

# Printout

into  
Irish National Teachers' Organisation  
Cumann Múinteoirí Éireann

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# No end in sight to industrial dispute

Since it falls to the Northern Secretary to pen the lead at the front of Printout, I have always tried to explain the realities of the situation we find ourselves in. Recently this has been dominated by austerity and cut after cut. The quest to reduce costs on the part of the Department of Education has now reached the inevitable point of open conflict between those at the chalk face the practitioners and those hiding behind the spread sheets. This is where the professionals who facilitate the learning are so stretched that the goodwill that allowed the system to function is now in serious danger of being lost forever.

The disputes underway between the employers and their Department of Education (DE) masters and the teaching workforce are not fuelled by any ideology on the teachers' part rather it is the neo-liberal economic doctrine of a government in Westminster which is driving these disputes. The political vacuum in the north, whilst unhelpful, is not the cause nor are the reasonable demands on the part of the INTO or the other teacher unions for a fair salary and a reduced workload. What we are experiencing is a failure on the part of the Employers and DE to challenge an economic model [austerity] that was never designed to be applied to an economy as sick as ours. This is coupled with an administrative model for the education system here that is so top heavy that money, desperately needed to support services and provide adequate recompense to teachers and support staff, disappears before it ever reaches a school.

We can no longer afford the plethora of management bodies we currently support. Teachers cannot continue to have their cost of living eroded and their terms and conditions shaved in an effort to support not the children's education but the duplication of back office functions. Resolving the current disputes will only be achieved when the

employers and DE acknowledge our system of education as currently designed is no longer fit for purpose. Anything else is merely a sticking plaster that will inevitably peel away to bring us

back to where we are now. In the meantime, INTO will continue to fight for our members to have both decent salaries reflective of the contribution they make to society and the increasingly unbearable workload they are forced to carry.

In doing so, we have taken action; industrial action as is our right. This action was democratically decided upon within the demanding legal framework confines that trade unions are forced to

satisfy. We do not take such action lightly. Our purpose is to bring the employers and the DE to the table so as a meaningful negotiation can be held and

Teachers cannot continue to have their cost of living eroded and their terms and conditions shaved in an effort to support not the children's education but the duplication of back office functions.

a resolution arrived at. To date this has not been possible. This despite employers and DE accepting that our workload has grown unreasonably and that the value of our take home salaries has been declining and yet they still

refuse to negotiate, rather they "engage" and then attempt to bully us into accepting their interpretation of the outcome of this engagement. They threaten salary reduction because they say teachers are not fulfilling their contracts whilst ignoring their failure to enter into a genuine negotiation with INTO and the other teacher unions. They continually insist there is no money whilst threatening to cut salaries, something that, were it possible for them to do would necessitate a long and costly battle in the High Court thereby pushing money better spent on the children and young people into the pockets of the lawyers. Our education system deserves better.

The INTO is genuinely interested in resolving our ongoing disputes and would like nothing better than a period of industrial relations calm. We have, it seems, reached the end of the current round of engagement however, this does not mean we have reached the end itself. What we have is an interim report outlining a series of high level intentions across a number of areas that have been agreed by all parties as driving increased workload. INTO is willing to continue to "engage" with the employers and DE to translate these high level intentions into changes to be brought about in schools and classrooms across the north which teachers will experience as positive improvements to their working conditions and reductions to their workload. On the issue of pay the employers and DE simply throwing up their hands and repeating the mantra "there is no money" whilst pointing to the Executive Pay Policy is no longer going to work. Teachers' salaries are worth approximately 15% less than they were in 2010/11 and that is simply unacceptable to teachers just as it is not acceptable to every other public sector worker across the public service including the very officials who represent the DE in their "engagement" with us. INTO is willing to engage on pay but we will not be letting go of our demand for a fair and equitable pay settlement that reflects our members worth. The future for education across the north may look dark but then the darkest hour is always before the dawn.



**GERRY MURPHY,**  
*Northern Secretary*

# Cuts continue to impact on Education

The announcement by The Education Authority Chief Executive of a £350 million funding gap will come as no surprise to anyone in the education sector. INTO has, over the past seven years, warned the employing authorities that education was reaching crisis point, with schools having sought to make cuts that would have as little effect as possible on the service teachers provide to the young people in their care.

Watching Mr Boyd on the news on Monday reminded me of the players in the Public Information adverts of the 1970's and 80's. He should have finished with, "It's a pity we let it happen in the first place."

Of the total £1.82 Billion Education Budget, approximately only 59% goes directly into school budgets. The budget allocation for each school is decided through the Common Funding Formula.

When all the factors have been taken into account then a school is allocated a budget, which is expected to sustain a school for a 12 month period from 1st April through to the following 31st March. The school must then prepare two budget plans each year in line with the available funding. One is a three year plan, the second a one year plan. Schools are expected to arrive at a plan which stays within the money given. INTO has always believed that the budget that the school receives should meet the needs of the school, rather than the expectation

that the school will meet the needs of the budget.

From the school budget all the wages, (teachers, classroom assistants and auxiliary staff) must be paid including the employer's contributions. In most schools, more than 90% of the budget is taken up with funding wages. On top of this,

schools must pay electricity bills, water charges, ground maintenance, pupil resources, cleaning materials and a host of other bills.

The Common Funding Formula does not take account of any increases in expenditure which are beyond a school's control. So for example, there is no adjustment to reflect any wage increase for teachers or other staff. Any inflation rise is not included.

The Budget that was imposed by James Brokenshire on 13th November 2017 has increased the overall Education Budget by 1.5%. With inflation currently running at 3.9% and the Public Service Pay Cap announced, as reflecting that agreed for 2016/17, the effect that in reality this will mean a school can expect to lose up to 4% of the school budget, before any

actual spending has taken place.

The reality of the situation is that, unless there is a major increase in the Education Budget, schools will be put under severe pressure to reduce their staffing levels, thus increasing class size, or reducing help for the most vulnerable young people in our schools. It will hasten

the reorganisation of the school estate, which has the potential to have a detrimental effect on local communities, and may in fact put increased strain on the Education Budget in terms of providing transport for pupils. Or this may lead to further financial penalties for parents, who may have to finance any increase in the transport costs. Schools, which are at the heart of communities should be protected, and be designated as essential schools rather than using the term small schools.

It is time that the politicians finally put their money where their mouths are, and look at the real educational needs of the community, and to properly fund an education service which will meet the diverse needs of young people who are the future of this country.



**MARK MCTAGGART**,  
Assistant Northern Secretary

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# What is Reasonable Force?

Regularly members contact the Belfast office in relation to the use of reasonable force. Generally they have found themselves having to rely on physical intervention and so requested basic written guidance about its use.

Article 4 of the Education (NI) Order 1998, remains, in 2017, the legislation that teachers rely on to enable a member of staff of a grant-aided school to use such force as is reasonable to prevent a pupil from causing injury to another pupil, the teacher or indeed the pupil themselves.

This right to use such reasonable force applies when the teacher is on the premises of the school or elsewhere at a

time when the teacher has lawful control or is in charge of the pupil. Examples of these are when teachers are outside of school, on educational trips or sporting events.

It is important that schools have a clear



**TOMMY MCGLONE,**  
*Senior Official*

written 'Reasonable Force' policy that is understood by teachers and forms part of the school's policy on discipline. In drawing up the policy the governors should consult with both the principal and the teaching staff.

The use of reasonable force always depends on the circumstances of each case. Teachers need to bear in mind that the use of reasonable force can only be regarded as reasonable if the circumstances warrant it.

Physical force could not be justified to prevent a pupil committing a trivial misdemeanour where the situation could have been resolved without force. If a situation does warrant the use of force then the degree of force must be in proportion to the circumstances. Any force used should always be the minimum needed.

Examples of situations that fall into the appropriate use of reasonable force include when ...

- A pupil physically attacks a member of staff
- A pupil physically attacks another pupil
- Pupils are fighting
- A pupil is running on a stairway in a way in which the pupil might be likely to cause an accident or injure him/herself or others.

Remember physical intervention must never be used as a substitute for good behaviour management.

## Overpayment Scheme

### No dilution of members' rights

INTO has had recent success in its opposition to the management side proposal for reclaiming overpayments. In theory INTO does not object to the recovery of overpayments where a teacher may have been paid too much by the Department of Education and has accepted that there needed to be a mechanism to recover overpayments from teachers in accordance with the legislative provisions of Article 46 of The Employment Rights (NI) Order 1996. INTO has negotiated and agreed a method of payment because this 1996 order allows employers to make certain deductions from teachers' future entitlement to salary. The initial proposal from management provided only three options (as outlined below) without any consultation with the member as to what a member could afford to pay coupled with no opportunity for a member to avail of

trade union accompaniment.

For overpayments with a net value of less than £1,000, the options are based on the following:

- Full immediate repayment from the next available payroll
- Three monthly repayments
- Six monthly repayments.

For overpayments with a net value in excess of £1,000, the options are based upon the following:

- Full repayment
- 10% of net salary until repaid in full
- 36 equal instalments

The Department will liaise with the relevant employing authority/ employer before populating the repayment stencil, should the gross overpayment exceed £7,500

INTO brought it to the attention of

management side that if a teacher owed a sum that fell into the first two categories then a teacher could possibly lose either around £150 to £200 per month depending on how much was owed for between 6 to 36 months.

Management had to concede that their proposal to recover owed money was far too prescriptive and money could not be recouped on a one size fits all. To that end they have accepted the INTO proposals and have amended the policy in that it now follows INTO direction whereby if a teacher believes that repayment is not possible within the stipulated timeframes because of, for example, financial difficulty in doing so, alternative arrangements can be discussed and agreed with the teacher's employing authority and in doing so may, if they wish, be accompanied by a work colleague or a trade union representative.

## Schedule of Training Courses 2017-18

Date	Time	Course	Delivery	Closing Date
5 & 6 Feb 2018	9.30am-3.30pm	School Reps Training x 2 Days (SR2) INTO Northern Office	INTO/UTU/NEU	29 Jan 2018
Week of 19 Feb 2018	9.30am- 3.30pm	IPad Training – Using IPads in the classroom (1 day) INTO Northern Office	SEERC	12 Feb 2018
21,22 & 27 Feb 2018	9.30am-3.30pm	Union Learning Reps Stage 1 (3 days) INTO Northern Office	ICTU	14 Feb 2018
21 Mar 2017	3.00pm-5.00pm	Aspiring School Leaders: Applying For Your First VP/P Post INTO Northern Office	INTO/NEU	14 Mar 2018
15, 16 & 24 May 2018	9.30am-3.30pm	Social Media Training Course (3 days) (OCN accredited) INTO Northern Office	ICTU	8 May 2018

INTO is also in the process of setting up an online training course for members on Teacher Wellbeing and Management of Stress in the Workplace. Further details will issue when the course has been finalised. Watch this space!

### INTO-UTU Pre-Retirement

*With Presentation by Platinum Financial Services*

RS2	Tues 23 January 2018	4.30 – 6.00pm	Tullylagan Hotel, Cookstown
RS3	Wed 31 January 2018	4.30 – 6.00pm	City Hotel, Derry
RS4	Thurs 8 February 2018	4.30 – 6.00pm	Canal Court Hotel, Newry
RS5	Wed 21 February 2018	4.30 – 6.00pm	Killyhevlin Hotel, Enniskillen
RS6	Tues 6 March 2018	4.30 – 6.00pm	Dunsilly Hotel, Antrim
RS7	Wed 14 March 2018	4.30 – 6.00pm	Lodge Hotel, Coleraine
RS8	Thurs 29 March 2018	1.30 – 4.00pm	INTO Northern Office, Belfast
RS9	Thurs 26 April 2018	4.30 – 6.00pm	UTU Head Office, Belfast

See website ([www.into.ie](http://www.into.ie)) for further details about courses and application forms

## An Ghaeilge i gColáiste Mhuire, Doire

Dia daoibh a chairde, seo bhlás beag ar na rudaí a bhí ag tarlú an téarma seo sa scoil. Ag tús an bhliain i mí Mheán Fómhair, bhí imeacht mhór againn sa halla fá chóinne oíche chultúir. Bhí ceol traidisiúnta, rince Gaelach agus taispeántas óna daltaí. Bhí scaifte mhór i láthair. I rith Mí Mheán Fómhair fréisin shocraigh an scoil dul sa scéim Gaelbhratach. Tá muid ag iarraidh an Ghaeilge a chur chun cinn sa scoil. Mar chuid de seo, ghlac muid páirt i nGaeilge 24, is í aidhm an dúshlán seo ná daoine óga a spreagadh chun labhairt as Gaeilge amháin ar feadh 24 uair a' chloig. Ag an bomaite buaileann an Cumann Gaelach le chéile achan Mháirt ag am lóin leis an Ghaeilge a chur chun cinn. Tá muid ag déanamh cartáí don Nollaig ag an bomaite.



## 'Inspectors refuse to be pawns in teachers' dispute'

This is the headline from the June/July/August 2017 NIPSA News. The majority, if not all ETI are members of the trade union NIPSA and an article in the NIPSA News outlined how the Chief Inspector was instructing the inspectors with regard to the Teacher unions' action short of strike – non co-operation with the ETI.

"Since January 2017 NIPSA branch Officers had sought to raise inspector's concerns about the Chief Inspector's instruction over action short of strike being taken by teachers. Two elements of the instruction were particularly worrying for inspectors given the lawful industrial action taken by teachers over pay and workload issues. Firstly, inspectors were instructed to ask each teacher whether they were happy to co-operate with an inspection, even where they had been specifically informed that teachers in a school were not co-operating in line with their union's wishes.

"Inspectors had reported to NIPSA that by putting individual teachers on the spot

they were undermining the independence and neutrality of the ETI and doing so risked undermining years of work building trust. Worse still was the requirement placed on inspectors to keep a record of those teachers who didn't co-operate. NIPSA Branch Officers were told by the Chief Inspector in January that the purpose of this instruction was to inform employing authorities and result in deductions from earnings."

This was strenuously denied by the Chief Inspector and efforts to address the issues by NIPSA were frustrated to the extent that they had to resort to a ballot of NIPSA members (Inspectors) for action short of strike, 'specifically the refusal to door-step teachers and record their names.' Almost 80% of school inspectors supported the ballot for industrial action and eventually ETI management agreed "to issue a joint statement advising staff that they were no longer required to attend classrooms and ask teachers to

indicate whether they were co-operating with inspections." It took a while for the statement to emerge but ETI did eventually publish instructions reflecting the agreement brokered by NIPSA to avert industrial action.

The full article is available to read on the NIPSA website at <https://www.nipsa.org.uk/News/NIPSA-News> page 8 of the June/July/August edition.

This article clearly highlights that it is not just schools and the teacher unions who are experiencing difficulties with the Chief Inspector and calls into question whether the inspection regimes the Chief Inspector has tried to introduce have the support of the inspectors carrying out the role on a day to day basis.

INTO also wishes to thank the NIPSA members for taking this stand against the Chief Inspector and to acknowledge the respect shown by the majority of inspectors to the teacher unions industrial action with regard to inspections.

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## 'Teachers can only ever have a small impact on their students' results – yet they are judged as if they are 100% responsible'

In an interesting article in the Times Education Supplement (TES) on 9 December 2017, 'Teachers can only ever have a small impact on their students' results – yet they are judged as if they are 100% responsible' by Tom Rogers, he argues that there is little evidence to suggest that the performance of a teacher can be linked to a set or sets of exam results, but that there is plenty of evidence, conveniently ignored, to suggest hereditary and environmental factors have the dominant impact.

Tom Rogers writes that;

"In a recent and extensive study by researchers at Kings College in London, they concluded that individual differences in educational achievement at the end of compulsory education are not primarily an index of the quality of teachers or schools: much more of the variance of GCSE scores can be attributed to genetics than to school or family environment....

"Seminal research by the American Statistical Association (2014) concluded that only 1-14 per cent of educational outcomes can be attributed to the "teacher factor" and within that, there are plenty more factors outside of the

individual teacher's control to take into account, such as class size, available teaching resources and budgets. The Coleman study on educational equality concluded that the remaining 86 per cent can be put down to "out of school" factors.

"This explains the findings from Cambridge Assessment last year that summarised that: "It's normal for schools' results to change – even when teaching practices stay the same." Yes – this is because, for the most part, results will vary depending on the children and parents, rather than the teachers."

...In other words, the better the genes, family life and location of your students, the better ETI report you get.

In ETI inspections, schools are judged according to their "outcomes", taking very little account of the fact teachers have little control over them. INTO and NITC have long argued that the context within which individual schools operate is not sufficiently taken into account by inspectors in their inspection reports. Despite research and evidence to the contrary the Chief Inspector has Teachers are supposed to differentiate work to suit

the needs of the children in their class but the ETI have the same inspection process for all schools in NI regardless of the individual make-up, circumstances and requirements of the school.

ETI inspection reports tell us very little about the effectiveness of staff within a particular school. They will never be able to quantify the impact of a fleeting or longer-term relationship that inspires a student to "be" more in life. These relationships are not only built inside the classroom but within a wider school context, showing how nuanced such things are. This inspiration may have zero impact on academic attainment but will carry an invisible benefit – something that can't be "evidenced" and is not reported in the published ETI report.

It is time to look at a new model of inspections and shift the focus away from 'outcomes' to 'value added'. INTO members are to be congratulated on their stand in relation to the industrial action of 'non co-operation with the ETI' and are urged to continue to stand firm to highlight to the Chief Inspector and the Permanent Secretary that the current inspection regime is not fit for purpose and must be changed.

# Three Months and Counting

Since my appointment on 1st September 2017 it has been a roller coaster of a ride. The initial shock was getting used to no bells signifying break, lunch and home time. On my first day I had Christine, our Office Manager, ringing me at 11:20am to come down for a cup of tea. It is strange not to be ruled by the bell ringing.

The next shock to the system was my office. Never having had an office before I was looking forward to that but what I didn't realise was where the office was situated. Now usually "Junior," members of staff would be located in the bottom of the building next to the kitchen, so they could cart the cups of tea and coffee to their bosses. Not in College Gardens! I went straight to the top! Literally straight to the top. There are 62 steps to the attic room where I am located and each morning I climb those steps in bated anticipation of the day ahead. When I climb onto the 62nd step I am just so thankful I made it to the top today!! A good start to the day!!!

Then the phone calls started and though nervous at first, I soon got used to the process and delved in with the same enthusiasm as a NQT on their first day. The staff in Northern Office are super to work with from Christine, Helen, Trevor, Marian and Paul on reception. At least that's what they told me to say. No honestly, they are superb and so helpful. Having two Pauls in the office is slightly confusing so we are going to have to work out some kind of nickname to differentiate between each other and for those that know mine NO I am not going to use it!

I must of course also mention the great help I have had from the officials in the office too. Many thanks to Mark (Assistant Northern Secretary) Nuala and Tommy (Senior Officials) and of course our leader Gerry (Northern Secretary).

As to the work itself it is hard to believe the amount of calls the office receives and I did think to myself how did the other officials manage before another "Junior" colleague arrived. The queries are wide

and varied and just when you think you have an area covered, along comes another query which you didn't expect.

There is a saying that a change is as good as a rest. I have actually met friends who say I look a new man since leaving teaching. To them it may look like that, but the job has different pressures and deadlines which still have to be met, (this article for example). There is no doubt I am not experiencing the fatigue now associated with teaching, caused by the workload in schools, and for that I am glad. Yes, I now do a lot of travelling but I don't mind that as it is just part of the job. The thing that keeps me focused and gives me a buzz is that each day I am able to help someone by answering a query that may have been worrying them or causing them stress. I feel I am doing a job that is worthwhile and helps teachers in their daily lives.

On saying that, roll on the holidays!

**Paul Groogan, Trade Union Official**

## Keep your details up to date

**School reps/members – help us keep you up to date – make sure we have your latest contact details.**

These can be updated through the **Members' Area of the INTO website: [www.into.ie](http://www.into.ie)**

**To update your personal details**

- Go to [www.into.ie/NI](http://www.into.ie/NI)
- Click on the **Members' Area** button on the top right hand side

- **Already registered? Log in as normal with your INTO membership number and password**
- **Need to register? Follow the simple on-screen steps**
- **Click YES to accept the Terms and Conditions**
- **Click SUBMIT**
- **Now you can log into the Members' Area at any time**

- **Click on the MY DETAILS button on the right hand side to view and amend your PERSONAL DETAILS**



**INTO – THE LOCAL UNION FOR LOCAL TEACHERS**

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- Are you involved in providing a service that may be of interest to our members?

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# Project: My Coping Companion "Inner Peace"

*A picture book to help in times of stress*

Between September and November 2017, eight pupils between the ages of 14-18 years from Glenveagh Special School based in Harberton Park, south Belfast, were fortunate to have had the opportunity to visit Fighting Words Belfast based in the Skainos Centre on the Lower Newtownards Road, each Monday morning for six weeks.

Here, the pupils and staff from the school were welcomed by employees and volunteers from Fighting Words Belfast, with the aim of collaborating on a very exciting project, which would ultimately result in a published picture book to be launched during the Young at Art Festival held in Belfast in March 2018.

The purpose of the six Skainos based workshops, was to explore the causes of stress in young adults with special needs, and discuss how it manifests itself in the physical body. Each week they explored one feeling that could trigger stress in their body, culminating in six different discussions around these emotions. For example, worry, fear, tiredness and anger.

Using a system nicknamed "Body Check Bob" (Courtesy of Carol Burns) the students explored how to identify when they were experiencing stress.

For example; when their hands get sweaty or their throats get dry, or they're legs become wobbly, and so on.

They were then able to take images from "Communicate in Print" (an educational app to aid with communication available to all teachers on the C2K network) related to calming exercises using yoga based breathing techniques, and interpret them using Lego like blocks.

For example the word **eyes** would look like this:



Communicate in Print symbol & Lego interpretation



Michael McGuinness (18) holding up his illustration for the coping companion picture book at the Skainos Centre Belfast

Or the word **close** would look like this:



Communicate in Print symbol & Lego interpretation

The pupils would then use Lego like blocks to make their own versions of these symbols, which would then be used as illustrations for the book.

The aim of this book is to function as a de-escalation aid, which students can carry around with them. The idea being that whenever they recognise stress through their own bodies, then they can read the signs in the book, to remind them of how to use simple breathing exercises, to begin relaxing (de-escalating).

At the present moment, the pupils are ready to embark on the second phase of the project which entails designing and printing the hard copy book. All of the block illustrations have now been photographed by David and Cheryl Pauley at "Studio" (a Belfast based professional photographic studio) and

are now ready to be installed into a book layout software, ready for sending off to the printers before Christmas.

This will form the basis of a Young Enterprise Programme, where the sales of the book will hopefully contribute to further publications, from pupils in Glenveagh School. In actual fact, this could be seen as the beginning of the Glenveagh School Publishing House!

This book will eventually, be submitted for inclusion in the IBBY (International Board on Books for Young People) Special Needs Collection, which is held in Toronto Canada.

New titles that are accepted into this library are announced at the Bologna Children's Book Fair in April every two years.

A big thank you to Fighting Words Belfast, and all its wonderful volunteers, for assisting in this exciting project which is still to run right up until March 2018, as part of the Belfast Children's Festival and then beyond, until the submission for the Ibbey Special Needs Collection in April 2018.

Article submitted by **ANDREW WHITSON** (Teacher and Illustrator) Participants: Glenveagh Special School in conjunction with Fighting Words Belfast



# Maths Mastery

'Education is not the filling of a pail, but the lighting of a fire',  
WB Yeats

Prophetic words acknowledged in a past generation, but do these inspirational words mean anything at all in the prescriptive and inhibited curriculum that we all follow in the 21st century?

Well in a new and innovative way in the teaching of Mathematics, I believe these profound words could at last have the potential to come alive!

For far too long Maths has been feared by many learners, parents and dare I say it teachers too. How many times have we heard parents lamenting that they were never any good at maths at school, and as a result these negative beliefs about ability and aptitude have become entrenched in children's thinking from an early age.

But what if there was a system that believed every child has the ability to succeed and enjoy Mathematics and not just the gifted few?

I've been a Numeracy Co-ordinator in the primary sector for quite a number of years and have seen ideas and strategies go in and out of favour, but about a year ago I came across a new approach to Numeracy, an approach that made such logical sense that it truly became the 'lighting of a fire' in my mind. Teaching for mastery is this belief. It is about developing the power to think (conceptual understanding), not just procedural fluency. It is about growth mind-set versus fixed mind-set, in practical terms it means a coherent journey for teacher and pupil that begins in primary one and transitions across the key stages right through to GCSE. The depth and simplicity of the Mastery approach to learning I believe could have a truly transformative impact not only on the teaching of Mathematics but potentially on other core subjects as well.

The journey is about whole class groups tackling concepts in small clearly connected steps. You can only build knowledge on secure foundations with depth of understanding by both teachers and pupils. Until now we have taught Numeracy through a variety of schemes and text books but in Mastery, teachers' understanding and professional

development, good CPD, is a key part of the process. Of course written work and practise is important but it should be 'intelligent practice' that makes number connections clear and explicit, enhancing the understanding of how Numeracy is best taught through clear stages.

- \* Concrete Stage (use of hands on materials to make numbers real for children)
- \* Representational Stage (pictorial representation of a number problem, eg bar models)
- \* Abstract Stage (the ability to understand and manipulate numbers)

During the last spring and summer term I got the opportunity to help develop and work on a Mastery transition programme

from primary into secondary which involved teachers from both sectors coming together to share insights and experiences that produced real impact on learning. As a result of this and further research both these schools have now embarked on a teaching for mastery programme.

For these two schools and another few schools in Northern Ireland, the journey has begun. Teachers are working collaboratively across all the key stages, focussed on a common purpose, to improve and enhance every child's confidence and achievement. The spark has been ignited surely, inevitably, the fire will be lit!

**CATHERINE MCBRIDE, Belfast Branch**



But what if there was a system that believed every child has the ability to succeed and enjoy Mathematics and not just the gifted few?

# Out and About



Retired Teachers' Association, Annual General Meeting, Glenavon Hotel, Cookstown



Stranmillis recruitment fair



Armagh City Branch Meeting



Derry City Branch Meeting



Northern Chair visits St John the Baptist Primary School, Carrenbeg, Belleek





Dorothy McGinley with the Principal Seamus Hanna and pupils of St Columban's College, Kilkeel



Beth Davis Beth Davis who was the winner of the Vere Foster Medal at the Stranmillis Graduation Ceremony

John Boyle, President, and Dorothy McGinley attend the SCoTENS Conference



Dorothy McGinley with the President of St Mary's Student Union who is accepting the Vere Foster medal on behalf of the recipient Ryan Farrell



Oliver Short presenting the John Cull medal, on behalf of the Newry Branch, to Brendan Fay, the father of the winner Leah Fay (mature student award)



Oliver Short, Newry Branch, with Elizabeth Lundy and Paula Sands daughters of the late John Cull.



# Principals'/Vice-Principals' Conference 2017

The INTO Principals' and Vice Principals' Conference took place in the Tullylagan House Hotel, Cookstown, on Friday 1st December 2017.

The conference was attended by INTO President John Boyle, Northern Chairperson Dorothy McGinley, the Chairperson and Vice Chairperson of INTO PDC, Northern Secretary Gerry Murphy and Senior Officials of INTO. The two

Northern representatives on PDC, Martin Short and Mario Gribben also attended.

The current issues in Education were outlined by the Northern Secretary and discussed by the 60 principals in attendance.

These included,

- Industrial Action
- Education Budget Cuts
- Principal and Vice Principal Welfare

- Rationalisation of the School Estate
- SEN

In the afternoon the District 1 and District 2 Principal Fora were initiated, the next meetings of these Fora will take place in February 2018. They provide an opportunity for Principals and Vice Principals to voice concern which are carried back to the PDC.



From left to right : Michelle Keane (District 15), Gerard O'Donoghue (District 12), Mark McTaggart, John Boyle, Dorothy McGinley, Mario Gribben (District 2), Martin Short (District 1) and Gerry Murphy



Principals and Vice Principals attending the Conference



# Kindling the Flame

## INTO 150 Year History (1868 – 2018)



*Kindling the Flame: 150 Years of the INTO* chronicles and marks the life of the INTO since its formal beginnings in 1868. It is a major contribution to the INTO 150 celebrations.

### Bans on organising

The publication traces the INTO's history as Ireland's longest-established, largest and only all-island teachers' union. From the start, organisation of teachers was opposed and even forbidden. Both the Education Commissioners and the Catholic hierarchy put bans in place at various times. Despite this, and with the assistance of Vere Foster as an external president in its early days, the INTO survived and grew in strength throughout the 19th century.

Into the 20th century, teachers took on a new and more varied, child-centred school programme. Between 1912 and 1920, the INTO also had its first female president, registered as a trade union, elected its first full-time general secretary and fought a wide range of campaigns both on individual cases and on pay and conditions.

### Marriage ban and strikes

In the early years of Irish independence, the INTO had to fight on several fronts, against the marriage bar on women teachers and opposing pay and pensions cuts in the new state. The struggles later culminated in significant INTO events such as the lengthy 1946 strike, the campaign for pay parity with post-primary teachers, and opposition to the take-over of school principalships by members of religious orders (the issue in the famous Ballina dispute).

Niamh Puirseil's book goes on to analyse events in more recent history including the John McGahern sacking (1960s), the introduction of degree status for teachers (1970s) and the raft of education reviews (1980s). Significant INTO leaders are covered as are disputes including the 1985 pay campaign under the banner of 'Teachers United'.



John Boyle, President, Niamh Puirseil, Author, Dorothy McGinley, Northern Chairperson, Dr Éamon Phoenix, political historian, broadcaster and member of the Taoiseach's Expert Advisory Group on Centenaries.

(Photo by Andrew Vaughan, Ulster Tatler)

### Today's position and northern events

The story of the INTO is brought up to date in the context of the financial crisis of recent years, with a brief outline of challenges facing the Organisation today.

A unique feature of the book is that it contains two chapters tracing INTO's work in Northern Ireland since partition and the particular challenges faced by the Organisation for its very survival and then progress there.

### Tribute to the study

Professor John Coolahan acted as advisor throughout the researching and writing of *Kindling the Flame*. In paying tribute to Niamh Puirseil and her work he said of the publication: "The study is very well researched and is objectively written in a succinct form. It covers a huge canvas of events, and is located well within the political, economic, social and cultural context of its era. Its launch should be a major celebratory event for the INTO".



Dorothy McGinley introducing speakers at the book launch in the Linen Hall Library, Belfast.



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Explore our new website by going to [www.membershipplus.co.uk](http://www.membershipplus.co.uk) today!





# Newry Branch INTO's recent October meeting

Newry Branch INTO honoured recently retired members at their October Branch Meeting held in The Canal Court Hotel, Newry on Tuesday 10th October. The retiring members were presented with INTO pins/brooches as well as signed certificates from Sheila Nunan (Ard Runai) in recognition for their years of committed service to their pupils and their loyal membership and support of the INTO.



Honouring retired members (left).  
Back Row (L-R): Noreen Kelly (Runai), Pat McParland, Oliver Short, David Nolan (Cathaoirleach).  
Front Row (L-R): Irene Malone and Margaret Rogers

Above: Lucky winners in the free members' draw for attendance at Newry Branch INTO's October meeting. (L-R): Noreen Kelly (Runai), Pat McParland (Voucher Winner), Michelle Morgan (Voucher Winner) and David Nolan (Cathaoirleach)

## Branch Officer Training, Canal Court Hotel Newry

As part of INTO's continuing upskilling training sessions, Branch Officers from Districts One and Two attended a weekend Training Workshop in Newry in November. Whilst the agenda was indeed a busy one, overall the training event was extremely useful and informative for all the participants.

Over the weekend members were informed and trained on a wide range of issues. Fidelma Heston and Merrilyn Campbell from the IT Department in Head Office trained and guided Branch Officers on aspects of Branch business and data protection, while Noel Ward

(General Treasurer), Grainne Cleary (INTO Accountant) and Claire Daly (Finance), focused on Finance. Gerry Murphy (Northern Secretary) and Mark Mc Taggart (Assistant Northern Secretary) discussed ongoing Industrial Action. Nuala O'Donnell (Senior Official) informed delegates on Training Courses for INTO members and Paul Groogan (Official) informed officers of the Social Media Platforms that INTO have now in place and encouraged all members to engage in these. All in all it was a very productive and worthwhile weekend.



# The BEE begins...

**2017** was the first year our school entered a student to the Eason's Spelling Bee.

I presented the idea to the children in fifth and sixth classes and there was quite a bit of enthusiasm. I reckoned more than half of the eligible 60 children knew what a Spelling Bee was, and at least as many were interested in competing.

I photocopied lists of words, some sanctioned by the organisers, some not. I had many takers, eager, good, clever children, brave too, willing to give this Bee a go. We practised dummy-runs in the classrooms and some pupils realised just how nerve-wracking it could be. Firstly, remembering how to spell words they had fastidiously learned and secondly, calling out the letters, in the correct order, in front of a group of people!

There were super-enthusiastic pupils and timid children who had done their homework, showing quiet confidence when I called their name. Each dummy-run produced a different winner. The randomness of the words along with the stage-fright was now understood. They were counselled that to win required gritty determination, hard work and some sheer luck.

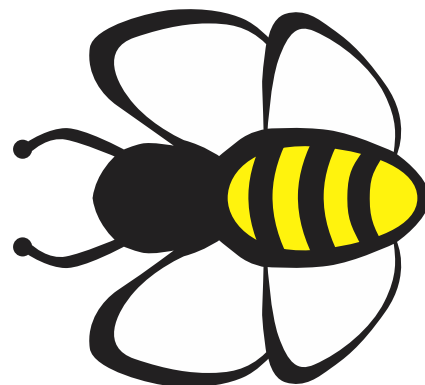
**THE** day for the school Bee came. The class teachers, an SNA and I sat facing the competitors, with their peer

group as audience. Adhering to the rules, we reiterated the procedure and each student stood up, spelled their word. afford... condescending... proletariat... sovereign... They then sat back down – up front if they spelled successfully, in the audience, if not. One by one, all the sixth class students were knocked out. Within four rounds, we were down to two fifth class pupils. It was anyone's game, as both of them were well-prepared and determined to win. A mistake that the child would probably never make in other circumstances was made and so our school representative was selected! All involved congratulated her, some through tears, but graciously, and she was overjoyed.

I had many takers,  
eager, good, clever  
children, brave too,  
willing to give this  
Bee a go

**OUR** girl went forward, we took our seats in the audience while her mother hid her head in her hands. The competitors were expertly handled, gently led into a practice round and put at their ease. Exercise ... knock ... chair ... client... Straight away, some children did the full "Can you repeat that for me / put it into a sentence for me, please?" as they had been coached to do. The atmosphere was electric as the Bee proper began. You could hear a pin drop between the adjudicator asking the spelling and the speller making their attempt.

There were 18 contestants, some obviously nervous, some confident. I



Our girl set about learning to spell words from the bright yellow Spelling Bee dictionary each night with her family. Her teacher and I grilled her at every opportunity, aided by her classmates. Within a short couple of weeks, it was time to face the other schools in the county final. We didn't have far to go, arriving with Mom and another supporter, to a school bedecked in dazzling Spelling Bee yellow bunting.

Buzzy yellow bees, balloons, posters, drawings and projects were on display as we made our way to the school hall.

Well done to this school's pupils and their teachers, it was an impressive welcome to all the competitors. The school stage was set up with a number of children's chairs, fantastic Spelling Bee backdrop, and adjudicators' desk. A microphone loomed front centre stage.

maintained eye-contact with our girl as much as I could, trying to convey calm and slow-breathing when it was almost her turn.

People sat on the edge of their seats, parents looked on through their fingers or behind someone's shoulders. Some prayed, all of us held our breath while each courageous speller said their bit.

Words began to be misspelled as the rounds went on. Difficult words for adults, not to mind 11- and 12-year-olds. Pertinent /pertinant ... brusque/brusk ... azalea/azalia .... The children battled bravely and sadly bowed out when it was clear they were mistaken. "Geranium"? This was a tough contest!

There was the boy who knew he spelled his word wrong two letters in, the child who forgot to insert the 'u' in quaint, the competitor who took an age to enunciate each letter, in a very uncertain

**Interested  
in entering the  
2018 Spelling Bee.**

**Visit <http://www.easonedition.com/category/spelling-bee/>**



way. When she got to the end of the word and it was correct, some of us nearly leaped up with relief for her!

Applause was offered at the end of each round as the unlucky spellers took their seats in the audience.

Round one: one speller gone. Round two: three more out. Round three: four spellers out. So we were left with something like seven boys, all looking extremely competent and three sound-looking girls.

Round four was a killer round, surprisingly felling all of the boys, leaving just two girls. Our girl was one of them. We were incredulous!

There was no way to know which way this thing could go. Knockout Round One had both contestants spelling correctly. Knockout Round Two offered the other girl a word she obviously wasn't familiar

with, which she valiantly attempted, but unfortunately got wrong.

It was now up to our girl to tap into her great, practised knowledge of spelling and spin out her word correctly. Anthracite...

**FOR** a person who has never come across this word before, it could be spelled a number of ways. The adjudicator repeated it, slowly pronouncing each syllable.

Our girl went for it, choosing 'c' over 's' for the fourth last letter. She later admitted she really wasn't sure which letter to use, but made a lucky guess. This was our winner!

We jumped up, unable to contain our glee! Her mother breathed properly for

the first time in an hour! Our girl was absolutely thrilled, and a little stunned by the whole experience. Gutted, the other competitor took her defeat well, and I found it very heartening to see many of the other spellers come up to offer congratulations to our winner.

Our girl collected her prize, photos were taken and we were told to expect notice of the next round in May. Delighted, we returned to school and our girl was feted. She immediately started learning to spell the contents of the Collins English Dictionary.

Unfortunately, our girl was pipped at the post in a very exciting provincial final but she will be trying out for this year's competition.

**Monita (Nita) Fitzgerald teaches in St John of God NS, Waterford. Nita is also a published author.**





# INTO Northern Conference

## 2–3 March 2018 at The Lough Erne Resort, Enniskillen

Northern Conference sets the agenda for INTO in the north, and each year sets the work programme for the NC and officials of the union for the coming year.

An elected committee called the Standing Orders Conference (SOC), prepares the Conference agenda from motions submitted by INTO branches and districts, in the form of order papers listing the business of Conference and motions for discussion.

The Chairperson of Northern Committee presides over Conference.

### Who attends INTO Northern Conference?

- ✎ Delegates elected by INTO branches in Districts 1 and 2
- ✎ Members of the Central Executive Committee
- ✎ Members and incoming members of Northern Committee

### What is on the Agenda?

Annual Conference debates motions submitted by branches and districts. It also considers the Northern Committee's Report. This report is published online in the Members' Area of the INTO website.

Some motions to Conference are discussed in a public session which is open to delegates and invited guests. These are also webcasted live on the INTO website. Other motions are discussed in private by accredited delegates only.

The number of delegates a branch may send to Conference is laid down by Rule 10 of the INTO Rules and Constitution. Branches may send two delegates for the first 129 members in the branch with an additional delegate for each additional 65 members or part thereof.

The business of the INTO is governed by the Organisation's Rules and Constitution. This is available in the Members' Area of the INTO website.

### Would you like to be a delegate to Northern Conference?

Find out how by attending your branch

AGM in January. Check with your staff representative for the date of your AGM (dates are also published on the INTO website).

### Who can submit motions to Northern Conference?



Dorothy McGinley, NC Chairperson, will deliver her address on the first day of Northern Conference 2018

Any member is entitled to submit a motion to their branch for discussion at the AGM. Motions passed by branches are sent forward for placement on the agenda for Northern Conference.

### What do motions for Conference look like?

- ✎ A motion is a proposition submitted for discussion and vote.
- ✎ It must ask Conference to declare an opinion or call for a course of action – or both.
- ✎ Motions should be designed to promote the aims and objects of the Organisation as set out in Rule 3.
- ✎ All motions must be clear and unambiguous in meaning and intention and must be worded accordingly.
- ✎ All motions must be capable of implementation.
- ✎ Each motion should be brief and concise and should not contain argument.
- ✎ Each motion should deal with one topic only.
- ✎ Decisions taken at Northern Conference shall be binding on all members of the INTO in Districts 1 and 2

### Sample motion

#### Motion 10

**Conference condemns the continued failure of the employers to protect members from increasing numbers of verbal and physical assaults.**

**Conference calls on Northern Committee to:**

- (i) **Engage with the Department of Education to undertake research into the number, severity and impact or assaults on staff in schools;**

- (ii) **Work with the Department of Education to provide clear information to all staff about their rights in the event of an assault.**

**Conference demands that Northern Committee work with the NITC to ensure that no teacher suffers any detriment resulting from injury at work.**

*Northern Committee*

### How priority is determined for items on the final agenda

The SOC has regard to the following when determining priority for the final agenda:

- ✎ The consensus among the general membership in relation to the priority issues in any particular year.
- ✎ The consensus among the SOC in relation to the priority issues, and the motions which will result in the greatest degree of favourable and advantageous publicity for the Organisation.
- ✎ The degree of urgency attending to a particular motion.
- ✎ The extent to which a particular motion will further the objectives of the Organisation.

### Conference Timetable

#### Day 1

Conference begins at 10.00 am – 6.00 pm at the latest.

The business of the first day includes

- ✎ Chairperson's Address
- ✎ INTO President's Speech
- ✎ Minister of Education Representative
- ✎ Northern Secretary Responds

#### Day 2

Begins at 9.00 am – 1.30 pm at the latest.

- ✎ Motions are then debated and the Northern Committee's report is delivered for the rest of the afternoon.
- ✎ At the end of the Conference the incoming Chairperson is introduced to the members.

**Keep up to date with Conference information via the INTO website and social media.**



Gerry Murphy, Northern Secretary

# William Kennedy Piping Festival

Armagh Pipers Club has announced details of the 24th William Kennedy Piping Festival. The festival takes place in multiple venues across Armagh City over the weekend of 16-19 November and features musicians from all over the globe as well as the best of home grown talent.

Festival highlights include a first Armagh visit for supergroup Danú, a new collaboration between local heroes Ulaid and West Kerry's Muireann Nic Amhlaoibh, and a 22-strong pipe band from Asturias in the north of Spain.

Other initiatives this year include a celebration of French bagpiping featuring musicians from five different regions each showcasing their distinct music, culture and maybe culinary delights; a unique multi-media performance entitled "Musical Footsteps" tracing the musical heritage of past and present members of Armagh Pipers Club; and a special concert for little people called "The Quiet Tree and the Creatures of Whistleberry Forest" performed by Monaghan native Thomas Johnston.

The William Kennedy Piping Academy will run in tandem with the festival. This is an intensive uilleann piping immersion course focusing primarily on performance but also addressing the maintenance, construction and history of the instrument, and boasting the cream of uilleann pipers as course tutors. This year's line-up includes Robbie Hannan, Mikie

Smyth, Eoin Ó Riabhaigh, Brian McNamara, Caoimhín Ó Fearghail and Eamonn Curran.

The William Kennedy Piping Festival celebrates the life and work of William Kennedy, the 18th century piper, pipe maker and inventor who was born in 1768 near Banbridge and died in 1834 in Tandragee, County Armagh. This Festival, founded in 1994, was originally conceived to bring together pipers from different countries and traditions, and was the first of its kind anywhere in Northern Europe. To date the event has brought to Armagh pipers from Spain, France, Italy, Bulgaria, Hungary, Belarus, Portugal, Canada, USA, Australia, Algeria, Iran, Czech Republic, Croatia, Greece, Sweden, Belgium, England, Scotland, and Wales as well as the cream of Irish pipers.

The festival is organised by Armagh Pipers Club which was founded in 1966 and has been to the forefront of traditional music not just on a local scale but worldwide through its publications and teaching programme over five decades

The festival is grant aided by the Arts Council of Northern Ireland, Armagh City Banbridge and Craigavon Borough Council, Foras na Gaeilge, and the Colmcille programme which promotes cultural links between Ireland and Scotland.

**For more information visit [www.wkpf.org](http://www.wkpf.org) or email [info@wkpf.org](mailto:info@wkpf.org). (Article submitted October 2017.)**



## A note from the Chairperson

This year I have the privilege of being Chairperson of Northern Committee and I relish this honour as INTO will celebrate its 150th anniversary in 2018.

I take on the role as Northern Chairperson for 2017–2018 at a time of extraordinary change across the educational landscape, in a backdrop of continuing Education budget reductions, Pay freezes and in an ever increasing landscape of measurability and accountability. Our officials and negotiators have indeed challenging times ahead!

Nonetheless, it will be a privilege to serve all members in District 1 and 2 and I look forward to visiting branches across the north to hear their views and vision for the year ahead.

**DOROTHY MCGINLEY**





# Seamus Heaney and the Bogside Experience

*INTO Newry Branch outing to Derry, Saturday 17th June*

Newry Branch INTO held their annual outing this year on Saturday 17th June. The trip departed from Newry train station on board A1 coaches, with the first stop being the Glenavon in Cookstown for tea and scones. It was then on to Magherafelt to pick up our tour guide, Eugene Kielt, who enthralled passengers with his knowledge of Seamus Heaney and with some beautiful recordings of his poetry. After a detailed tour of Heaney's

hinterland we arrived at the new Heaney museum in Bellaghy and were given an opportunity to spend some time to explore. Again a guide was provided. We then headed off up the Glenshane Pass where we stopped for a delicious meal in the famous Ponderosa Bar and Restaurant. The coach then took us into Derry, where we met up with Glean Doherty from Derry Blue Badge Guide Tour Operators, who took us all on a walking tour of Free Derry

and provided the group with a complete history of the area and the events surrounding the civil rights movement and the Bloody Sunday massacre.

We then just had time for a few light refreshments before boarding our coach back to Newry. The day was a great success and the lovely weather added to our enjoyment. A big thank you to all who contributed to making our trip a great success. Roll on next year!



## Limavady & Dungiven branch 2017 retirees

Thursday 23rd November  
2017

Back row L-R: A McElhinney, S Connolly, M O' Hara, M Harron, M McLaughlin, D Mullan (Branch Secretary)

Front row L-R: J Guthrie, (Branch Chair), John Boyle (INTO President), M McCloskey



# Social Media

## The good the bad and the dangerous

Social media drives everything in the world around us. From the current President of the United States of America engaging in daily rants through the medium of Twitter to the group of friends what 'sapping constantly about their daily lives. Everywhere, everyday, people are engaging in some form of social media interaction. Yes even teachers!

There is no doubt that social media is a useful tool for schools. Websites are nearly defunct with the growth now of school face book pages which are a great way to get information out there as and when required and to advertise and "show off," the achievements of the school and its pupils and even sometimes the teachers. At a time when the education system is under severe financial and budgetary pressure, social media is helping to galvanise the pupil numbers for schools through their face book pages.

But as with most social media platforms there are concerns regarding the posts that appear on for example face book which are directly aimed at teachers.

Sometimes a disgruntled parent or pupil will post a comment about a particular teacher. The fallout from this is soul destroying for the teacher as usually the rant is based on misconstrued information. The teacher concerned is at the least embarrassed or at the most traumatised by such a public defamation of their character. Faced with such a situation what can the teacher do?

1. Contact your Principal and inform them of the post.
2. Insist that the Principal contacts the parent and the post is taken down

immediately.

3. Get assurances that no such posting will occur again, or the police and solicitors will be contacted.
- In reality the posting of anything is by law a form of libel as the comments made are written down.

Under the law - Libel is a method of defamation expressed by print, writing, pictures, signs, effigies, or any communication embodied in physical form that is injurious to a person's reputation, exposes a person to public hatred, contempt or ridicule, or injures a person in his/her business or profession.

Unfortunately, when it comes to social media very few cases are taken when someone posts forms of defamation and until someone does teachers will continue to experience ridicule and contempt from some parents and pupils.

Schools do have their own Social Media policies which they should adhere to but it might be good practice to add in to the permission sheet for photographs for example, a line asking parents from refraining to use social media to highlight school issues and to follow the parental complaints procedure in place.

At present there is no Social Media Agreement between Employers and unions. However, the Department of Education have produced a document called "Safeguarding and Child Protection in Schools,"- A Guide for Schools.

It is a document supposed to be as it says, a guide for schools which includes reference to social media from which I quote, "Staff and volunteers must not

engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff and volunteers should ensure that they adopt suitably high security settings on any personal profiles they may have." Without a doubt this is good advice. We should adopt high security settings on all personal profiles.

The document goes on to say, "Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others. This may also include the use of dating websites where staff could encounter students either with their own profile or acting covertly." Again, good advice but this document then requires you as the teacher to sign it to confirm that you will follow this advice.

The Union advice is NOT to sign it. This document has not been consulted with by the unions and is not an agreed document. We need to get an agreed document with the Employers which holds all parties, be it parents, pupils or teachers, to account should there be an inappropriate use of social media.

So, while social media can be good for getting information out there, bad for the abuse some teachers receive, it is also dangerous in that the law has not yet caught up with the solutions to the problems that social media is creating.

**PAUL GROOGAN, Trade Union Official**

## District 1 INTO 150th Anniversary Preparations

District 1 has preparations well under way to celebrate INTO 150. The excitement is tangible. One of the inaugural branches, Ballymena, will host the inaugural event, taking place in March. More details will be available closer to the time, but be assured that the legendary hospitality of the City of the Seven Towers is not to be missed.

At a recent meeting of District 1, the aims and objectives of the evening were outlined. An action plan has been agreed, and the evening remains a work in progress. Suffice to say, an evaluation form will be available on the night.

**KIERAN KILLOUGH, Branch Secretary, Ballymena Branch**





# Q&A

GO

## Brief Absences

**My neighbour, who has been a family friend for over 20 years, has died. Am I entitled to go to the funeral?**

While all leave is at the discretion of the Board of Governors you should be given leave with pay to attend the funeral but the period of absence should be the minimum part of the day to fulfil your necessary social duty.

**I am getting married in July. Am I entitled to any leave?**

Normally you would be entitled to 3 days' leave but because you are getting married during the summer holidays you are not entitled to any extra leave.

**I was witness to a car accident and I am now being asked to go to Court. I have phoned and been informed that I must attend. Will I lose my pay for that day if I go?**

No, you will not lose pay for that day. If a teacher is required to attend Court as a witness they are entitled to leave with pay.

**I am moving house. Am I entitled to a day off?**

All teachers are entitled to a day's leave with full pay so that they can move home. Please give the school as much notice of this as possible.

**My husband has to attend hospital for a day procedure. He will be unable to drive home. Will I be able to attend the hospital with him? If I do attend with him will it affect my pension?**

You are entitled to a day's leave with pay to accompany your husband and so it will not affect your pension.

## Maternity

**What is the earliest date that I can start my maternity?**

The earliest date that you can start your maternity leave is the 11th week before your expected week of childbirth.

**Is it possible to change my date of return to work that I have put on my TR160?**

Yes it is possible but you need to give the principal 28 days' notice of any change.

**Can you explain what Keep In Touch days are?**

Keep in touch days (KIT) are there to help ease your return to work. Generally KIT days are used by teachers to prepare their lessons/rooms or for training on school closure days. Teachers should expect to be paid for KIT days but KIT days are by agreement and teachers cannot be forced to avail of them.

**I am intending to go on a career break at the end of my maternity leave. I have been told that if I do I will have to pay my maternity pay back. Can you advise please?**

There is an obligation that teachers must return to their job for at least 13 weeks. Failure to do so will require a refund of

Occupational Maternity Pay however this is generally deferred if a teacher takes a career break.

**I know the maximum time I can take for maternity leave but I cannot find the minimum I can take?**

In relation to maternity the basic principle is that teachers have a right to choose when to start their maternity

leave however a teacher is not permitted to work during the 2 week period commencing with the date of childbirth.

**When I go on maternity leave how many weeks will I get full pay?**

You will get 4 weeks full pay then 2 weeks at 90% of full pay then 12 weeks at half pay. During the period of half pay and beyond you may also be entitled to Statutory Maternity Pay.





# 2018 INTO Art Competition

**into** 

Irish National Teachers' Organisation  
Cumann Múinteoirí Éireann

150

Founded in 1868, INTO will mark its 150th anniversary in 2018. Our first President was the philanthropist and educationalist Vere Foster. Vere Foster's handwriting copybooks are well known, perhaps less famous are

his copybooks covering more artistic skills: Elementary Drawing, Painting for Beginners and Advanced Water-colour Drawing to name a few.

It seems appropriate in this 150th anniversary year to take our

inspiration from Vere Foster and his celebrated publications, therefore we are encouraging art competition entrants to submit works covered by just some of Vere Foster's many varied copybook themes:

**Animals • Architecture • Details of Machines • The Human Figure  
Landscapes • Ornamental • Seascapes**

**Entrants will have the choice of submitting a painted work (maximum of two),  
photographic work (maximum of two) or both  
– maximum of four entries per member.**

**Entries must be submitted by 4pm on Wednesday 31 January 2018**

One winning painting and one winning photograph will be chosen by a judging panel.

The winners will be announced at Northern Conference in March 2018.

The winner in each category will receive £300.

The success of past years has provided the opportunity for Northern Office to showcase the artistic talents of our members. A collection of art works created by INTO members seems a fitting compliment to the pioneering work of Vere Foster.

*For an entry form and further details please refer to the Members' Area of the INTO website*



*Previous Winners*





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