

# Printout



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Múinteoirí  
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# Editorial



The death of Gerry Quigley after a long illness represents the end of an era. Many of the issues Gerry championed as Northern Secretary INTO (1954-1978) are currently very

much in focus. The establishment of a General Teaching Council was sought by INTO in the 1950s. The ending of the Selective Transfer System at 11 has now been addressed by the Post Primary Review Costello Group and will be discussed at Northern Conference. Gerry was also a member of the Chilver Committee that in 1981 recommended the establishment of a third level teacher university college representative of all traditions in Northern Ireland.

On salaries, Gerry established equal pay for women teachers and Burnham equivalents – the forerunner of teachers in Northern Ireland being paid the same as teachers in England and Wales. It is exactly for this reason that INTO members are now taking industrial action. INTO is opposed to the devaluation of the excellent, hard work being undertaken by teachers, principals and vice principals in Northern Ireland. INTO is opposed to Regional Pay and INTO urges all members to stand up for fair pay and decent conditions of service for all teachers.

Frank Bunting  
Northern Secretary

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# OBITUARY



*Edmond Gerard Quigley,  
Trade Union Leader Irish  
National Teachers'  
Organisation and Irish  
Congress of Trade Unions  
1928-2003*

The death has taken place of Gerry Quigley, one of the foremost Irish trade union leaders of the post second world war period. Born in the family home in Virginia Street, off Donegal Pass, Belfast, Gerry trained as a primary teacher and taught in Slate Street Primary School, Belfast, before being appointed Northern Secretary of the INTO in 1954 at the age of 26. His predecessor was Jack Beattie MP and it fell to Gerry to rebuild the union organisation in Northern Ireland.

As a student in St Joseph's Training College, Gerry met his future wife Kathleen who was also a student teacher. Last year they celebrated their 50th wedding anniversary.

Gerry was Northern Secretary from 1954 to 1978. He led INTO to some remarkable achievements. These included:

- Securing equal pay for women teachers in 1955 that was implemented in seven stages and effective from 1st April 1961;
- Ending the marriage bar in Northern Ireland Catholic Maintained Schools in 1959. Prior to this, women teachers were required by the Northern Bishops to complete an agreement that, on appointment, they would give or accept three months' notice if they got married.
- Securing for Northern Ireland teachers, following a campaign in the 1960s 'Burnham Equivalence' whereby teachers' salaries were related to the salaries of teachers in England and Wales;
- Contributing to Local Government Reorganisation in the McCrory Report of 1973 with INTO recommending the establishment of a single education authority, an independent housing body and a rational system for the appointment and promotion of teachers;
- Following representations to the Seebohm Committee, securing the withdrawal of the requirement on teachers to take an Oath of Allegiance and other potentially discriminatory practices.

In 1978 Gerry was elected General Secretary of the Irish National Teachers' organisation. He restructured and modernised the union. Although a time of economic recession Gerry successfully led a number of campaigns for salary increases for teachers 1978/80; opposing the Government's attempts to increase the age of pupil admission to primary school from the age of 4 to 6 in 1981; a major arbitration award for teachers in 1988 and opposing attempts to increase class sizes in schools.

Gerry was highly regarded in the wider trade union movement. He was Chairperson of the Northern Ireland Committee and later President of the Irish Congress of Trade Unions. He led delegations of Belfast shipyard workers to Downing Street, worked on the drafting of the Fair Employment and Equal Opportunities laws introduced in Northern Ireland in 1976 and later as ICTU President, successfully concluded one of the major Partnership Pay Deals with the Government of the Republic which signposted the emergence of the modern Irish economy. Gerry also found the time and energy to work with teachers' unions in Britain, Europe and on the world stage in the World Teachers' Council [WTOCP].

He was a brilliant trade union strategist and negotiator and will long be remembered for his outstanding achievements. He is survived by his wife Kathleen, sons, Ciaran, Declan, Conor and Garrett and daughter Paula.

Rest in Peace.

# SECONDARY UPDATE



*Brendan Harron, Standing Conference for Secondary Education Representative*

increased levels of pupil motivation and attendance. However, some secondary schools are reporting difficulties in finding suitable work placements for pupils.

## Northern Ireland Business Education Partnership (NIBEP)

NIBEP is the schools/industry body designed to promote and improve school/business education links. Funded by the Departments of Education and Education and Learning, reports are circulating that all is not well internally and strategic focus has been lost. INTO urges both Departments to ensure that NIBEP remains a valuable resource for schools.

## Child Protection

The Department of Education is reviewing Circular 1999/10 'Pastoral Care in Schools: Child Protection', allegedly to make it more 'school friendly'. The 99/10 Circular was drafted by a sub committee in the wake of the Bangor Grammar School debacle and it included two NITC representatives. As a sign of the progress between the Department and the NITC, the teachers' unions have been informed that they will have no representation but will get a chance to comment when the revised Circular is in 'its final form'. Simply and totally unacceptable.

## Teachers Suspensions

The crass and heavy-handed suspensions of principals and teachers by employing authorities continues. These teachers face allegations relating to child abuse and are mostly unsubstantiated and unproven. Yet a teacher can face suspension with pay for periods exceeding 20 months. Their professional standing suffers and they and their families are subject to serious stress, heartache and suffering. The employing authorities blame the PSNI and the Director of Public

Prosecutions. Yet whatever the competence of these two entities, why don't the employing authorities have the courage to treat teachers facing such child protection allegations with more TLC. The Education Minister has been asked to respond. At stake is future active teacher cooperation with the DE circular.

## Administration of Medicines

After 12 years the Department of Education claims to have completed draft guidance for teachers on the administration of medicines to pupils. True to form the DE intends to consult with the teachers' unions when the guidance is 'in final form'.

## School Minibuses

It has been confirmed that teachers need a special licence to drive a school minibus in the Republic of Ireland. It has taken our enterprising, private sector insurance companies 80 years to come to the conclusion that travel to the Republic of Ireland be regarded as 'foreign travel'! Needless to say premiums are being raised. Schools should check that minibus drivers are adequately insured and hold the appropriate licence.

## Community Transport Association Scheme

The Community Transport Association Scheme is funded by the Department of Regional Development (DRD). Under the scheme, the school owns the minibus, can use it whenever needed, but other local community groups can use it also. DRD pays the tax and insurance on the vehicle. Contact your ELB Transport Officer for further information on this scheme.

## Class Size in Practical Subjects

Following discussions, the Department of Education (DE) is to issue a revised new Circular on the issue of class sizes in Practical Subjects. Check the DE or INTO websites for details.

## Key Stage 4 Flexibility

Some 75 schools opted to join the Department's Key Stage 4 Flexibility Project with over 3,500 pupils involved. Initial reports indicate

# Primary Movement

If, as a classroom teacher, you are ever offered the chance to go on a Primary Movement 3 day in-service course, grasp the opportunity. Not only is the quality of the in-service training provided second to none, but you will come away firmly convinced that the movement programme you are about to put into practice in your classroom for a few minutes each day will be of enormous benefit to the pupils in your class. There have been many movement programmes developed over the years, each aiming to improve the functioning of the child. Primary Movement is currently operating in a large number of schools in Northern Ireland and the Republic of Ireland.

Primary Movement is a non-profit making charitable organisation. It was established to bring a specific movement programme into the public domain through the provision of training courses and other facilities for those working with children with specific learning difficulties. The major focus is to promote early intervention through movement and to support scientific research in the area.

Primary Movement is a skilled and unique movement programme which seeks to replicate the early movements of the foetus and to enhance the maturation of the central nervous system. It has been shown to have a significant impact on the educational attainments of children with specific learning difficulties including dyslexia.

A Second Chance, a television programme and video made by BBC 1 Northern Ireland on this ground breaking movement programme, is fascinating. From scepticism to wonderment it shows children with difficulties, ranging from reading to writing to communication to poor co-ordination skills, who after having taken part in the movement programme have made significant and spectacular gains.

Reading gains were very significant. Some children made gains of over 20 months in reading as a result of taking part in the movement programme. Children's confidence and self esteem had also been raised significantly.

#### So how is it done?

The Primary Movement programme is based on scientific facts and data. It investigates the role of primary reflexes in disrupting the development of reading skills. Primary reflexes are movement patterns which are present in the foetus and in the early months of a newborn infant. There are about 70 primary reflexes in all. Some such as grasping and sucking are

works on eliminating them so that the child can function more effectively and their problems can be addressed more speedily. In normal development the primary reflex system is transformed in the first year of life and a secondary reflex system emerges. The secondary system forms the basis for later adult co-ordinated movement. However, when primary reflexes persist beyond their normal time span they disrupt subsequent development and learning ability.

Results have shown that children who completed the experimental movement programme which was based on primary reflex replication, made very significant progress in

it will be developed and where it will help us to break the learning barrier that exists for so many of our pupils.

#### Does it work?

After a year of doing the Primary Movement programme with my own class last year, I found that children were certainly more co-ordinated and focused by the end of Year 1. Children arriving this year from the nursery, who have also been doing the programme for a year, seem more settled and have a greater attention span.

Teachers like myself who are doing this movement programme in the classroom may feel a bit mad, odd and crazy at the beginning. Even the pupils think we have lost the plot. The preliminary movements to the large movements are easy and fun and the pupils genuinely enjoy them and actively participate. The large movements are different. These have to be done very, very slowly and with great care to do them justice. Even for the teacher you have to make a very conscious effort to slow down to give them their full potential. It's best if you put a 'do not disturb' sign on your door if you are doing these. Because if anyone unfamiliar with the Primary Movement programme happens to burst in, you will forever be known as the school basket case! An unfamiliar inspector would probably have you committed. But no matter how odd it seems at the beginning, persistence will pay off and our pupils will be much better off as a result.

#### References

A Second Chance, BBC1 Northern Ireland Home Truths – 2000 With special thanks to Martin McPhillips Queens University Belfast [www.primarymovement.org](http://www.primarymovement.org).

Written by Mary Cahillane, CEC Representative, District 1.

## ■ It has been shown to have a significant impact on the educational attainments of children with specific learning difficulties

obvious – others are more hidden. A scan of a baby in a womb will show some of these reflexes and a newborn baby will possess them as well. A baby, however, must lose its primary reflexes after about 12 months in order to make way for new secondary and adult reflexes. However, where primary reflexes persist and don't diminish, they prevent the maturation of the central nervous system and are responsible for holding up basic skills that a child should have in later years in nursery and primary school. Primary Movement is a programme devised to switch these primary reflexes off where they are present in a child and allow a child a second chance to develop the basic skills that they need to read, write, communicate and move more effectively.

Primary Movement identifies the primary reflexes present in the child and by performing movements based on the primary reflexes themselves it

reading, writing speed and the phonological sub-test.

Martin McPhillips and his team, after making such ground breaking progress in the experimental stage, have now moved their programme to the classroom with a view to identifying and supporting children early on in their education.

Our task as teachers is to take this programme into our classrooms where undoubtedly



Mary Cahillane

# PRIMARY EDUCATION UPDATE

## LMS Commonality

Although the Education and Libraries Order 2003 was approved by the Privy Council on 27 February 2003, the envisaged implementation date of 1 April 2004 has now been postponed for one year.

Technical issues have arisen during consultations with everyone except the teachers' unions. Jane Kennedy MP Education Minister has also highlighted the need for new LMS arrangements to resource the Costello recommendations.

## Suspension of Pupils

The Department of Education has reported that the Regional Group on Discipline Strategy has considered the issuance of Codes of Conduct. Schools can now address unacceptable pupil behaviour, which occurs outside of school, as part of their discipline policies. However, schools must specify they will do this in their discipline policy. Schools are also advised that the unacceptable behaviour covered in its policy has a clear connection to the school: e.g., while wearing school uniform or on a school related activity or where a member of staff was the "victim" of the unacceptable pupil behaviour.

## Annual School Census Forum

The Department of Education has assured INTO that the Annual School Census form will be in time for the 2004 return.

## Curriculum Review – Enriched Curriculum

INTO has raised concerns with the Department of Education relating to the lack of funding in place to introduce the Enriched Curriculum and provide classroom assistants in both Years 1 and 2 of the pilot. DE has confirmed that additional classroom assistants need to be made available to primary teachers to ensure the successful implementation of the Enriched Curriculum. However, this requires significant additional resources, which were not envisaged at the time bids were submitted for the original pilot. Such are the threads on which pupils' education in Northern Ireland depend on today. The result has been a limitation on the number of schools participating in the pilot and the freezing of the pilot until further notice. INTO calls for the resources to be made available to enable the successful roll out of this valuable pilot.

## School Inspection Process

The five teachers' unions have called on the Chief Inspector Marion Matchett to give an outline date for all future inspections of schools over the next decade. Whilst acknowledging administrative difficulties which will require amendments to the schedule, the unions contend that a transparent rolling programme of inspections well known into the future, would remove a lot of stress and workload associated with the current inspection process. The teachers' unions have also reiterated their opposition to Unannounced Pastoral Care Inspections.

## “Together Towards Improvement”

Teachers' Unions have protested to the Department of Education about the absence of “Togetherness” in both the recent ETI publication and the manner of its launch. In the launch, school principals were required to attend regional briefings where they could listen but not comment or ask questions. DE advises that “Together Towards Improvement” is not considered a major initiative and that there is no requirement on the Inspectorate to consult about the guidance/support materials it inflicts on schools. Really! This management of change went out with the Ark. INTO advised schools already embarked on the process of self-evaluation to continue only if they find the process helpful. All other schools should not enter into self-evaluation until there has been meaningful consultation with the teachers' unions and there is a reduction in the ETI Inspection Process of school professionals who are already engaged in the process of evaluating their own teaching.

## Done onto Us! - PICSG

The Department of Education and the Education and Library Boards have established a PICSG. Yes it runs easily of the tongue probably in Ulster Scots. PICSG is 'Planning for Improvement in the Classroom Strategy Group' – what kind of boffins create such obscure acronyms! The group comprises of bureaucrats concerned about supporting teachers in their work.

NITC has requested teacher involvement. After all who knows best about learning and teaching in the classroom. How many ways can the DE say No? But perhaps we are moving into partnership. Time will tell.



*Tony Lappin,  
Primary Teachers'  
Council INTO  
Representative*



*Anne Madden,  
Primary Teachers'  
Council INTO  
Representative*



*Charlie Glen,  
Primary Teachers'  
Council INTO  
Representative*



*Rita Fox,  
Primary Teachers'  
Council INTO  
Representative*

# BENENDEN HEALTHCARE SOCIETY - A NEW BENEFIT FOR INTO MEMBERS

*"Benenden Healthcare is a new membership benefit recommended to INTO members by Northern Committee. Benenden is a genuine not for profit mutual Friendly Society which INTO is pleased to introduce to you. The following interview answers some of the basic questions you may have about this new development. Additional information on the Society will be forwarded to members."* Frank Bunting



*Frank Bunting, Northern Secretary*

## A Healthcare back up for you and your School

INTO continuously seeks to improve the services it offers members both as individuals and also in their professional capacity. As such, INTO is pleased to announce that Benenden Healthcare Society is recommended as the preferred provider of **not-for profit healthcare services** for its members and their families. In addition the service is also available to school employees. *Frank Bunting, Northern Secretary, talks to Duncan Bradshaw, Benenden's Marketing Director about its unique mutual healthcare scheme, which has recently been extended to the education sector.*

### Q. So what is Benenden Healthcare?

A. We are a unique healthcare organisation, which offers a real affordable alternative to private medical insurance and at a fraction of the cost. The Society was formed in 1905 to help Post Office workers. At that time tuberculosis (TB) was rife, especially among sorting clerks and only the very wealthy could afford medical help.

So, one man had a radical idea to overcome the problem. Charles Garland had the idea to create a mutual self-help organisation. Everyone would contribute a small weekly amount to a fund. It would be used to help their colleagues or themselves if they were unlucky enough to suffer from TB. He called it The Post Office Sanatorium Society. Of course, at this time, the NHS did not exist.

In 1923, Civil Servants joined the organisation and it became The Post Office and Civil Service Sanatorium Society. Since then we have grown and developed into The Benenden Healthcare Society and have over a million members in the Civil Service, the Post Office and BT. Recently we extended eligibility to the education sector, local authorities and other approved public bodies.

*We are a genuine not for profit mutual Friendly Society run by members for members. We provide back-up healthcare for members when they experience difficulty in resolving their health problems. We work alongside and not in competition with the NHS.*

### Q. Some of our members may still not be too sure of the difference between Benenden and a private medical insurance company. Can you explain?

A. Medical insurance like any type of insurance is based on the assessment of risk and the need for the company to make profit. Friendly Societies like Benenden Healthcare are based on the concept of mutual aid. The Society is a completely unique organisation, which complements the NHS, providing help to members when they are experiencing difficulty in resolving their health problems. It is this back-up nature that allows us to keep contribution rates low.

Benenden is run by members for members. Our funds are used to provide benefits and not spent on shareholder dividends. Our healthcare is affordable by all, and its value for money speaks for itself.

### Q. What healthcare benefits can INTO members hope to receive when they join?

A. These can be summed up as follows:

- Access to prompt diagnostic consultations with a choice of a local specialist;
- General surgery at the Royal Victoria Hospital & North West Independent Hospital; /Ulster Independent Clinic
- Financial support for members living with cancer;
- Health Concern Advice Line.

### Q. Can anyone join?

A. Membership is available to all staff directly employed by the school and this obviously includes INTO members. All new applicants must be under 65 years age on joining The Society. We are not open to the general public.

Employees may join on an individual basis or the school may consider covering all staff with a corporate healthcare plan.

All members may then wish to add members of their family. The only requirement is that all must be under 65 years of age on the date of joining.

### Q. How much does it cost?

A. Benenden's affordable back-up healthcare costs only 95p per person per week £12.33 per quarter or £49.40 per year (£1.10 per week from July 2004).

### Q. At just 95p a week there must be a catch?

A. There's no catch. The Society is not a first-line provider of healthcare, nor do we operate as a private medical insurer. We are a genuine mutual benefit organisation.

It is our back-up mutual philosophy that allows us to keep our contribution rates low. All our members pay the same low cost, regardless of age or health, and there's no increase in contributions with age.

**Q. You say that a member of INTO could take out the Benenden service as a corporate package for their staff. Why would they want to consider this?**

**A.** At a time when schools could be facing a difficulty in recruiting and retaining teaching staff, the Principal may feel the need to provide additional healthcare protection for their staff. Providing Benenden as a corporate healthcare plan for a school can be seen as valuable addition to staff terms and conditions of employment. By encouraging staff to join or by providing Benenden Healthcare as a staff benefit a Principal could make a significant contribution to reducing sickness absence rates.

Benenden offers a cost effective mutual approach to providing healthcare peace of mind for a school. Since membership was extended to the education sector, over 6,000 members have joined Benenden and over 80 Principals have taken out corporate membership for their staff.

**Q. So finally, what should members do if they want to join or want more information?**

**A.** Quite simple. For information about individual membership telephone 0870 7545 731. For details about Corporate Membership telephone Berni McAteer, Regional Coordinator for Northern Ireland, on 0870 7545 898. Alternatively INTO members can find out more by visiting our website on [www.healthcare4teachers.org.uk](http://www.healthcare4teachers.org.uk)

What our corporate and individual members have to say about us:

*'Because we want the best for our children, we have to recruit the best staff. There is a huge problem of teacher recruitment and this is part of our strategy of making it worthwhile for people to work at our school and also to say thank you to staff.'*

**Mike Millman - Principal, Priory Primary School, Dudley, W Midlands**

*'I will always be grateful to Benenden Healthcare Society for providing access to a speedy consultation. This literally saved my life and I cannot recommend membership of the Society more highly. Subscriptions are more than reasonable when you consider that each member of the family can enjoy the same peace of mind healthcare support, for the same cost each.'*

**G H - Wales**

*'I cannot begin to tell you how beneficial Benenden was to me once I was diagnosed with cancer. Every time I phoned the Society, the operators were really helpful and very considerate. As well as Benenden helping me with the cost of numerous hospital visits, Benenden was able to help finance a fantastic convalescent holiday to Cornwall after 5 months of chemotherapy. This holiday was a great help to me as I was able to temporarily forget I was ill and behave like a 'normal' person. The hospital looked after the physical side of the illness, Benenden helped to look after the emotional side. Not long after the holiday I was told I was in remission and have remained so.'*

**MB - Redcar**

## The Retired Teachers' Association – About Us



*Bob Neilly, Veteran INTO Member and President of the RTA*

RTA is the only Association dealing solely with the concerns and needs of retired teachers. Founded in 1943 it has been influential throughout its sixty-year history in highlighting the inadequacies of pension arrangements for teachers.

We are active members of the Public Service Pensioner's Council one of whose main functions is to put pressure on all MPs, MLAs and the Government on all matters affecting the elderly and retired public servants

in particular. Current priorities are concerned with the cost of long-term care, the reduction of National Health provision and the continued erosion of both State and Public Service Pensions. All MPs and MLAs are kept fully informed as to the adverse effect, which Government policy is having on pensions. We work closely with other agencies to highlight the difficulties many pensioners are experiencing and have recently become corporate members of Age Concern (NI).

We have 11 branches throughout NI and each has officers keen to advice members on Branch Events and Leisure Activities. Members are drawn from every type of school and college: - Further Education, Integrated, Maintained, Nursery, Primary, Secondary (Grammar, High, Sixth Form Colleges etc.) and include members from all unions and associations who may in addition continue with membership of any organisation to which they belonged during service.

RTA has an active social calendar with leisure activities in all areas throughout

the year. These range from visits to various places of interest, Christmas Lunches and dinners throughout Northern Ireland and addresses by local speakers on a variety of topics ranging from salmon fishing to Tracing your Ancestors. Entertainment in the past year has included theatre visits and visits by local artistes.

We are a working organisation however and in spite of the opposition from UTA (University of the Third Age) and the Life Long Learning programmes in most of our Further Education Colleges we continue to try to increase our membership and improve the conditions for pensioners, so when you succeed in reaching your goal (i.e. retirement) after a long and successful career we will heartily welcome you to SWELS (Seniors with Energetic Lifestyles) and thus ensure that the voice of pensioner teachers is united in pursuit of its goals. Please tell your pensioner friends!

**For further information please contact the Hon. Sec./Treasurer M.E. Wilson at 24 Riverdale, Hillsborough, BT26 6DH.**

# INTO NORTHERN CONFERENCE 2004 DERRY CITY HOTEL



*INTO Conference Delegates*

The City Hotel, Derry is this year's venue for Northern Conference. The Conference starts on Friday 5 March at 10.00am and closes at 1.30pm on Saturday 6 March.

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.

Over 150 members will attend Northern Conference as delegates over the weekend to discuss current issues in education. This year some of the issues to be debated include Teachers' Salaries and Conditions of Service, Curriculum and Education, employment of Newly Qualified Teachers and the issue of Bullying and Harassment in schools.

As well as the serious debate of Conference, delegates also enjoy a dinner dance on Friday night with entertainment provided by the Derry City Branch. The dinner dance is open to non-delegates and attracts around 250 members, spouses and friends. Any member who is not a delegate should contact their Branch Secretary or Northern Office by Friday 20 February to secure tickets for the dinner dance.

We look forward to seeing you there!

## Sidelines

- The North of England Education Conference – an annual £600 jamboree for LEA and Board officers has come and gone leaving smiles on the faces of local hoteliers. Next year, mercifully, the venue is Manchester. Thursday was a case of the missing delegates. 900 attended lunch but less than 40 were in the Waterfront Hall to listen to a panel discussion on the 'National Agreement' and teachers' conditions of service!
- Mentioning concern about teachers' conditions of service, can any reader guess the year when an Education and Library Board Chief Executive last attended a meeting of the Teachers' Negotiating Committee?
- The overhaul of 14-19 education is proving heavy weather for Mike Tomlinson former OFSTED Chief Inspector. The working group on 14-19 reform, developing proposals to replace GCSEs and A-Levels with a baccalaureate style diploma, has postponed publication of its interim report until the end of February. This leaves only 5 months until its final reporting deadline in July.
- The Review of Public Administration in Northern Ireland has 28 February set for the receipt of responses. CCEA is the curriculum body responsible in Northern Ireland. INTO is calling for a radical overhaul of education and administration with one Education Board – into which all other education bodies (ELBs, CCEA, CCMS, RTU, GBA, NICIE, CNAG) should be subsumed – leaving more education resources for teaching and learning.



# INSPECTION MATTERS



*Kevin Smyth  
Northern Committee*

Ted Wragg the columnist in the TES wrote that OFSTED, the inspections' body for England and Wales, should be done away with. He said that it was a sad past when relationships between the government and schools were founded on a model of mistrust and punishment, instead of teaching and learning. OFSTED is essentially a private company which comes into schools, observes teachers and writes reports. These reports can have a profound and often damning effect on the school.

Thankfully our Inspection Service has not been privatised. It remains an integral and respected part of the educational system. It has a relationship with schools which extends into the whole area of school improvement and providing support. However this does not mean that all is well with the present system.

This union has just emerged from a period of industrial action during which we were not co-operating with inspectors. The action served to highlight what has been a deteriorating relationship between the teaching profession and Department of Education officials. Relationships which should be built on partnership and trust were increasingly seen to be based on distrust with attempts made to exclude the teaching profession from decision making. The Department of Education was heaping more and more work and often ill conceived presentations on to schools and the Inspectorate were asked to report on them. The INTO said, "Enough is enough." The campaign forced the government to stop and think.

It also helped put relationships between teachers and government on a more professional footing based on mutual respect.

Dialogue began between the teachers' unions and the Inspectorate on issues relating to school inspections. INTO also responded to a draft document issued by ETI- 'A Common Framework for Inspection' - in which the Inspectorate set out proposals on how inspections should be undertaken. As a union we were anxious to take the mystery and secrecy out of inspections and to remove the fear and anxiety that word of an impending inspection creates. We are all familiar with the word that goes around a school when an inspection is announced. "What do you think they'll look for?" We also know the stress that can be caused through not knowing what is expected or required. Rumour circulates about what happened in a neighbouring school and panic takes hold. INTO proposed changes to resolve this. We put forward the idea that a schedule of all school inspections should be drawn up covering a five to ten year period. Schools would know where they fit into this schedule thus removing the uncertainty and apprehension of, "When are we due an inspection?" We also proposed that the Inspectorate should indicate clearly which items of information they require for an inspection and this should be the only information required. This would remove another anxiety as teachers guess what schemes or notes in how much detail they are expected to provide. Another area of concern was interviews with individual pupils. INTO acknowledges that pupils should be given an opportunity to speak about the work they do in school and their opinions are very important. However, for the inspectorate to get the views of pupils about their teacher or to encourage them to make judgments about their teacher is totally unprofessional. We also thought that the questionnaire to parents should be reviewed and modified in order to make it more meaningful both for parents and the school.

The purpose of an inspection is to improve standards in schools. However we all know of instances where the reverse has happened. As a result of an inspection a school, or a department or an individual teacher has become

demoralised. The Inspectors do not always get it right. Unfortunately when this happens the consequences can be very serious. A poor or critical report in a local newspaper can cause irreparable damage to a school. How do we avoid this? One way would be to end the practise of publishing individual school reports. Has anybody examined the efficacy of publication? A school that gets a positive report will already have a good reputation among parents and will have little to gain. A school that receives a critical report will be so damaged that it will be much more difficult to tackle the issues identified. The purpose of the inspection, to effect improvement, will have been defeated. Surely reports should be made available only to the school and the Board of Governors. They are tasked with examining the report and acting on its recommendations.

A further advantage of non-publication is that it would allow a proper process of self-evaluation to develop. Professor John Mc Beal working in conjunction with the National Union of Teachers has produced an excellent book entitled 'Schools Must Speak for Themselves- The case for school self-evaluation.' He makes the point that in healthy systems there is a sharing and networking of good practise within and among schools on a collegial basis. It is an unhealthy system that relies on the constant routine attentions of an external body to police its schools. Our own inspectorate has produced excellent materials on self-evaluation. In her introduction, Marion Matchett Chief Inspector, states that, "the continuing development of self-evaluation in schools raises the issue of its relationship with external inspection." INTO agrees with this. Teachers in schools will not feel happy to be openly self critical if the results are to be published in a possibly damaging way to the school. Neither will teachers feel happy to undertake extra workload in self-evaluation if at the same time they continue to be inspected in the old way. Self-evaluation presents a great opportunity for schools to take control of their own destiny. It also presents an opportunity to develop a new relationship based on professionalism and partnership between schools and those who have a statutory duty to inspect them. There is a lot of work ahead.

## RITA FOX OUT-GOING CHAIR OF NORTHERN COMMITTEE

Rita Fox has been the principal of Recarson Primary School for 6 years. Recarson is a small rural school in Arvalee, near Omagh, Co. Tyrone. The school has seven teachers including Rita and has 146 pupils.

All of the school teaching staff, the two classroom assistants, the caretaker and the three kitchen staff are women. Indeed the only male the pupils have is the local GAA coach from Killyclogher GFC who works with the pupils once a week.

Recarson Primary School at 40 years old is starting to show its age. Rita describes it as a "high maintenance" building. The school has 5 mobiles and is in need of a major school development.

Rita is a teaching principal. This is recognised as one of the most difficult teaching jobs in the schools' system. It is absolutely essential that more teaching time is made available for teaching principals by the Independent Enquiry into Teachers' Salaries and Conditions of Service.

"It has been a hectic but enjoyable year! Throughout my year of office, INTO has been involved in industrial

action. This has been very difficult but it will all have been worthwhile if we can get decent salaries and conditions of service for teachers.

INTO also wrote 5 submissions to the Independent Enquiry. I remain hopeful that the conditions of service of all teachers, and teaching principals in particular, will be improved as a direct result. It has been a great privilege for me to have been the leader of the INTO in Northern Ireland at this critical time.

Current issues include:

- Making sure the transition to a non selective post-primary system is pupil and teacher friendly.
- A phased introduction of the Review of the Curriculum. More resources so that all primary schools can pilot the enriched curriculum in the Early Years of the Primary School.
- A teacher-friendly inspection process. There has to be some form of monitoring process, but the system must be more teacher-friendly and there needs to be far more meaningful consultation



*Rita Fox, Chairperson INTO Northern Committee 2003/04*

between the inspectorate and the teachers' union.

But a most memorable year was highlighted by INTO member Peter Canavan, Captain of Tyrone and his team-mates bringing Sam Maguire to Tyrone for the first time".



*Gerry Murphy, Northern Committee Representative*

### 11+ RIP from 2008

INTO has welcomed the decision of Education Minister Jane Kennedy, MP to end academic selection and the 11+ Transfer Test from 2008. Jane Kennedy has acted decisively and accepted all the recommendations of the Costello Report.

Gerry Murphy, Northern Committee representative stated:

"The Costello Group was representative of all education partners including Grammar

schools and its recommendations were unanimous. This almost brings to a close decades of campaigning by the INTO for the removal of the selective transfer system.

We need to ensure that new admissions criteria for over-subscribed schools are developed; that LMS is changed to promote local school collaborations and that teachers' job security during this transition is protected. Costello cannot be a template for surgical rationalisation."

# New Bullying Policy



*Tony Carlin, Trade Union Official*

The negotiation of the Bullying and Harassment Procedure has now been completed. The finalised documents will shortly be available on the INTO website at [www.into.ie](http://www.into.ie). The agreement on the comprehensive new policy and

procedures marks the end of a year of negotiations led at all stages by INTO. The revised policy and procedures have been developed to give teachers confidence that the issue of workplace bullying and harassment will be taken seriously and dealt with in a manner consistent with its seriousness.

The key features of the new policy and procedures will be:

- A joint Declaration of Protection setting out the roles and responsibilities of all the parties involved in ensuring that teachers enjoy their rights to work safely and without fear. This will be publicly signed by teachers' unions and employers jointly.
- A training programme for Boards of Governors and Principals.
- An awareness raising programme for all teaching staff.
- A mediation service for resolving informal complaints of bullying and harassment in schools.
- The right of access to an external appeal through the grievance procedure using the independent offices of Labour Relations Agency.
- A comprehensive policy that sets out the mechanisms for the investigation of complaints of bullying and harassment and the actions to be taken when such a complaint is investigated.

INTO is producing a guide to the new policy and procedure, which will be circulated to all INTO representatives. In addition, it is planned to train INTO representatives on the operation of the new policy.

## Your employment questions answered?

**Q. I wish to make a teacher redundant and she has told me there is a right to time off work with pay, to look for other work. Is this correct?**

A. All employees given notice of dismissal because of redundancy are entitled to reasonable time off, with pay, to look for another job or to make arrangements for training for future employment, providing they have been continuously employed by their employer for at least two years.

**Q. Do all schools need to comply with the Disability Discrimination Act?**

A. Generally, all schools do need to comply with the Disability Discrimination Act. However, there are some exceptions, most notably organisations with fewer than 15 employees. It should be noted that under government proposals, planned for 2004, the 15-employee exemption will be removed and thus even the very small business must comply with the Disability Discrimination Act.

**Q. My doctor says that as the result of a recent accident I will have a degree of permanent physical disability, which will affect my capacity to work. I have heard that employers must not discriminate against disabled people in job offers and terms of**

**employment and so on, but how do I know if I fall under the protection of those laws?**

A. A person will be regarded as being disabled for legal purposes if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities, it will still be treated as having that effect if it is likely to recur (e.g. a mental illness) except in certain circumstances laid down in law. This last point doesn't apply to your circumstances now.

An impairment is to be taken as affecting normal day-to-day activities if it affects a person with regard to mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing, eyesight, memory or ability to concentrate, learn or understand, or perception of risks of physical danger. But the fact that a person is disabled within the meaning of other legislation (e.g., for the purpose of the disability living allowance) does not mean that they will automatically come within the definition of disability.

## HEALTH AND SAFETY ISSUES



Pat Hanna, INTO Health & Safety Representative

### Take Care of Your Voice

The teachers' voice is a key tool. It is in constant use yet few teachers are trained how to look after it. Without their voice, most teachers would not have a job so it is a valuable asset. Teaching is about communication. Yet when teachers have husky voices or sore throats, unlike other professional voice users, the show must go on. But long lasting damage may be caused in circumstances where the voice is put under constant strain.

A research project was recently undertaken by the University of Ulster sponsored by the Department of Education at the request of the Northern Ireland Teachers' Council. Regrettably, the initial response of the teachers' employing authorities was disbelief that this was a genuine issue.

The research demonstrated the genuine health and safety issues involved in this issue and called for address through INSET and voice training for student teachers becoming a priority. The muscles in the face are affected by stress and emotion. Teaching is a very stressful job so the impact on the voice is incalculable.

### Looking after your voice

#### Do:

- Drink plenty of water to ensure your throat is lubricated
- Stand up straight and keep your eyes forward, creating a 90-degree angle between your spine and line of vision
- Rest your voice whenever possible
- Avoid shouting – quick changes of volume can put a strain on the voice
- Use non-verbal signs to reduce the use of your voice
- Take regular breaks during the day
- Get plenty of sleep

- Keep plants in your classroom, with water around the base to help combat dry air
- Wear a scarf around the neck and mouth when going out into the cold

#### Avoid:

- Dairy products – they can encourage the secretion of phlegm, which interferes with the vocal chords
- Smoking, smoky atmospheres and hot, dry air
- Eating late at night, as this can cause acid reflux, which irritates the vocal folds and creates inflammation
- Medications such as anti-histamines as these have a drying effect.

### Educational Resources

Free downloads to assist teachers and others in the promotion of health and safety for children are available at <http://www.hseni.gov.uk/kids.cfm>. The resources include advice about playing on farms, construction sites, word searches, and pictures and posters for children to colour in as part of a piece of themed work. To download the resource it is necessary to have Adobe Acrobat reader installed on the computer.

## A NEW LESSON IN ANTI-SMOKING

A new anti-smoking initiative for the classroom was launched recently by the Ulster Cancer Foundation (UCF). The charity has produced a special activity pack that teachers will use to educate P6 and P7 schoolchildren about the dangers of smoking. The Smokebusters pack includes detailed lesson plans and worksheets that will help get the message across to the 9-11 year-olds. UCF staff will give free training to teachers and school nurses in presenting the information, and those attending will all receive copies of the pack.

The activity pack was launched in the North-West Teachers Resource Centre at Strathfoyle in L'Derry. Judith West, UCF cancer prevention officer and co-ordinator of the charity's Smokebusters Club, says:

*"The pack and existing materials will enable teachers to convey very serious health facts. Smoking remains the greatest single cause of avoidable illness and preventable death in Northern Ireland. Indeed, around 2,800 people here die each year from cancer and other tobacco-related illnesses. Half of all young people who start smoking will die*

*prematurely because of their habit. So prevention is a key priority for the Ulster Cancer Foundation's Strategy".*

Dr Bill McConnell, Western HSSB's director of public health, says:

*"We welcome the launch in the board area of this important new resource for primary schools. The WHSSB are delighted to have initiated its development especially since the other three Health and Social Services Boards are now supporting its provision to their local primary schools.*

*"The pack complements existing Smokebusters Club material and offers teachers a variety of ways to tackle tobacco from many different perspectives across the curriculum."*

UCF's Smokebusters' Club was formed in 1988 and this school year alone has a membership of 16,500 P6 and P7 pupils. It is hoped to increase the number to 25,000 by the end of the current school year.

The Smokebusters' campaign aims to increase the defences of young people to

reject smoking by providing information directly to them about the risks involved. Membership of the Smokebusters' Club is free and resources are supplied in three packs over the course of the academic year, including newsletters, stickers, information and teacher packs.

To give schools that extra incentive to join, they will have the opportunity to enter Smokebusters' competitions and participate in special events. This year's members can win tickets to see Atomic Kitten at the Odyssey Arena in Belfast, courtesy of Aiken Promotion. Virgin Megastores and Wonderland promotions have also donated prizes.

**For further information on the new Smokebusters teachers' pack, training sessions and the Smokebusters Club please contact Judith West at the Ulster Cancer Foundation on 02890 663281. Or, you can refer to the website: [www.ulstercancer.org/aboutucf/smokebusters.htm](http://www.ulstercancer.org/aboutucf/smokebusters.htm)**

# INTO Education Conference



*Nuala O'Donnell, Senior Official*

The INTO Education Conference took place in Letterkenny in November 2003. The themes for this conference were Language and Integration of Special Educational needs in mainstream schools. The first session on Language was facilitated by the INTO Education Committee with guest speaker, Anita Robinson concluding the evening's discussion with a presentation on the importance of language in schools today. Anita is a retired INTO member from Derry who now works in the Verbal Arts Centre in Derry and writes for the Irish News. Anita's presentation was witty and enjoyable but she managed to convey her message of the need to expose children to the joy and experience of language.

On Saturday the conference was addressed by a number of teachers working in the area of special needs and by a parent of a pupil with special needs.

Rosemary Dunne, Principal of St Mura's National School, Buncrana, Co Donegal, told the conference that her school had a long-established practice of integration of children with special needs.

When she became principal of the school in 1981 she discovered, to her horror, that the school was quite commonly referred to as "the cripples' school" – a title which illustrated the negative attitudes many people with special needs experienced on a daily basis. "Thankfully, over the past number of years, the attitudes of the majority have changed for the better." As her school is small, it is generally recommended by medical and other professionals as being the best place for children with special needs to be educated. Unfortunately many of these professionals have little experience or knowledge of the multi-class situation and do not understand the difficulties of teaching such a class.

Ms Kathleen Byrne, a class teacher in St Fergal's National School in Bray, Co Wicklow, asked delegates to consider the meaning of the word 'integrate'. "Just because children are physically situated in a classroom, are they actually integrated, included or interacting with the other children? Is it fair to all involved to place a child with challenging needs into a class full-time on the first day of school and then, attempt to gain the resources they need?" She argued that these resources should be in place before the child enters the school and only then, should the child be gradually integrated based on how their needs are met.

She highlighted the advantages of integration including socialisation skills and language development, interactive skills and turn-taking, empathy and tolerance. However she stated that, at this point in time, the challenges outweigh the benefits. She pointed to the lack of teacher training, the lack of external support services and the adverse effect that integration could have on the needs of children who do not have very obvious needs. "Are we taking

account of their equal rights to an education?"

Ms Catherine Avila, a parent of a child with autism, told the conference that her first expectation of mainstream school was acceptance. She stated that it was important that her son be able to go to school with his peers and that because of this, "he is accepted and known in his community". She also expected that resources would be available. "If he needed glasses he would get them, if he needed a hearing aid he would get it, if he needed a wheelchair he would get it," "fortunately he doesn't need these things," she said, "Unfortunately his needs are not easily seen at first glance".

Ms Avila thanked teachers for teaching her son a method to request items, for teaching him to tolerate other children and to wait his turn. She also praised their commitment and extra work outside the classroom. She told how one teacher had described her son as a lovely little boy who happened to have autism. "It's not often that people see him as just a little boy first. Of course his autism must be addressed but at the end of the day he is just that – a little boy of 8 with a gap between his two front teeth and the most beautiful blue eyes." She recognised the frustration of the teachers when they couldn't get the resources they needed to do their job. She concluded by asking if it was too much to think that in the year of the Special Olympics that people in Ireland with special needs should expect anything other than a fair deal.

The publication 'Supporting Special Education in the Mainstream School', prepared by the INTO Education Committee, was launched at the conference and is available from INTO Head Office in Dublin.

## SANTA!

### Steve Earle

The red Coca Cola invention known as Santa Claus should in all probability be banned like all Coca Cola products. However, he appears in my house every Christmas with boxes and plastic to add to the refuse problems. This year thankfully his products were smaller. The lesson being learned is that small is more expensive. I had hoped my children wouldn't learn this lesson for a few years yet. Alas! The best present he brought me was a Steve Earle autobiography. A most interesting man who has battled alcoholism and crack addiction but remains one of the most influential singers/songwriters/left wing political activists in the United States. Prominent in campaigning against the death penalty for prisoners on death row, his most recent song written as a response to 9/11 was banned by radio stations in the US. I read the book in 24 hours. He's a sucker for love and has been married 6 times. (MC)

### Biker

It's a forty thing I know... or so they tell me. In my student days, I was the proud owner of a motor bike and occasionally hanker back to those heady days. Since Christmas was approaching (the season of goodwill, Visa and miracles), the usual round of questioning and interrogation began and being the person that I am (just to keep the peace mind you), I eventually relented... humbly suggesting that I would

like another motorbike... and left it at that...not another word said.

Well, over the next few days, there was plenty of vision but no sound...it may have been easier to ask Santa for an annulment...although that might have been difficult to disprove! Anyway, Christmas morning arrived...3:25 am to be precise...too many kids... but there it was...every 'real' man's desire...no not Kylie, not even Liz Hurley...but close...my very own EN500cc Kawasaki Tourer...just like Eric Estrada's in CHIPS... California Highway Patrol something...every aspiring biker always tuned into this American sitcom.

This beauty from the Orient was as black as Michael Jackson's...shoes with chrome pipes that gleamed brighter than James Coburn's teeth...(James who??). A beautiful piece of machinery from the 'land of the rising sun'. How can a nation who swear by raw fish produce something so exquisite? As it kicked to life, fond memories swept before and behind me...as there is room for a passenger...where are you Kylie?

Now all I need to make this Christmas complete, is to move from U1 to U2, my £1065 (owed salary) and my back pay, to tax and insure this vision of loveliness...but that's another story!

(Easy Rider DMcD)

### Puzzled

The best presents I received this Christmas were puzzles. I received four of them from

my children. These are no ordinary puzzles; they are the three-dimensional kind, you know, where you have to remove a metal ring from a wooden frame or remove a string loop from a metal frame. I can happily spend hours, during my holidays, trying to figure out solutions to what seems to be impossibilities. (A bit like union work in some schools.)

They do my head in for days, (sometimes weeks) but I can tell you, there's no feeling to match it when you eventually separate the pieces. The big problem then is trying to get the thing put together again so that someone else can try it.

I spent two very happy weeks in Tenerife last year, mainly because, on the second day, I found a stall in the town that had dozens of puzzles on sale, all of which required one to disentangle twisted and distorted 6-inch nails. They were fascinating.

I used to love nothing more than to leave my beloved wife and daughters happily engaged in prematurely ageing their skin at the poolside, while I headed into town to the Irish bar for a pint and a puzzle. The more pints I consumed, the harder the puzzles became. I have to admit that there were times when I went back to the stall and asked the man to show me how to separate the nails. The difficulty was - two pints later and I couldn't remember how he did it!

The hardest puzzle of all, one that I have been working on for more than twelve years, is trying to figure out what makes Frank Bunting tick? (BH)

## Limavady/Dungiven Branch AGM 2004

(The Chairman's Address below was delivered by Liam Begley during the recent AGM of Limavady/Dungiven Branch. Seamus Heaney look to your laurels.)

I welcome you all, an order not tall,  
since we're hardly crammed to the door.  
We're missing our Neil, but still I do feel,  
we're well served by the fabulous four.  
The county of Derry, has none like our Mary,  
she's a treasurer sound as the bank  
Never wrong by a penny, efficient like Derry,  
this pair I must heartfully thank.

I feel happy and proud, just to be allowed,  
be chairman of such a great crew.  
To Eamon my friend, equal thanks I extend,  
I give credit where credit is due.  
Neil in his absence, I must in all conscience,  
thank for his continued support  
And those working away, long day after day,  
but not mentioned in my annual report.

At least here tonight, the dark tunnel has light  
We have a man out here from the city  
He's right up to date, and he now can relate  
What's planned by Northern Committee,  
A man who'll speak out, leaving no one in doubt,  
He's a giant of a man among men  
You're as good as we get, and we're now in your debt  
So thanks for being here Charlie Glenn.

We must all now strive, to keep this union alive,  
and spread its great good far and wide  
So let's give it a go, and promote INTO  
and drive all other unions aside.  
It's quite plain to see, and I'm sure you'll agree,  
there's only one union who cares  
They treat everyone well, and the truth they do tell,  
I'd trust them will all my affairs.