*  
**Senior Communications Officer:**  
**Louise Thompson**  
**Telephone: 028 90690151**  
**Fax: 028 90640121**  
**Mobile: 07859047254**  
**Email: [louise.thompson@mencap.org.uk](mailto:louise.thompson@mencap.org.uk)**



## spellathon

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**Spellathon is the ideal literacy initiative, raising money for Mencap and your school!**

Join us today and have fun, while improving literacy standards. Spellathon links to literacy, personal development and mutual understanding modules.

To receive your FREE teachers' pack, which includes everything you need to take part, complete the coupon and return it to:

**Mencap's Spellathon, FREEPOST BEL 3541, Belfast BT7 3BR, phone 028 90 690166, or visit [www.mencap.org.uk/spellathon](http://www.mencap.org.uk/spellathon) to download a pack.**

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*Schools can keep up to 25% of the money they raise*

Contact name/position

Full school name and address

School telephone

Email

(if you are happy to receive emails about Mencap please give us your email address)

Key stage of students taking part

Please tick this box if you **do not** wish to be contacted about other ways to learn and have fun with Mencap



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# Good Practice and the Special Educational Needs Code of Practice

A new school year is an ideal time to revisit the complex issue of Special Needs. Teachers should be aware that the new emphasis on skills in the curriculum has been advocated by professionals in special education for many years. As schools and teachers begin to prepare for the implementation of the Revised Curriculum they should take the opportunity to make learning opportunities more effective. The upgrade of ICT should be used to reduce paper work where possible. IEPs could be emailed to colleagues rather than photocopied and passed around. Cut and paste can be used effectively to reduce time spent compiling some data and reports.

The Code of Practice (CoP 1998) launched an avalanche of paperwork for teachers. Some of this paperwork is necessary and beneficial. But much paperwork benefits neither the pupils nor the professionals engaged in meeting the needs of children. Good Practice is often promoted by educational experts [i.e. those outside the classroom] as a means of raising school standards. The Inspectorate is regularly cited as the reason that so much paperwork is required. The Inspectorate does require paperwork but not the paper mountain in some schools.

Teachers need to examine the paperwork they complete and assess if it is necessary. Teachers should discuss with colleagues how to minimise paperwork. Contact your INTO rep. if you feel that you are doing excessive administration. Contact other schools to see how they manage paperwork. Talk with your SMT about ways of making bureaucracy manageable. Could writing new targets on an IEP be as effective as writing a new IEP? Could more use be made of group IEPs? Are all IEPs necessary? Are you setting too many targets?

The Department's Special Needs Review (SEN Review) is ongoing. But with devolution, the time table has

been changed. The SEN Review is seeking to make the identification, provision and support for SEN more consistent and effective. The Review Team will continue to gather information! Members who wish to make a contribution should contact the SEN Review team\* or Northern Office. The Team has looked at the problems experienced by pupils, parents and educationalists engaged in the current system. Emerging thinking is that future Special Needs Provision will be more engaged in the removal of barriers to learning. This more holistic picture could be beneficial. But the Review Team needs to examine the barriers to teaching. One barrier to teaching is that teachers need a more accessible resource that allows them to find out about: individual learning difficulties support groups resources e.g. visual timetables good practice

One positive achievement of the Code of Practice was the introduction of the SENCo. This role needs to be strengthened. SENCos need to be allocated more time and resources to undertake this role effectively. To represent our members most effectively we need to receive information from the teachers who are implementing the CoP currently.

**INTO is holding a meeting on Wednesday 3rd October 2007 at 5pm in Northern Office, Belfast for SENCos/teachers to discuss issues of SEN concern. INTO urges all SENCos to attend this meeting. INTO needs to find out about what is working in schools as well as what is not working. If you are unable to attend, I can be contacted at mdorman@into.ie or through Northern Office)**



**Mary Dorman**

Mary represents the Northern Ireland Teachers' Council on the DE SEN Review.

The SEN Review began in April 2006 and formal consultation on the proposed policy, legislation and new SEN Code of Practice is now expected to take place in 2008. Information available at <http://www.deni.gov.uk/>

The review will focus on a number of themes:

- the arrangements for the identification and assessment of SEN;
- the nature, quality, extent of provision and support relating to assessed needs for children with SEN;
- SEN information and advice, disputes and appeals arrangements;
- early intervention / pre school SEN assessment and provision;
- capacity building for teachers, Special Educational Needs Co-ordinators (SENCOs), adult assistance; the role of special schools in providing support and advice to mainstream schools; and the role and expertise within Curriculum Advisory and Support Service (CASS);
- Inclusion of children and young people with SEN and/or disability in a mainstream setting including the impact of SENDO.

\* The email address to notify the SEN Review Team of views on SEN and inclusion policy development is [senandinclusionreview@deni.gov.uk](mailto:senandinclusionreview@deni.gov.uk)

# Flying high with Bombardier

As part of its educational outreach, Bombardier Aerospace, Belfast runs a "High Flyer" Summer School in July and August each year. Aimed at Key Stages Two and Three, the scheme has attracted a total of 21 schools this summer and pupils are participating over one, two or three week periods.

Covering a number of flight-related themes, Bombardier provides children with the opportunity to learn about the many aspects of flight, both inside and outside the classroom, as well as inspiring them to consider a future career in the aerospace industry.

The wide variety of workshops on offer involves participants in activities such as learning about the history of flight, using Bombardier's award-winning Flight Experience CD-ROM; designing a fantasy aircraft; model-making; exploring links between flight and nature in conjunction with the Ulster Wildlife Trust; interactive displays at the Ulster Folk & Transport Museum and W5; as well as Q&A sessions with a fully qualified pilot and a Bombardier engineer. All these projects are designed specifically to develop pupils' understanding of flight and to get them thinking about the roles which nature, science and technology play in aviation.

For many, the highlight of the High Flyer Summer School is the chance to



*Pupils from Elmgrove Primary School, Beersbridge Road, Belfast prepare to board a Bombardier Q400 with their Flybe pilot*

take a 40-minute flight from George Best Belfast City Airport on one of Flybe's Bombardier Q400 regional aircraft at the end of the scheme. Communicating with the children throughout, the captain guides them through the manoeuvres of flight as he literally demonstrates what they have been learning in workshops.

The company is always eager to build on the successes of each summer and to acknowledge the input of its partners in the scheme. Details of next



*Dorothy O'Neill, Belfast Model Flying Club, assists pupils from St. Aidan's Christian Brothers Primary School, Whiterock Road, Belfast in model plane making*



*Pupils from St. Aidan's Christian Brothers Primary School, Whiterock Road, Belfast playing parachute games with representatives from the Ulster Wildlife Trust*

year's programme are available from Tony Monaghan, Bombardier's Education Liaison Officer (email: [tony.monaghan@aero.bombardier.com](mailto:tony.monaghan@aero.bombardier.com)). "While all the activities are directly related to flight" says Tony, "children are also encouraged to advance their literacy, numeracy and computer skills in a fun-filled, engaging environment!"



St. Mary's University College  
Ladies GAA Team  
Photograph by Damien McAnespie

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## SCHOOL REPRESENTATIVES TRAINING COURSES 2007 - 2008

Training courses for INTO school representatives will take place during the year. The courses will be delivered by Brendan Harron, Senior Official and Mark McTaggart, INTO activist. The courses are run over two successive days.

Day 1 runs from 9.30am until 4.00pm. Lunch and an evening meal are provided. Day 2 runs from 9.30am until 3.30pm. You have the option of staying overnight. All costs involved will be funded by your INTO Branch.

### VENUE/DATES

La Mon Hotel BELFAST  
*Mon 22nd & Tues 23rd October 07*

City Hotel DERRY  
*Mon 14th & Tues 15th January 08*

City Hotel ARMAGH  
*Mon 14th & Tues 15th April 08*

If you would like to attend one of the courses please contact Northern Office.

Telephone: 02890 381455  
 Fax: 02890 662803  
 Email: [infoni@into.ie](mailto:infoni@into.ie)

## TRAINING COURSE FOR HEALTH AND SAFETY REPRESENTATIVES

### LA MON HOTEL AND COUNTRY CLUB, MONEYREAGH, BELFAST

Tony Carlin, Senior Official, will host a two-day training course for INTO Health and Safety representatives on Monday 4th and Tuesday 5th February 2008 in La Mon Hotel and Country Club, Belfast. The course will run from 9.30am – 3.00pm each day. The role of Health and Safety representative is becoming increasingly important. INTO policy is that every school should have an elected Health and Safety rep.

If you wish to attend the training course, contact Northern Office:

Telephone: 02890381455  
 Email: [infoni@into.ie](mailto:infoni@into.ie)

## SEMINARS FOR PRINCIPALS AND VICE-PRINCIPALS – DATES FOR YOUR DIARIES

Please note that the regular seminars for principals and vice-principals will continue during the year. The seminars provide a forum for principals and vice-principals to come together and share their thoughts on the latest issues that affect their working lives. The seminars run from 2.30pm until 4.00pm.

All INTO principals and vice-principals will receive individual notices of the seminars.

### Seminars 2007-2008

City Hotel DERRY  
*Wednesday 7th November 2007*

Canal Court Hotel NEWRY  
*Tuesday 13th November 2007*

La Mon Hotel BELFAST  
*Thursday 22nd November 2007*

Silverbirch Hotel OMAGH  
*Wednesday 28th November 2007*

For further information please contact Northern Office.

Telephone: 02890 381455  
 Fax: 02890 662803  
 Email: [infoni@into.ie](mailto:infoni@into.ie)



*Vere Foster Medal Winners 2007 - Stranmillis University College  
 L-R: Lauren Hunter, Prof Richard McMinn OBE, Linda Simpson and Helen Mawhinney*

## Vere Foster Medal Winners 2007

Vere Foster was the first President of INTO. He used his personal fortune and the profits from his famous copybooks to advance education in Ireland and fund famine relief work. Each year, to commemorate Vere Foster's great work in education, INTO presents a solid gold Vere Foster Medal to the student in each teacher-training institute who has achieved the highest standard of practical teaching in their final year.

# TEACHERS' PAY AND INFLATION

The pay settlement agreed by the NITC in November 2006 provides a 2.5% increase in teachers' salaries in Northern Ireland from 1 September 2007. This is based on the parity settlement for teachers in England and Wales.

With inflation running well in excess of 4%, this 2.5% award represents a significant pay cut. This will mean a salary loss for young teachers of £300 and a £50 loss for more experienced teachers in addition to losses in the past.

The Labour Government has rejected a call by the National Union of Teachers for an inflation-based review of teachers' pay, previously promised, in circumstances where the cost of living increased faster than teachers' purchasing power.

## Teachers' Pay - 1 September 2007

*Main Pay Scale Salary Point  
Annual Salary from 1 Sept. 2007*

M1	20,133
M2	21,726
M3	23,472
M4	25,278
M5	27,270
M6	29,427

*Upper Pay Scale Salary Point*

UPS1	31,878
UPS2	33,060
UPS3	34,281

*Teaching Allowances (Formerly  
Management Allowances) Annual  
Allowance from 1 Sept. 2007*

TA 1	1,722
TA 2	3,480
TA 3	5,976
TA 4	8,232
TA 5	11,109

SEN 1	1,866
SEN 2	3,687

Recruitment & Retention 1	1,116
Recruitment & Retention 2	2,193

## PAY SPINE FOR THE LEADERSHIP GROUP

LEADERSHIP GROUP SALARY POINT  
1 SEPT. 2007

1	34,938
2	35,814
3	36,708
4	37,623

5	38,559
6	39,525
7	40,590
8	41,526
9	42,564
10	43,656
11	44,790
12	45,822
13	46,968
14	48,138
15	49,338
16	50,649
17	51,813
18	53,115
19	54,432
20	55,782
21	57,162
22	58,581
23	60,033
24	61,521

25	63,051
26	64,611
27	66,210
28	67,854
29	69,534
30	71,265
31	73,026
32	74,841
33	76,701
34	78,597
35	80,550
36	82,545
37	84,597
38	86,691
39	88,803
40	91,020
41	93,294
42	95,631
43	98,022

## Ready Reckoner for Calculating Number of Weeks' Statutory Redundancy Payments

Age	Service (Years)																			
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
17*	1																			
18	1	1½																		
19	1	1½	2																	
20	1	1½	2	2½	-															
21	1	1½	2	2½	3	-														
22	1	1½	2	2½	3	3½	-													
23	1½	2	2½	3	3½	4	4½	-												
24	2	2½	3	3½	4	4½	5	5½	-											
25	2	3	3½	4	4½	5	5½	6	6½	-										
26	2	3	4	4½	5	5½	6	6½	7	7½	-									
27	2	3	4	5	5½	6	6½	7	7½	8	8½	-								
28	2	3	4	5	6	6½	7	7½	8	8½	9	9½	-							
29	2	3	4	5	6	7	7½	8	8½	9	9½	10	10½	-						
30	2	3	4	5	6	7	8	8½	9	9½	10	10½	11	11½	-					
31	2	3	4	5	6	7	8	9	9½	10	10½	11	11½	12	12½	-				
32	2	3	4	5	6	7	8	9	10	10½	11	11½	12	12½	13	13½	-			
33	2	3	4	5	6	7	8	9	10	11	11½	12	12½	13	13½	14	14½	-		
34	2	3	4	5	6	7	8	9	10	11	12	12½	13	13½	14	14½	15	15½	-	
35	2	3	4	5	6	7	8	9	10	11	12	13	13½	14	14½	15	15½	16	16½	17
36	2	3	4	5	6	7	8	9	10	11	12	13	14	14½	15	15½	16	16½	17	17½
37	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15½	16	16½	17	17½	18
38	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16½	17	17½	18	18½
39	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	17½	18	18½	19
40	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18½	19	19½
41	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	19½	20
42	2½	3½	4½	5½	6½	7½	8½	9½	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	21½
43	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
44	3	4½	5½	6½	7½	8½	9½	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½
45	3	4½	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
46	3	4½	6	7½	8½	9½	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½	23½
47	3	4½	6	7½	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
48	3	4½	6	7½	9	10½	11½	12½	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½	23½	24½
49	3	4½	6	7½	9	10½	12	13	14	15	16	17	18	19	20	21	22	23	24	25
50	3	4½	6	7½	9	10½	12	13½	14½	15½	16½	17½	18½	19½	20½	21½	22½	23½	24½	25½
51	3	4½	6	7½	9	10½	12	13½	15	16	17	18	19	20	21	22	23	24	25	26
52	3	4½	6	7½	9	10½	12	13½	15	16½	17½	18½	19½	20½	21½	22½	23½	24½	25½	26½
53	3	4½	6	7½	9	10½	12	13½	15	16½	18	19	20	21	22	23	24	25	26	27
54	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	20½	21½	22½	23½	24½	25½	26½	27½
55	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22	23	24	25	26	27	28
56	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	23½	24½	25½	26½	27½	28½
57	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25	26	27	28	29
58	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	26½	27½	28½	29½
59	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28	29	30
60	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28½	29½	30
61+	3	4½	6	7½	9	10½	12	13½	15	16½	18	19½	21	22½	24	25½	27	28½	29½	30