

Printout



**Irish
National
Teachers'
Organization**

*Cumann
Múinteoirí
Éireann*

February 2005

**EDUCATION FUNDING
NITC UPDATE
POLEGLASS FIVE SCHOOLS' INITIATIVE
HEALTH AND SAFETY ISSUES**

Editorial



Northern Conference will be held on 4 and 5th March in the City Hotel, Derry. It gives INTO the opportunity to reflect on a difficult year. For most of the year, the Organisation was

on industrial action. Relationships with some employing authority reps. who adopted teacher unfriendly postures were damaged.

INTO continues to work with all education partners in the best interests of teachers and pupils and many positive achievements were recorded. The Organisation has always sought to define itself by the quality of representation of members in difficulty and in this much success was recorded.

There were upsides. Membership has increased dramatically and continues to increase. School reps. are mostly responsible for this and their success is celebrated as it makes the Organisation better able to stand up for teachers and the profession.

INTO opposed the implementation of PRSDS. INTO opposed the cut in teachers' management allowances. INTO opposes the development of an 'Excellent Teachers' Scheme which will reward only 20% of teachers who are excellent and leave the rest of the excellent teachers with nothing. INTO will continue to seek proper salary increases for teachers and conditions of service improvements which are long overdue.

Join us in our campaign!

Frank Bunting

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NORTHERN CONFERENCE 2005 DERRY CITY HOTEL

Where and When?

After an extremely successful event last year the Derry City Hotel is again the venue for Northern Conference. Conference runs from 10.30am on Friday 4 March to 1.30pm on Saturday 5 March.

Democracy in Action

Delegates to Northern Conference and Congress are elected at their Branch Annual General Meeting, which is held in January each year. All Branches and Districts are entitled to submit motions to both Northern Conference and Congress to determine the Organisation's policy for the incoming year. If you have an opinion on an issue you can take it to your local Branch meeting and request that it be put forward as a motion. If a majority of delegates support your motion it becomes policy and INTO will work towards its implementation. In this way every individual member can determine INTO policy.

Debate and Discussion

Approximately 150 delegates attend Northern Conference to debate current issues in education, including Teachers' Salaries and Conditions of Service, Educational Funding, Professional Development and Bullying and Harassment.

The Social Side

As well as the serious debate of Conference, delegates also enjoy a dinner dance on Friday night with entertainment provided by the host Branch. The dinner dance is open to non-delegates and attracts around 250 members and friends. Any member who is not a delegate should contact their Branch Secretary or Northern Office by Friday 18 February to secure tickets for the dinner dance.

We look forward to seeing you there!

fresh film festival

Irish Schools Film Competition 2005

Are you aged between 7 & 11 or 12 & 18 years?

The Fresh Film Festival is looking for films made by you! You can make any type of film you want!

Horror/Sci-fi/Romance/Animation/Documentary
Cash Prizes for 1st, 2nd and 3rd and other categories.

Download your entry form from: www.freshfilmfestival.net or email us at: info@freshfilmfestival.net

The Fresh Film Festival
The Belltable Arts Centre
69 O'Connell Street, Limerick
web: www.freshfilmfestival.net
email: info@freshfilmfestival.net

Supported by:

Women's Rights

A new website has been established to advise women of their legal rights. The Rights of Women website www.rightsofwomen.org.uk contains information and advice on:

- Divorce and relationship breakdown
- Children and contact issues
- Domestic violence
- Sexual violence
- Discrimination

Rights of Women may be contacted at:

Rights of Women,
52-54 Featherstone Street,
London, EC1Y 8RT.
Advice line: 020 7251 6577.
Email: info@row.org.uk

Textphone: 020 7490 2562.

Child Driven Parenting – Experts Warn of Dangers

In an environment where teachers face increasing assaults and indiscipline in the classroom a report on Child Driven Parenting has raised serious concerns. The report by Dr Maggie Mamen, a Canadian Psychologist warns that “*child driven parenting can have a catastrophic effect on children*”.

The report warns that fewer parents are taking responsibility for discipline and decision-making. The children therefore expect to be kept happy, to be treated equally to adults and to be in charge. Dr Mamen indicated in her report that when such children run into situations in schools that challenge their expectations they have difficulty coping. These children can exhibit symptoms of depression, anxiety, hyperactivity or behaviour disorders. They also grow up lacking the skills to manage their own lives.

Anne Tingle, a family therapist attributes much of the pampered child syndrome to the disintegration of traditional family structure with parents competing for their children's affections. Dr Mamen concluded that: “In the face of all these messages, parents have to establish their own creed. Families need establish to develop their own values and to recognise that parents have a management position within the home.”

Freedom of Information Act

The Freedom of Information Act 2000 came into being in January 2005 with the publishing of two Codes of Practice.

The Freedom of Information Act is “challenged with the task of reversing the working premise that everything is secret, unless otherwise stated, to a position where everything is public unless it falls into specified excepted cases”. It gives a general right of access to all types of recorded information held by public authorities, sets out exemptions from that right and places a number of obligations on public authorities.

Subject to the exemptions, any person who makes a request to a public authority for that information must be informed whether the public authority holds that information. If it does, that information must be supplied, subject to certain conditions.

Every public authority is required to adopt and maintain a “Publication Scheme” setting out how it intends to publish the different classes of information it holds, and whether there is a charge for the information.

INTO will publish guidance for members in 2005 in relation to accessing information held about them by schools, employers, and employing authorities.

INTO RESPONDS TO PUBLIC CONSULTATIONS

INTO has agreed responses to:

- Single Equality Bill for Northern Ireland
- The review of Industrial Tribunals in Northern Ireland
- New Targeting Social Need (TSN) – An Anti-Poverty Strategy
- A review of the Suspensions and Expulsions Procedure for pupils

Check INTO website on www.into.ie for details.

EDUCATION FUNDING

The education budgetary position, following the period of consultation, has worsened with education losing a further £4 million. The LMS Common Formula has now been introduced creating more winners and losers. DE is working on schools' budgets and they will be known in the first week of February 2005. INTO has long made its opposition to LMS known. Treating children as age weighted pupil units and schools as markets, is not appropriate for the effective funding of education.

LMS perpetuates the illusion of delegated school governance. Where else in Northern Ireland are persons expected to act as employers on a voluntary basis? Yet school governors make important determinations on the basis of no or inadequate training. In Scotland an alternative system of Devolved School Management [DSM] guarantees minimum levels of professionalism exist for school management.

The Department of Education has no money to implement the recommendations of the Curran Enquiry Final Report Part 2. The Minister has made it clear that his bid, to relieve the worst aspects of teacher/teaching principal workload and bureaucracy and maintain parity with teachers' conditions of service in England and Wales, was unsuccessful.

This is a most unexpected outcome of the Government's own Enquiry into teachers' salaries and conditions of service. INTO and the other teachers' unions sought a meeting with Education Minister, Barry Gardiner MP to discuss the potentially grave implications of this outcome for teachers' welfare and workload.

INTO met recently with Helen McClenaghan, Chief Executive of the Southern Education and Library Board. She stressed the difficulties currently being faced by her Board and other bodies. The education budget projected increase of 7.2% is mostly capital projects inflated by C2K. It is therefore disingenuous for the Education Minister to be arguing that the education budget is awash with money. The dispersal of funds to Boards ensured they only got 2%. The Southern Education & Library Board after the Assessment of Relative Needs [ARN] got an additional 1.13% - a total of 3.13%.

However, how is that level of increase designed to cope with SEN annual budgetary increases of 15%, and a 9% by Translink for home-school transport? What provision has the DE made for job evaluation salary increases to caretaker and other school non-teaching

staffs? School Boards of Governors are considering redundancies and Boards are contracting services as well as implementing redundancies. This is a funding deficit situation, which the Education Minister should acknowledge and address.



Back row middle: Helen McClenaghan (Chief Executive SELB) with Northern Committee members Paddy McAllister, Mary Hughes (seated) and Tony Lappin

1 Year in Post



Barry Mulholland Chief Executive WELB

Barry Mulholland MBA has now been in post as Chief Executive, Western Education and Library Board for one year. He is a welcome addition to the Education Partners. Barry has over 25 years experience in the Education service since qualifying as a teacher in St. Joseph's Teacher Training College, Belfast in 1980.

As former Chief Administrative Officer of the Belfast Education and Library Board, Barry distinguished himself with his concern for the pupils, parents and teachers during the vicious Holy Cross Girls' School debacle. During 2004 his people friendly skills were in evidence on the Teachers' Negotiating Committee when he pulled the fat out of the fire for the management side after a belligerent impasse on the consultation regarding the introduction of Performance Review Staff Development Scheme (PRSDS).

TEACHER SUPPORT NETWORK NORTHERN IRELAND TSN(NI)

INTO and all the teachers' unions support the establishment in Northern Ireland of the Teacher Support Network (TSN). This teacher charity is established and supported by Department of Education grants in England, Scotland and Wales. Only in Northern Ireland do teachers miss out on its services.

What does it do?

It promotes existing support services. Employing authorities in Northern Ireland now have limited welfare services. Some of them are so low-key that teachers will be entirely unaware of them. Some are longer established like the CCMS. If you are unfortunate enough to be suspended on the advice of your employing authority, you will receive a letter, the final paragraph of which, will refer you to the employing authority's welfare service. Mostly the others are situated within human resource departments and they have other duties such as policing the disciplinary and attendance procedures. None of these welfare services can garner the trust and confidence of teachers. They provide a function in assisting the employing authority meet their duty of care to the health and welfare of teachers.

- It provides counselling through a 24-hour telephone helpline.
- It provides conflict resolution services.
- It promotes individual and organisational [school] well-being.

Teacher Support Network Advisory Group

A recent meeting reported on the latest developments. Teacher Support Network has put forward a business case to the Department of Education to help it establish services in Northern Ireland. Teachers' unions strongly support this proposal as do all the political parties here. TSN is also seeking to run a pilot Teacher Support Helpline with one of the employing authorities in Northern Ireland. Every teacher union member is being asked to donate a small amount each month by direct debit to facilitate the development of this much needed provision. A sample survey of 450 teachers is being undertaken.* The initial feedback is not surprising:

*'Teachers have no power...'
The job '...is too boring and lonely...'
Teachers are '...too open to allegations of abuse...'
'There is too much indiscipline and no effective sanctions...'*

Teachers need a Teacher Support Network service in Northern Ireland. It is over 10 years since the INTO sought an independent teacher welfare service. Does the Department of Education care enough to help provide it?

INTO has written to Education Minister Barry Gardiner calling for resources to be made available to TSN to persuade counselling services for teachers.

*Reference: Paddy Hanna, Director, Teacher Support Northern Ireland. For more information on the Teacher Support Network: call 028 9127 5929.
Teachers' Health and Well Being Survey 2001.



Paddy Hanna, Director TSNNI, Brid O'Neill, CCMS Welfare Officer and Stanley Smith, Chair, Teacher Support Network Advisory Group

HIGH COURT CASE

A major High Court case is being taken by INTO on behalf of two members who are alleging serious bullying and harassment by their principal. The actions of this principal and the Board of Governors are being defended by the CCMS.

Salaries and Conditions of Service: NITC Update



*Donal Flanagan – Chief Executive
Proponent of PRSDS Bureaucracy*

The Northern Ireland Teachers' Council [NITC] is the body by which the teachers' unions seek to improve teachers' salaries and conditions of service. As in all democratic organisations, teachers hear some sound and fury but, in reality, the unions work effectively and collaboratively with each other. INTO representatives are Charlie Glenn, Brendan Harron, Mary Cahillane, Barney Magill and Frank Bunting.

Most of the past year was spent negotiating on PRSDS and UPS2. PRSDS will now come into effect in September 2005. RTU is currently organising conferences for principals and governors at some expense. Teachers' unions agreed PRSDS. INTO opposed due largely to the antagonistic attitude of one employing authority representative and his insistence on unnecessary levels of teacher and principal workload and bureaucracy in the scheme.

A major disappointment has been the failure of the Education Minister and his Department to secure any resources to implement any of the recommendations of the Government's enquiry into teachers' conditions of service. This has resulted in a crisis in the negotiating process. Teachers, teaching principals and principals are under the most intolerable workload and bureaucratic

pressures. These have been exacerbated by PRSDS and myriad initiatives. Parity with teachers in England and Wales is being breached wholesale. In addition, teachers are having their management allowances cut in value and school staffing structures are being thrown into chaos.

In these circumstances patience and restraint is called for. However there is no doubt that teachers are angry. Many believe they have been sold out, and that the words of praise showered on the teaching profession by the Education Minister and senior Department of Education officials are often nothing more than hot air, rarely followed with positive actions that would ameliorate their unhappy lot.

Recently NITC met with the Department of Education. This is the continuation of a joint dialogue. DE is into opening up lines of communication. NITC would like concrete outcomes to this dialogue.

Issues discussed were:

- The intrusive Health Declaration Form new teachers have to complete;
- The education funding crisis;
- School funding through LMS and the recently introduced Common Funding formula;
- Post-Primary Review, and
- Funding for the Teacher Support Network Northern Ireland.

Was progress made? Time will tell. Both sides agreed to explore the Delegated Schools' Management school funding system in Scotland, which is its alternative to LMS. Generally the Scots do it better in education than us hanging onto the coat-tails of the schools' system in England and Wales. Concrete assurances were received on Post-Primary Review. There will be no slippage in the timetable and no parachuting into Northern Ireland of English schemes such as City Technology Colleges and the like.

Teacher Support Network funding has been referred to the Minister.

Where NITC is working?

DE Pupil Anti-Bullying Forum:
Rosemary Barton UTU and Charlie Glenn INTO

Post Primary Review Strategy Group:
Avril Hall-Callaghan UTU

Health and Well-being Group:
Elza Margrain NASUWT and Avril Hall-Callaghan UTU

DE working group on teacher suspensions:
Frank Bunting INTO

ET Strategy group:
Tony Lappin INTO

Health and Safety Education Group:
Roy Weir UTU

Teacher Support Network Trustee:
Mary Cahillane INTO

GTC Teacher Competencies Group:
Jim McDaid NASUWT [resigned]

GTC Professional Development Group:
John Pollock ATL

Planning improvement in classroom:
Eddie Keenan INTO

Primary E-learning:
Phillip Sheeran NASUWT

DE Bureaucratic Burden group:
John Crossan NASUWT, Alistair Orr UTU, Kieran Headley NAHT, Charlie Glenn INTO

ICT:
Ivan Arbuthnot NAHT

DE Statistics:
David Oldfield ATL and Rosemary Barton UTU.

In addition, all NITC unions are represented on all salaries and conditions of service matters in the Joint Working Party and Teachers' Negotiating Committee.

Reference

Check INTO website for recent bulletins on teachers' salaries and conditions of service.
www.into.ie

YOUR PAY

The Pay Cuts Agreed by the Management Side and Other Teachers' Unions

The Northern Ireland Teachers' Council [NITC] consisting of the ATL, INTO, NAHT, NASUWT and UTU has agreed management side proposals which slash the maximum value of the Upper Pay Scale and freeze the value of management allowances. These changes substantially reduced the 2004 pay increase for many teachers to well below the insulting 2.5% headline increase. They have also cut every teacher's legitimate pay expectations in the longer term.

ATL, NASUWT and NAHT and the management side are supporting the pay cuts on the basis of 'parity.' Parity does not pertain however to conditions of service. In Britain, the Government secured the support of the ATL, NAHT and NASUWT for the truncation of the Upper Pay Scale to three points and the freeze on management allowances. The Government, with these unions, is also reviewing the current system of management allowances and considering transferring the determination of their value to schools.

INTO opposes pay cuts and PRSDS

The other teachers' unions have agreed to these cuts in teachers' 2004 pay increases and corresponding cuts to their future pay progression.

INTO consistently opposed these changes. INTO will not join the other teachers' unions in supporting pay cuts for teachers. INTO will continue the fight for higher, not lower, levels of teachers' pay.

INTO also opposed the new Performance Management scheme (PRSDS), not just because of the link with pay, *which is unjustified*, and the major increase on principal and teacher workload and bureaucracy, *which is considerable*, but because of the hostile, anti-teacher approach and attitude displayed by some employing authority representatives.

Upper Pay Scale

The Government, with the willing support of some teachers' unions in Britain, abolished the two highest points of the Upper Pay Scale from September 2004. This was replicated in Northern Ireland at a meeting of the Teachers Negotiating Committee in November 2004 - with the same unions supporting.

The previous agreement promised every teacher the opportunity to progress to the maximum point 5 of the Upper Pay Scale. The abolition of the 2 highest points reduces the pay to which teachers can aspire by no less than £2,376.

Instead, the Government and its 'partners' are planning the imposition of an 'Excellent Teachers' Scheme. Access to this scheme will be limited to the 'top 20 per cent' of teachers. Other teachers, no matter how 'excellent,' will not receive a penny more.

Management Allowances

From April 2004, Northern Ireland teachers' management allowances have been frozen at 2003/4 levels. It is extraordinary that the other teachers' unions in Northern Ireland supported this salary cut. This freeze in management allowances means that over 12,000 teachers here received a pay increase of less than 2.5%.

From November 2004 schools are prevented from awarding any new management allowances for a period of longer than one year. This has major implications for teachers' pay - implications which INTO alone opposed.

A 'review' of management allowances is now under way in Britain. The number of management allowances in schools will be cut drastically. The view of management side and some teachers' unions is that these cuts must pertain in Northern Ireland under the guise of 'parity'.

Affordability

'Affordability' has now been introduced as a concept in teachers' and principals' pay. No matter what is agreed in the Teachers' Negotiating Committee, management side argues that governors need not implement them on 'affordability' or school budgetary grounds. INTO opposes this concept. Any principal or teacher who does not get his/her full pay rise should immediately contact Northern Office.

This notion of affordability surfaced in the Workload Agreement in Britain when the Government together with ATL, NASUWT and NAHT stated 'they share an understanding of the affordability framework within which we need to



Brendan Harron –
INTO Salary Negotiator



Mary Cahillane –
INTO Salary Negotiator

work.' In addition, the NASUWT 'collegiality' policy has always opposed the system of additional payments for additional responsibilities.

INTO views the system of additional payment for additional responsibility as both a career ladder and opportunity for higher pay for the Northern Ireland teacher. INTO wants to strengthen the present system.

Multi Year Pay Deal

The implementation of pay parity with teachers in England and Wales means that the TNC in Northern Ireland adopted the STRB multi-year settlement. This effectively freezes teachers' pay until September 2006 and paves the way for terminating management allowances and introducing a so-called "Excellent Teachers' Scheme", restricted only to 20% of teachers on UPS3. INTO opposed this development which was accepted by a majority inside the NITC.

Teachers' Pay in Scotland

Teachers in Scotland, like ourselves, continue to enjoy negotiating rights. They do not automatically accept the lower STRB pay impositions of England and Wales, which NASUWT and NAHT believe should pertain in Northern Ireland.

This year's pay deal gives Scottish teachers a higher main scale and a higher upper scale. With the status of Chartered Teacher, there is no link between pay progression and performance management and no link between pay progression and pupil results.

Compare and Contrast

	Scotland	Northern Ireland, England and Wales
Main Scale		
Starting	£18,522	£18,558
Maximum	£29,541	£27,123
Upper Pay Scale		
Point 1	£30,459	£29,385
Point 2	£32,202	£31,602 (max)
Point 6	£32,619 (max)	

Further Information on UPS Progression, Management Allowances and Pay is available in the Pay and Conditions section of the INTO website at www.into.ie

NASUWT and NAHT in Britain have gone so far as to write with the DfES and employer bodies to Local Education Authorities [employers of teachers] and schools on cuts to teachers' pay and the 'Excellent Teachers' Scheme'. The extent of their deception of teachers can be found at www.teachernet.gov.uk/management/pay.

General Teaching Council Northern Ireland

The General Teaching Council (GTC) was established at a difficult period in Northern Ireland. During the past year, there has been protracted periods of teacher industrial action to secure parity pay settlements, negotiations on PRSDS which were extremely unpleasant; cutbacks in education expenditure and a Ministerial announcement that his Department had failed to secure any funding to address the workload and bureaucracy of teachers and teaching principals. Management Side has failed to negotiate on most major conditions of service matters. Teacher morale has taken a battering. Yet the Department remains optimistic about a major change agenda affecting all teachers.



Barney Ball, Registration and Policy Manager and Eddie McArdle, Registrar General Teaching Council

A difficult task, one might think, for GTC registrar, Eddie McArdle, former Deputy Chief Executive CCMS. INTO was always clear what the GTC needed to do for it to have the confidence of Northern Ireland teachers. It needed:

- (i) To establish independence from the Education Minister, Department of Education and employing authorities;
- (ii) To build teacher confidence in the vital concept of self regulation by the GTC and therefore teachers needed to be convinced of the relevance of the Council; and
- (iii) It needed to become the authoritative voice of the teaching profession.

Recently the GTC has launched a Code of Values and Professional Practice for the profession which was well received. Every teacher received a copy of the GTC magazine "Termtalk". Most importantly, the Council has tabled "Education in a Time of Flux – A call for a Charter for Education".

The proposed Charter envisages a new concordat between the profession and the broader education service. This is a prerequisite if Northern Ireland is to achieve a world class education service which maximises the educative experience and learning opportunities for Northern Ireland's young people.

INTO welcomes and endorses the call for a Charter for Education. Teachers need to know they are not alone in their classrooms. The 90s decade of mad change and initiative must never recur. In seeking a Charter, GTC is speaking on behalf of teachers and INTO signs up in support.

Reference: www.gtcni.org.uk

POLEGLASS FIVE SCHOOLS' INITIATIVE



The Poleglass Five Schools' Initiative: Seated right: Mr. A. Jennings Newtownbreda PS, Mrs N Cahill Good Shepherd PS, Mr. W. Toal, Belvoir PS and Leo Rice, St. Kieran's PS. Standing left: Mrs M. Harris Youth Justice Agency, Mrs A. Sweeney Newtownbreda NS, Mrs K Cullen St. Kieran's NS, Mrs K. Burns St. Therese NS, Mrs M. Culbert Good Shepherd NS

The Poleglass Five Schools' Initiative was established in 2004. The five schools involved in the project are St. Kieran's Primary/Nursery Schools. The Good Shepherd Primary/Nursery Schools and St. Therese Nursery School. Its aim is to develop a coherent, integrated 5-school approach to education, health and community care in the Poleglass area, which would develop within the 5 schools a system of wrap around care, which would be integral to the Poleglass community. The rationale for such this initiative came from the major difficulties identified by schools in the area. These included: low self-esteem and education expectation levels; poor attendance at school; major speech and language difficulties; behavioural difficulties and parenting difficulties and poor life skills. By developing a structured approach it is hoped to raise the expectation levels of adults and children in education, health and community and capacity build for the future. The objectives set out by the five schools hope to:

- Identify and prevent difficulties in the early years;
- Decrease the speech and language difficulties in the area;

- Promote behavioural management strategies/programmes which would result in less destructive behaviour;
- Raise the expectation levels of pupils and parents to give a more positive view of schooling;
- Enhance parenting skills.

By co-ordinating and integrating all the services it is envisaged that educational psychology, health visiting, speech and language therapy, counselling, dentistry, peripatetic provision and any other necessary services would be on site and resources shared between the 5 schools. Designated rooms would be set up which would be properly resourced with two multi-disciplinary sites-one based in each Primary School.

Already the Project has had some successes. A designated Speech and Language Therapist is now available to the 5 schools. All staff have been trained in speech and language programmes and extra temporary Special Needs' teachers have been employed in each school to support the programmes which are being developed.

A counselling service provided by the NSPCC has also been established with pupils being counselled on site by a

trained professional. Funding for Nurture Groups in both Primary Schools is being sought as is funding for Parent Centres in both Primary Schools. Both Primary Schools had vibrant Parent Centres but funding for these was withdrawn. There are various Parenting Education Programmes based in all of the schools. Some of these are run on a voluntary basis and some are funded by EU peace monies. Other initiatives in the various schools are breakfast clubs, ADHD programmes for parents, After Schools Clubs, Nature Gardens, Moderate Learning Units, Reading Recovery Programmes and various playground initiatives.

The idea of having all the various organisations that deal with children on site in schools is a very attractive one. It recognises that schools while obviously being centres of education and learning do not and cannot operate in isolation without the help of other professions. As a Primary 1 teacher in St. Kieran's Primary School I can already see the difference that it can make to a pupil with speech and language difficulties (who in the past would have been referred to a speech therapist and attended that therapist after school) to attend that therapy during the school day and that the therapist's work and the teacher's work is planned together based on the needs of that particular pupil.

This particular project is only one of its kind in Northern Ireland. It is based on other pilot projects, which are running in Pen Green in London, Dublin and Belgium. Like all other projects its success will largely be based on ensuring that funding is secured to see it through to conclusion. This holistic approach to education is a sound vision for the future, which should benefit pupils, teachers and parents and act as a blue print for other areas to adopt and plan based on their particular needs.

Mary Cahillane
CEL Rep District 1

HEALTH AND SAFETY ISSUES

New Stress Standards

The Health and Safety Executive has published the new Management Standards relating to the management of stress in the workplace.

These new Management Standards cover six key areas:

- **Support** - Including the encouragement, sponsorship and resources provided by the organisation, line management and colleagues;
- **Control** - How much say the person has in the way they do their work;
- **Demands** - Including issues like workload, work patterns, and the work environment;
- **Relationships** - Including promoting positive working to avoid conflict and dealing with unacceptable behaviour;
- **Role** - Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles .
- **Change** - How organisation change (large or small) is managed and communicated in the organisation.



Tony Carlin,
Trade Union Official

Under each of these six key areas there are a number of standards and states to be achieved. Companies will now be obliged to control and manage the risks to stress within the workplace. Those companies without "suitable and sufficient" risk assessments for work related stress risk legal action.

Speak up for your voice!!

Teachers an At Risk Group

Voice care is an issue of increasing concern to teachers and trainee teachers. The nature of the job, coupled with a frequent lack of voice training, means that teachers are at greater risk than most other groups of employees of experiencing vocal problems at some point in their careers.

Causes of Voice Problems

Voice is a key resource for teachers. Common contributory factors to the development of voice problems include ineffective projection and breathing techniques, exacerbated by speaking for long periods when tired or stressed and vocal strain from supervising large groups, sometimes in teaching areas with poor acoustics and/or against loud background noise.

Recognising the Signs

Most teachers accept that they will from time to time experience hoarseness or discomfort from upper respiratory infections such as colds and flu. Prolonged and recurring hoarseness in the absence of a cold or throat infection and a persistent change in pitch or quality of voice should, however, be investigated. Where teachers and trainee teachers experience such problems, it is sensible for them to see their GP and ask about specialist help, where

appropriate, from a speech and language therapist and/or ENT consultant.

Teachers should be alert to the signs of vocal difficulties. These may occur at any time and may be due to overuse of the voice, or to infection or illness. INTO recommends that teachers who experience any of the following symptoms should consult their GP:

- Regular and/or unexplained voice loss.
- A change in voice quality (e.g. hoarseness or croakiness) for more than 10 days.
- A weak and tired sounding voice.
- A voice and/or throat that feels consistently painful or as if there is a lump in the throat.
- Frequent throat clearing.
- Loss of vocal power or ability to project.

Doctors will usually consider any underlying infection, illness or allergic response and prescribe treatment accordingly.

For detailed advice in voice care and associated problems INTO members may wish to consult **Voice Care Network UK**: contactable on 01926-864000 or at VCN UK, 29 Southbank Road, Kenilworth CV8 1LA and www.voicecare.org.uk.

Legal Standard on Employers' Duty of Care

A landmark decision in the House of Lords has ruled that employers must take the initiative to protect employees once they know that an individual is vulnerable to stress related illness. The judgement overturns an earlier decision of the Court of Appeal, which had been understood as placing the onus for ensuring the employer is kept fully informed on the employee.

The teacher, Mr Alan Barber, was awarded £72,547 plus interest and costs against his employers Somerset County Council.

In his judgement, backed by three Law Lords, Lord Walker of Gestingthorpe, said:

At the very least the senior management team should have taken the initiative in making sympathetic inquiries about Mr Barber when he returned to work, and making some reduction in his workload to ease his return. Even a small reduction in his duties coupled with the feeling that the senior management team was on his side, might by itself have made a real difference. In any event Mr Barber's condition should have been monitored, and if it did not improve, some drastic action would have had to be taken.

"Supply teachers cost money, but not as much as the cost of the permanent loss through psychiatric illness of a valued member of the school staff."

The House of Lords has now ruled that "the overall test is still the conduct of the reasonable and prudent employer, taking positive thought for the safety of his workers in the light of what he knows or ought to know", as laid down in a 1968 case.

This decision opens up the opportunity for more teachers to be supported by their Union. There will be many teachers who benefit from this decision.

Reference: Bullying and Harassment guidelines and procedure Teachers' Negotiating Committee [TNC] Northern Ireland 2005.

Progress on finalising these guidelines is now well advanced and a launch of the Northern Ireland Guidelines is expected shortly.

PLAN CAREFULLY, GO SAFELY

Any experienced teacher contemplating a school trip knows that it will involve careful planning and attention to detail. Recent tragic events have highlighted the danger of failures in organisation and the importance of maintaining the highest standards of safety and supervision. But with proper advice and support, there is no reason for any teacher who wishes to organise or join a school trip to feel unable to do so.

School journeys play a valuable role in the education of pupils. INTO has now issued updated guidance to members participating in a school trip. There are also guidelines issued by Boards of Governors and Education and Library Boards (ELBs). Principals will play a pivotal role in ensuring that mechanisms exist within the school for trips to be planned effectively and safely.

The starting point for the trip organiser will be school policy. This should identify the roles and responsibilities of all those involved. A good policy will highlight the steps to take before any trip is embarked on and who in the school will be responsible for each step.

The policy should include procedure for risk assessment, checks on adult helpers, assessing the needs of disabled pupils and obtaining insurance cover.

Regardless of how well drafted a school or ELB policy is, it will be effective only if teachers are able to act on it. All teachers asked to participate in a trip must ensure that they have had sufficient support and advice on their role and on the way the relevant guidance will be followed for their trip.

The INTO's longstanding advice is that involvement in school trips is entirely voluntary unless the visit is part of the curriculum for a particular subject. Teachers who decline to be involved in voluntary trips will be supported by the INTO.

Where members have responsibility for curriculum based visits, they must be able to demand the highest safety standards, and to have the workload involved acknowledged.

INTO advice on school trips can be found on the INTO website: www.into.ie

Schools' Checklist

- Are all teachers aware of the relevant guidance on school trips?
- Do teachers know who to turn to for support in planning a trip?
- Is there a calendar of proposed trips to inform parents?
- Are there procedures for ensuring that all aspects of school and ELB policy are adhered to?
- Are teachers provided with training?

Group Leader's Checklist

- Has the trip been planned in accordance with relevant guidance?
- Are there enough staff to accompany the pupils?
- Are the staff sufficiently experienced?
- Are there procedures for monitoring pupil behaviour during the trip?
- Has a risk assessment been carried out?
- If the trip is not local, has the risk assessment been validated by someone with a knowledge of the area?
- Are there procedures to ensure safety rules are followed on the trip?

EDUCATION PAGE

Pre-School Review

Following the publication of the Department of Education Pre-school Review Consultation document in June 2004 INTO held a meeting of members in the Nursery sector. The attendance was the largest for a meeting of nursery members and illustrated the concerns members have regarding the future of pre-school education in Northern Ireland.



*Nuala O'Donnell,
Senior Official*

The INTO draft response was tabled for discussion by members and endorsed. A concern raised was that pre-school education would no longer be the responsibility of the DE but be transferred to the DHSS. INTO wrote this onto Gerry McGinn, Permanent Secretary for the DE and he responded stating: **“the Department has not given any consideration to doing so and therefore has no such plans”.**

INTO is aware that many members encouraged the parents of pupils at their schools to respond to the consultation document. This enlarged number of responses is very welcome addition to the voices of teachers and will hopefully demonstrate to the Minister the true value of nursery education. No feedback has been received in relation to the consultation to date.

Post-Primary Review Update

A Strategy Advisory Group for Post-Primary Review has been set up by DE. Avril Hall-Callaghan, UTU is the Northern Ireland Teachers' Council representative on the Group. Issues discussed to date include Specialist Schools, Area and Local Planning Groups and Admissions Arrangements. INTO, along with the other NITC unions, regularly present our views at meetings of the NITC Costello Group to enable Avril Hall-Callaghan to inform the Strategy Advisory Group meetings.

The Department of Education has published a consultation document on new arrangements and criteria for admissions to schools. The consultation is seeking views on admissions criteria and the use of pupil profiles. It is proposed that the pupil profile is used by parents to inform discussions with their child's primary school and potential post-primary schools. The Education Minister, Barry Gardiner MP, has made it clear that the pupil profile will not be used as a means of selection.

INTO is concerned that the £20 million allocated in the budget for the phased introduction of the Costello recommendations is inadequate. This imposes further impositions on teachers to deliver education initiatives without the proper resources.

Curriculum and Assessment Review

The Education Minister, Barry Gardiner MP, has outlined a new 'Real-World Skills' Curriculum. The Minister has accepted the CCEA proposals for the Curriculum & Assessment Review. Two issues remain to be decided. The Minister will await further evaluation from CCEA on the new Foundation Stage and the enriched curriculum. He has asked that CCEA to undertake further pilot work on assessment arrangements and the Pupil Profile as recommended by the Post Primary Review.

INTO SEMINARS/COURSES FOR School representatives and members - 2005			
MONTH	TYPE	DATES/TIMES	VENUE
February 2005	Health & Safety Representative Training (2-day course)	7th & 8th February 2005 9.00am – 3.30pm	Greenvale Hotel, COOKSTOWN
March 2005	Teachers and the Law	10 March 2005 9.00am – 3.30pm	INTO Northern Office, BELFAST
March 2005	Stress Management	21st March 2005 9.00am – 3.30pm	INTO Northern Office, BELFAST
April 2005	School Representative Training (2-day course)	18th & 26th April 2005 9.00am – 3.30pm	Silverbirch Hotel, OMAGH

FOCUS: Former Northern Secretary, Jack Beattie

An INTO delegation led by Senator Joe O'Toole, former General Secretary, had a meeting with Dr Ian Paisley, DUP leader. He surprised the delegation by telling Frank Bunting that Jack Beattie had been one of his role models. "I cut my political teeth watching Jack Beattie at the [Stormont] despatch box....".

Jack Beattie was appointed Northern Secretary in 1934 by the INTO CEC. Born in East Belfast in 1889, Beattie at the age of 13 went to work in the shipyard as an apprentice blacksmith. Whilst still a 3rd year apprentice he was appointed secretary of the Associated Blacksmiths' Society, a union with a record of producing radical Belfast trade unionists, such as Harry Lyndsey, also a shipyard worker.

From 1914 to 1917 Beattie fought with the 8th King's Royal Irish Hussars in the Great War. 1919 was a big year for him. He was appointed Irish Organiser of the Blacksmiths' Society, joined the Independent Labour Party and was elected to the Belfast Board of Guardians. His election to parliament in 1925 when he topped the poll in East Belfast represented the start of probably the most successful political career of a Northern Ireland labour politician pace Paddy Devlin.

- **Born in East Belfast in 1889.**
- **1919: Appointed Irish Organiser of the Blacksmiths' Society, joined the Independent Labour Party and elected to the Belfast Board of Guardians.**
- **Elected to parliament in 1925.**
- **1934: Appointed Northern Secretary by the INTO CEC.**
- **Westminster MP for West Belfast from 1943 to 1950.**
- **Stormont Minister for Education from 1950 to 1957.**

A life long anti-partitionist, Beattie was expelled twice from the Northern Ireland Labour Party in 1934 and 1944, having been readmitted in 1942. He was the local MP for Pottinger in the late 20s and 30s and Westminster MP for West Belfast from 1943 to 1950. This was a remarkably successful period of electoral office, considering the prevailing bigotry and sectarianism of the times. An Irish News 1928 editorial, railing against labour politicians, gives a flavour of the period "...Socialism and extreme

Protestantism are inseparable and a conspiracy against ... our...religion" [sic].

Beattie had a long-term feud with Harry Midgeley who was a NILP leader until he formed the Commonwealth Labour Party in the 1940s on his way into the Unionist Party. In making this transformation he became a pariah within trade union and labour circles. Beattie taunted him frequently in Stormont on his elasticity with jibes such as 'Judas' and '30 pieces of silver.' On one occasion Midgeley lost it and physically attacked Beattie during a Stormont sitting. Midgeley, never the less when in the NILP, was a fiery speaker and a writer of numerous political tracts. Gerry Fitt as a child remembers him campaigning in Dock Ward and he entered politics on the strength of his admiration for Midgeley's oratory.

As a unionist, Midgeley became Stormont Minister for Education from 1950 to 1957. As such he was responsible for the defeat of proposals by the then Director of the Belfast Education Authority, Dr J Stuart-Hawnt to introduce a comprehensive experiment, by integrating grammar and intermediate types of education in a limited number of Belfast schools. A half a century later this issue remains unresolved.

Allegedly a poor speaker, Beattie was regarded as being extremely efficient and a tireless worker on behalf of what he always called "the plain people". An example of his deep concern took place in October 1932 when the Northern Ireland Parliament at its last meeting in the Assembly Buildings before moving to its new home at Stormont, was considering an adjournment. Beattie was outraged at any adjournment during a period of chronic poverty and unemployment. As a protest he lifted the parliamentary mace and flung it across the floor.

Beattie was a senior member of the Westburn Presbyterian Church on the Newtownards Road, Belfast. His anti-partitionist, political views and general consorting with Catholics was too much for the congregation to swallow and around 1934 he suffered expulsion from his Church.

Sources:

John Harbinson A History of the NI Labour Party
Graham Walker The Politics of Frustration. Harry Midgeley and the failure of labour in NI

Colin Lowry Retired EETPU trade union official oral testimony

Readers with information, letters, documentation and photographs of Jack Beattie should contact Frank Bunting at Northern Office 028 9038 1455.