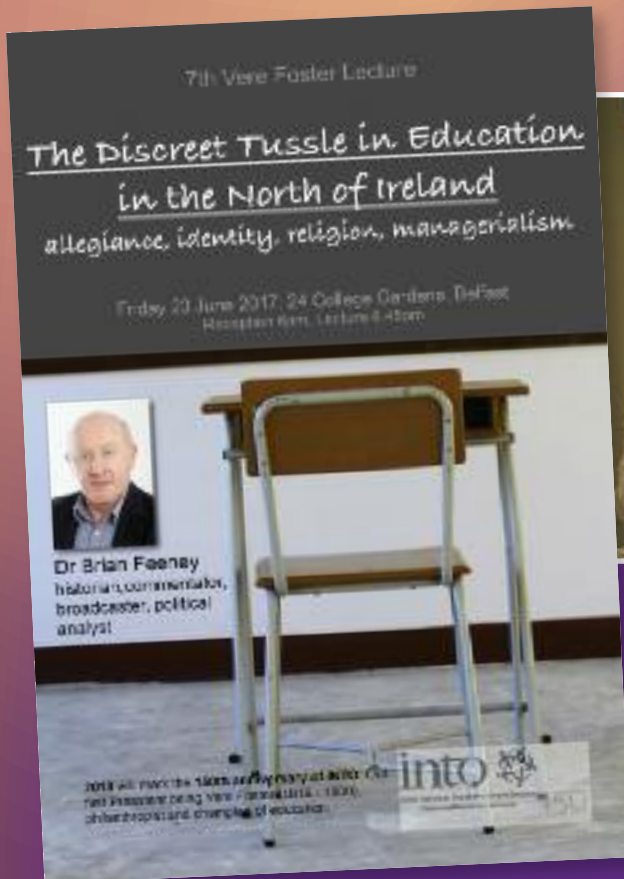


# Printout

into  
Irish National Teachers' Organisation  
Cumann Múinteoirí Éireann

September 2017



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# Pay Issues Remain Unsolved

Last year was a difficult one for teachers. We campaigned: for the payment of the still withheld 2015/16 cost of living increase; against the increasing workloads being foisted on teachers whilst maintaining the successful action seeking to bring the Department to their senses on an assessment strategy.

Over the course of the year from a trade union perspective we have reasons to be encouraged. The INTO remained united and resolute. We were steadfast in maintaining teacher unity and in challenging the unelected and unaccountable educational bureaucracy. Our Northern Committee worked hard to keep the membership informed of every development attending Branch and District meetings to share information and listen to the views of the membership. It was their initiative that planted the seed that is now emerging as a full blown Northern Ireland Committee [NIC] of the Irish Congress of Trades Union [ICTU] campaign to challenge the pay cap, low pay and to bring about greater investment in public services. A campaign that will see all 24 ICTU affiliated unions coming together in a campaign designed to create a momentum for change that will deliver for the public and private sector workers.

Teachers as public sector workers have suffered what the Tories call pay restraint on one hand whilst on the other have seen their workload increase as the service shortfalls in our schools are thrust upon them to pick up. Our attempts to undo these injustices have been frustrated by a political vacuum in Stormont, an uncaring government in London and an education bureaucracy here that appears to be quite enjoying being off the political leash. The net effect, in the pockets of teachers is a continuing decline in the real value of salaries. Alongside this, the overblown bureaucracy which looms over our

education system has sought to off-load as much responsibility for the budget cuts as possible from themselves. Principals and senior teachers are increasingly being called upon to make

decisions prioritising which children are to receive the support they are entitled to and which are to be condemned to wait whilst the Department and their allies in the multitude of employers' bodies refuse to accept any responsibility for the unfolding crisis across the system.

INTO remains determined to continue the fight. Our fight for a fair salary – one that reflects what is expected of a teacher in the 21st century – is one that

deserves the support of not only teachers but of society in general. Teachers are the guardians of society's future. Investing in the profession is an

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investment in all our futures. It has become clear over the previous few years that those charged with administering the education system have lost sight of everything that education should be about and are focused solely on meeting their budgetary targets. If we are to be successful in achieving our

objectives around salary and workload then we will need to bring about a change in their outlook. This will be achieved by mobilising public support behind a campaign for greater financial investment in the education system. This is why the NIC-ICTU campaign which is coming on stream in the autumn and to which INTO is central is such a welcome development.

We will of course maintain our own actions across the education sector, members are directed to follow the actions contained in the updated material that will have reached your school in recent days. We will of course continue to seek an acceptable resolution to the disputes we are engaged in. However, the management side are not even prepared to negotiate – preferring the euphemism of “an engagement” so they can claim they are serious about seeking a fair resolution to these disputes. We will nevertheless persist with them for the time being for we are serious about bringing about improvements for our members.

Meanwhile we will throw our weight and experience behind the ICTU campaign whose objectives dovetail with our own.

The autumn and winter that we are facing will see an increase in campaigning activity as we join with our trade union colleagues in proposing alternatives to the unelected bureaucrats and ineffectual employers currently in charge of education and the entire public service. This will be an opportunity for local activists to join with their fellow trade unionists in towns across the north to inform and seek the support of communities and interest groups in bringing about real improvements. Improvements, not only for our members and our fellow public and private sector workers but also the children and young people who are also being failed by a system that no longer sees education as an investment for the future. INTO has a good track record with this type of campaign and our experience will be key to ensuring a victory for our members, our public sector colleagues and society as a whole. I know that INTO members won't be found wanting in the months ahead.



**GERRY MURPHY,**  
*Northern Secretary*



# INTO urges non engagement with Code of Conduct

Towards the end of last year, in April, the Department of Education published a document on their website entitled "Safeguarding and Child Protection in Schools - A guide to Schools". The document was not subject to any form of consultation with the teacher trade unions and buried deep within it in Annex C is a Code of Conduct for staff and volunteers in schools.

This Code of Conduct is frankly unworkable and represents amongst other things a considerable erosion of teachers' [as an individual] right to a private life. The published Code of Conduct appears on the face of it to be in breach of Article 8 of the European Convention of Human Rights. Whilst it is no part of a teacher's contract of employment it creates further threats to already precarious teacher employment. It does this by identifying and

highlighting areas where a teacher could be potentially facing disciplinary action.

In addition it offers no detail on how judgements which Boards of Governors may be called upon to make are to be framed and neither does it provide any guidance on how equality of treatment is to be afforded to a teacher caught in the subjective web it creates. Furthermore it places Principals in a position where they may be called upon to make decisions that will have direct consequences for a teachers economic wellbeing. The potential impact on teachers, the pupils and indeed communities in which they teach appears to have been ignored by the authors of the document. The workload implications are significant also but again have been ignored.

INTO has been in contact with the Management Side of the JWP which includes the Department of Education [DE]

and has insisted this document be placed on the agenda for discussion between trade union side and the employers and DE. Until such time as we can reach an agreement with the Management Side on this issue INTO members are instructed to refuse to sign up to any Code of Conduct a school management may seek to force upon you. Should members be faced with such a demand you should politely decline and inform the person or body in question that you are acting on the instruction of your trade union. In the event that further unwanted pressure is exerted upon you to sign such a Code of Conduct please contact your local Northern Committee representatives or Northern Office who will be happy to support you should that be required.

**GERRY MURPHY**  
*Northern Secretary*

## Trade Union Official Appointed

Paul Groogan has been appointed Trade Union Official in Northern Office. Paul first qualified as a teacher in 1984 from St Joseph's College of Education, Belfast. In 1986 he moved to England where he entered the Private Sector and worked with Post Office Counters Ltd as a counter clerk, manager, trainer and project planner. He moved back to Omagh in 1996 and re-entered teaching, working in the Primary Sector in Derry and then Omagh up to his present appointment. He has a breadth of knowledge gained from his time working in the Private and Public sectors. His interest in trade unions and their importance was first encountered in student life as President of St Joseph's Students Union. He continued this interest during his time with the Post



**Paul Groogan, newly appointed Trade Union Official**

Office.

Since returning from England Paul has represented INTO as a School Representative and Chair of Tyrone Central. He was District II's

representative on Standing Orders Conference for 3 years and was District II's representative for Standing Orders Congress for 5 years. He was also INTO's representative on the ICTU Health & Safety Committee. Paul was elected Western Area Northern Committee Primary A Representative when he replaced Rita Fox in 2012. Paul has a broad understanding of the private and public sectors and is looking forward to the challenges that his role as Trade Union Official will present.

**The Western Area Northern Committee Primary A representative Post is now available. Branches will be contacted asking for expressions of interest.**

## Apologies

The Editor would like to express their appreciation for the excellent article in our previous edition 'A visit to Palestine with the Trade Union Friends of Palestine', and apologises for omitting to attribute this to Daisy Mules, Derry City branch.

Some very astute members noticed the error in our wall planner, well done on the excellent observational skills, a replacement wall planner is included in this issue.



These three photographs are the work of Caroline Sadlier and were wrongly attributed in the previous edition, the Editor apologises for this error and acknowledges all those members who entered the 2017 Art Competition.

# Education cuts heap more pressure on schools

The role of the principal has always been an extremely challenging one. They, along with teaching colleagues, are continually striving to ensure the academic, pastoral, social and emotional needs of our young people are being met in line with the particular ethos of their schools. It has been made infinitely more difficult in recent times due to the demands being placed upon them in the face of ever reducing financial viability of the education system.

In simple terms, the cuts to education budgets have seen a proportionate increase in principal workloads as schools have been forced to pick up the service shortfalls arising from these cuts. The deficits identified across the system have manifested in other ways. Increasingly the education bureaucracy has sought to divest itself of responsibilities along with the legal liabilities that accompany them. These burdens have been passed on to principals, leadership teams, boards of

Increasingly the education bureaucracy has sought to divest itself of responsibilities along with the legal liabilities that accompany them

governors and individual teachers. Some of the more obvious examples of this policy development are:

- re-directing the deployment of Special Needs resources onto school budget holders and individual teachers
- Professional Development and School Improvement training requirements are now funded directly from individual school budgets due to the decimation of CASS
- little or no maintenance work being paid for by the EA
- principals, vice principals and teachers forced to use their own time to support

each other professionally and pastorally

- an increasing proliferation of independent educational consultants profiting from school budgets to advise schools and assist schools in tasks previously carried out by the EA.

To date this has only been possible because, as professionals, principals and their colleagues in schools have stretched themselves to their limit to make it happen. The role of the principal is further complicated by ongoing industrial action by INTO and four of the five recognised teacher unions. In all but a minority of cases, principals are extremely supportive of their teaching colleagues.

Indeed the net decline in the value of teachers' salaries is experienced by principals too. The workload increases experienced by classroom teachers is also experienced by principals.

INTO members at all levels in schools across the north have successfully resisted the introduction of a flawed assessment methodology across the system. We were successful in large part due to two things: unity across our membership and across the range of teacher unions and; the sustained and vehement opposition by our Principal members to the nonsensical and educationally unsound approach the Department and its associated quangos sought to impose on the system. Indeed the Department and the employers will be looking back in the years ahead and ruefully concluding that it was their assessment folly that gave a voice to Principals and the powerful role they have in the system.

This voice has been further amplified in relation to the school budget. Principals voiced their opposition to proposed budget constraints, indicating that they would ignore the call from EA to work within the monies allocated, and, based on their professional judgement and experience, seek to provide the resources

that their schools need to ensure every child has an opportunity to reach their potential, even if this would cause an overspend. In effect, what the principals said was that they wanted a budget allocation to suit their school, rather than the school having to suit the allocated budget.

In June, the Education Authorities chief executive informed schools of a cut to the school budget in real terms of around 4% due to wage increases and inflation, even before any reduction in the Education Block Grant. Added to this is the interpretation of the LMS units with the statement that "Schools should be aware that spending in excess of their CFF allocation will have a significant impact on other Education services. EA will

not be in a position to approve any school spending more than its Common Funding Scheme allocation without a clearly agreed plan indicating how such a deficit would be repaid by the school." This means that where a school held a carryover from the previous year, this surplus can no longer be included in financial plans for the coming year. This only serves to further exasperate and anger principals as they attempt to action plans that they have carefully prepared to meet the diverse needs of their school.

It is important that, as trade unionists, we support all of those who are prepared to take a stand against the ongoing cuts to education budgets. Should we not continue to aid such opposition, then it is the young people in our members' care who will suffer most. The point of the ongoing industrial action is to reduce all our members' workload, and to secure a pay rise to reflect the true worth of the teaching profession. To this end, it is vital that teachers and principals continue to be supportive of each other in schools, and that any industrial action taking place does not serve to divide INTO members within our schools.



**MARK MCTAGGART**,  
*Assistant Northern Secretary*

# Parental complaints

## – *what information should teachers expect?*

No one likes to be invited to the principal's office to find out that there is a parental complaint about them. However, if it is handed sensitively and consideration is given to all party's feelings then there is no reason that extra, undue stress is added to an already unpleasant situation. While parents should rightly expect to be treated with courtesy and their complaint dealt with in both a serious and timely manner, teachers should also expect no less.

Unfortunately, many INTO members have recently been in contact with Northern Office recently because they have not been afforded this consideration. In some cases members have been summoned to their principal's office and verbally told of a complaint which they have been expected, without notice, to respond to with a note taker recording their response.

This type of management reaction to a parental complaint is totally unacceptable and INTO members are encouraged not to engage in these situations. They should simply excuse themselves from any meeting until they have sought advice and assistance from their union representative at the school.

A member of staff who is the subject of a complaint must be provided with the full detail of any allegations made against him/her with reasonable time provided before being required to respond to the matters raised. On many occasions this may be best achieved by providing the member of staff with a copy of the complete letter so that they can have some time to peruse the contents of the complaint and respond appropriately.



**TOMMY MCGLONE,**  
*Senior Official*

Occasionally parents ask that the teacher not be furnished with the content of the letter of complaint and unfortunately principals have agreed to this request. However, INTO advise principals that in these circumstances they cannot simply agree to this request and instead they should explain to

parents that they have an obligation, at the very least, to provide a redacted copy of the complaint to the teacher. In these circumstances principals or chairs of governors, when dealing with complaints against principals, must take into account the guidance provided by the Information Commissioner's Office (I.C.O) in relation to access to information.

When a written complaint is received, the principal or chair of governors

should discuss with the parent the disclosure of the complaint to the teacher. In line with I.C.O's advice, schools must establish if the letter of complaint describes a teacher's behaviour and if it does then the teacher, whose behaviour is described, will have subject access rights and therefore all parts of the letter referring to the teacher's conduct must be disclosed to the teacher. All of the information that does not directly deal with the allegation against the teacher can be redacted, however only the information that is then provided to the teacher should be considered in the subsequent investigation and it is this information that the teacher should be asked to respond to.

*While parents should rightly expect to be treated with courtesy and their complaint dealt with in both a serious and timely manner, teachers should also expect no less*

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

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# Update on Inspections

*An analysis of Inspection reports on the ETI website as of 7 August 2017*

In the last edition of Printout we reported on the Inspection reports published on the ETI website at 8 May 2017. Over the summer we again looked at the inspection reports for schools posted on the ETI website since 8 May up to 7 August 2017. In comparing the information we noticed that in two thirds of the schools inspected from March to June there was industrial action short of strike against the ETI. This was in comparison to less than half of the schools inspected from January to March 2017. The increase in participation in the industrial action was across the school sectors, particularly in the Post-Primary and Special schools.

103 of the 152 schools' inspection reports published during this period stated in the title (involving action short of strike). Of these 103 schools it was reported that 79 had NO teachers taking part at all, and of those 79, 34 included the principal. In 5 of these reports it was mentioned that the Board of Governors were not co-operating either.

In the other 24 schools 'almost all' or the

'majority of teachers' did not co-operate. Only one school had a significant minority taking part in the action. In many of these

schools it was the principal and senior leaders only who were co-operating with the ETI and it should be noted that NAHT had no mandate for action and they now include among their membership senior leaders.

Of the 103 schools taking part in the Action Short of Strike (ASoS) 51 were informed that 'The school is a high priority for future inspection with no further notice.'

24 schools were informed that 'The ETI will also return to the school within six weeks to monitor and report on the

arrangements for safeguarding.' However the reports indicated that only 7 schools were revisited. In all of the addenda to the inspection reports for these 7 schools, the ETI stated, 'During the follow-up visit the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the Department of Education.' In 3 of them however, the report stated,

'Owing to the ongoing action short of strike, the ETI was unable to evaluate fully the outworkings of the arrangements for safeguarding in the school.'

It is clear from this analysis that more schools have not been co-operating with the inspectorate and the schools are still functioning well, with 'NI bucking the UK trend with improving GCSEs', according to the BBC NI news. INTO, along with the other teacher unions will continue to fight for fair pay and workload for teachers. It is important that members continue their stand in this action to secure a fairer more appropriate inspection system which takes cognisance of the decreasing budgets in schools and the subsequent increased workload and stress of teachers.

It is important that members continue their stand in this action to secure a fairer more appropriate inspection system



**NUALA O'DONNELL,**  
*Senior 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

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INTO – THE LOCAL UNION FOR LOCAL TEACHERS



# The Discreet Tussle for Education in the north of Ireland:

## *allegiance, identity, religion, managerialism*

**'Who controls the past controls the future. Who controls the present controls the past.'**

This quotation from George Orwell's 1984 perfectly sums up what many politicians believe is the point of education. It's a slogan of The Party in the book. Few political parties would openly admit that they agree with the slogan but the fact is that for most political parties education is a great deal more all-encompassing than the 3 R's. It constitutes what the Germans call *weltanschauung* – a general world view. In educational terms that means history, geography, literature, language, religion but not necessarily in that order. Few politicians are as helpfully explicit about their objectives in that arena as Michael Gove who set out in 2010 to have the English History syllabus changed to extol the virtues of the British Empire and to teach English history to the virtual exclusion of other countries' past.

If you can present a view of the past which is rosy and contented, stable and secure then obviously the factors which comprised that view of the past and the circumstances which produced that past are aspects you want to maintain, transmit to the next generation and continue into the future. All states create their own origin myth. In that respect the newly partitioned part of north-eastern Ireland with its own administration which was created in 1921 was no different from any other self-governing territory. The new government of Northern Ireland, which in 1921 was called the northern parliament of Ireland, wanted to create its own explanation and justification – origin myth if you like – of how and why it had come into existence and why its existence was a good idea to be maintained for the future.

It should also be said exactly the same was happening in the newly established Irish Free State which was producing a curriculum for its own education system that for the first time in history would be Irish centred as opposed to being geared to English culture and the politics of British imperialism in an examination system which Padraig Pearse had described as 'the murder machine'. Indeed much of the new Irish curriculum apart from Maths and Science was deliberately 'not English', a reaction to the pre-1921

system. It was also as far as possible taught through the medium of Irish.

None of this process was unique to Ireland north and south. All across Europe new states created by the Versailles settlement of 1919 were developing their own nationalistic education systems: Czechoslovakia, Poland, Finland, Romania. For the first time all these education systems were using their own languages as opposed to an official language such as German or in the case of Finland, Swedish.

Now, if you were a German living in the new Czechoslovakia or Poland, and there were millions of them, a Hungarian in Romania or a Swede in Finland these new education systems presented some problems. The same was true for nationalists trapped in the new Northern Ireland. In all these places and many more, allegiance and identity became matters of bitter contention. How could the allegiance and identity of minorities be protected when the newly emerged states were equally determined to enforce a uniform allegiance and require identification only with the new entity?

Thus the north of Ireland was far from unique in Europe despite efforts then and until the present day by British governments to deny that there is a politico-ethnic problem in the UK. It's a problem easily recognised by all political scientists who have looked at the north. The intensity of the problem is masked by the fact that everyone in the north speaks the same language whereas in somewhere like Belgium, where incidentally they've had just as much difficulty creating a government in the past five years as we have, the two communities speak different languages. Political scientists call the main sign of difference in a politico-ethnic conflict the 'marker' and in most places the marker is language as in Belgium or Switzerland. In the former Yugoslavia however and here, the marker is religion, not language. Serbs are Orthodox Christians, Croats are Catholic and many Bosnians are Muslim. They all speak Serbo-Croat.

If you identify in the Balkans as an Orthodox Christian or Muslim it does not indicate special devotion to the religion any more than people here designated Catholic or Protestant necessarily practise

the religion. Religion is the outward and visible sign of political allegiance and national or cultural identity. No one was killed here during the Troubles because an argument about belief in transubstantiation turned violent.

How did the new north of Ireland cope with its two conflicting identities and allegiances? The answer is the same as all the other new states. The Unionist government tried to obliterate the minority view of the world. They attempted, largely successfully, to make the north of Ireland an Irish-free zone with various bans and legal prohibitions of any manifestation of Irishness, even names like Seán and Séamus.

There was only one sphere where the Unionist writ did not run and that was Catholic education. The Catholic church was a national organisation. In its schools prayers could be said in Irish. There could be a map of Ireland in the classroom rather than one of the 'British Isles'. The geography, history and literature of Ireland rather than that of England could be taught. You could play Irish music, even sing in Irish. Furthermore, Catholic schools seemed unassailable because the Government of Ireland Act prohibited discrimination against any religion. Yes really.

In other parts of Europe with similar divisions the education bolt hole for a different identity had also been used. The late Frank Wright in his book *Northern Ireland: a comparative analysis*, shows that before 1914 in Polish Posen and West Prussia Catholic schools were a refuge from Germanising legislation in heavily Polish districts and after 1919 in the Sudetenland in the new Czechoslovakia German schools withstood Prague's attempts to impose a uniform Czech identity.

Obviously Unionists saw Catholic education as a gigantic well-organised subversive political conspiracy, purveying an alternative allegiance and identity, a threat to the legitimacy of the new state. Immediately the Unionist government set out to abolish it but because of the Government of Ireland Act they had to move carefully by treating all religious education the same. The person who led the charge in 1923 was Lord Londonderry the north's Minister of Education. He has received undeserved accolades for what

is usually described as his plans to secularise education. Cardinal Logue at the time knew exactly what he was up to when he said Londonderry was out to destroy Catholic education.

Who was this Minister of Education? Londonderry was a racist and imperialist and later a Nazi supporter. Professor Ian Kershaw, best known for his monumental study of Hitler, wrote a biography of Londonderry in 2005: its title, *Making Friends with Hitler: Lord Londonderry, the Nazis, and the Road to War* says it all. Unlike Unionist apologists for the man, Kershaw concluded Londonderry was a perfect representative of a large part of the British aristocracy at the time; contemptuous of the middle-class, prejudiced against Jews, he had 'the political self-righteousness of the dogmatist'. In his family home at Mount Stewart a statuette of an SS man in a helmet carrying a Nazi flag, a gift from Ribbentrop, Hitler's Foreign Minister when he visited, is 'a reminder of the house's brief but fateful connection with Hitler'.

It wasn't so much that Londonderry was anti-Catholic which he was, regarding the religion with some justification as superstitious mumbo-jumbo, but with his fascist tendencies he believed there should be state control and uniformity where possible and particularly in this part of Ireland which should exhibit an exclusively British ethos like the rest of the empire. There was no room for alternative views of the world and certainly not for any anti-British or anti-Unionist sentiment harboured in the education system.

Londonderry's plan was for all schools whether managed by Catholic or Protestant clergy to transfer to the state. He would establish local education committees, overwhelmingly Unionist, controlling schools. Managers, who in the Catholic system were mostly parish priests, would be abolished. No religion would be endowed. There would be no religious teaching during the school day. Teachers of any religion could teach in any school. Schools not transferring to the state would not receive full funding. All of which sounds eminently modern separating church and state and integrating education but not if education is the only legitimate outlet for expressing a different national identity, allegiance and cultural view. A new Unionist curriculum would obliterate that.

Now just to put things in perspective, in Scotland where there was a substantial Catholic school system the Fisher Act in 1918 fully funded Catholic schools, allowed them to appoint their own teachers and religious inspectors

approved by the state. Of course in Scotland Catholic schools were not perceived as a threat to the legitimacy of the state nor did teachers or parents hold a different view of Scotland's role in the world. The tens of thousands of Catholics of Irish extraction in Scotland knew they were in Scotland and acted accordingly.

As for Londonderry's 1923 Act, he had underestimated the reaction of Protestant churches, particularly the Presbyterians, to abolishing religious instruction and opening schools to teachers of any religion. Many were horrified at the prospect of Catholic teachers in their schools. They announced, 'The Bible is under threat.' One leading figure Rev Robert Corkey, a senior Presbyterian and Unionist politician, objected that, 'The door is thrown open for a Bolshevik, or an atheist, or a Roman Catholic to become a teacher in a Protestant school' – in ascending order of horror it would seem. By 1930 Unionists had amended the Act so radically that Craigavon could assure the Protestant churches that, 'You need not have any fears about our educational programme for the future. It will be absolutely certain that in no circumstances will Protestant children ever be in any way interfered with by Roman Catholics.' These were supposed to be state schools he was talking about.

However, the organisational classification of the Londonderry Act remained intact and remained the structure of the educational system until recently. The Protestant schools had transferred to the state after 1923. Why wouldn't they: it was a Protestant state? However, after 1930 the state allowed Protestant clergy as 'the transferors' to be appointed to the governing body of each school. In most cases they quickly became chairmen. That meant the schools which were and remain in effect Protestant schools received full state funding. Since the Catholic schools did not transfer and the classification of the Londonderry Act remained in place they did not receive full funding but 50% initially, an outrageous state of affairs since the so-called state schools were and are anything but. They consciously peddled a British ethos just as the Catholic schools consciously peddled an Irish ethos but the difference was they suffered financially for it.

This classification remained even after the 1947 Education Act when secondary intermediate schools were established in the north and the discriminatory funding was extended to them. Gradually the funding for Catholic schools increased, first to 65%, in 1968 to 80% and finally in 1988 100%. All through this period the

hypocrisy and fiction were maintained and supinely accepted by the Catholic church that what were in effect Protestant schools with clergy on all governing bodies were state schools. No one pointed to the practice in Scotland where Catholic schools had been fully funded since 1918.

All the time a discreet unspoken tussle went on about the curriculum with repeated attempts by the north's Department of Education, notoriously along with Agriculture the most biased anti-Irish departments at Stormont, to impose for exam purposes syllabi as English as possible in History, Geography and English literature, which would thereby require all students for state exams to study those syllabi. For example, until the 1970s the main textbook for GCE English Literature was *A Pageant of English Verse* basically from Chaucer to the early twentieth century. Junior History examined the Tudors and Stuarts though Catholic schools had their own textbooks on the Tudors and Stuarts written by the Head of History in a Catholic training college. For Senior, then GCE and A level, Irish history was relegated to a walk-on part. The inspectorate, overwhelmingly Unionist, frowned on certain books like Dorothy MacArdle's *Irish Republic*. On the other hand one result of this English-fixed approach was that many pupils in Protestant schools grew up knowing nothing about the place they lived in or their own community's origins and past history.

That state of affairs persisted until the late 1980s when after the 1985 Anglo-Irish Agreement and the production of the Northern Ireland Curriculum in 1991 full cognisance was taken of the fact that there are two communities in the north whose rights must be equally respected and differing world views accommodated. The Irish government now had a permanent presence in the north through the Joint Secretariat and were able to make what was officially known as 'views and proposals' about all aspects of policy in the north including education and the curriculum.

Funding was raised to 100%, though it must be said Cardinal Daly at the time initially wanted to keep it at 96% objecting to too much reliance of the state: shades of the 'mother and child' controversy of 1954. Money began to follow the pupil instead of being given to maintain premises and facilities after the Irish government discovered that at one extreme Our Lady's grammar school in Newry was receiving £175 per pupil while Campbell College, an independent school was receiving £1450 per pupil of public money – to maintain its extensive



grounds and facilities you understand.

It seemed the icing on the cake was the creation in 1987 of the Council for Catholic Maintained Schools (CCMS), a central management system for Catholic schools in the north. Incidentally it was to be called the Catholic Education Council but the minister Brian Mawhinney objected to the term 'Catholic Education'. So much had changed since 1923, or not?

Now here's the rub. At a time when institutional religion in Ireland began its precipitate fall from grace, shall we say, and religious practice suffered a catastrophic collapse, the Catholic church in the north got a tighter and more officially approved grip on education than ever before. To be sure there are many devout and practising Catholic teachers in Catholic schools but there are many other teachers who are what is known as 'cultural Catholics' who would be designated for Fair Employment purposes as of Catholic 'community origin'. Ironically for the first time in the history of the north when an Irish identity had been formally recognised, guaranteed and secure and it was no longer necessary to hide behind the religious 'marker' in schools to promote a national identity, conspicuous promotion of a Catholic ethos became an essential requirement for promotion to vice-principal or principal. Paying lip service to Catholicism was no longer enough. Advancement in some cases demanded consistent hypocrisy. The only way to escape clerical control was to go the whole hog and establish Gaelscolaíochta and in 2000 two years after the Good Friday Agreement DENI with gritted teeth established Comhairle na Gaelscolaíochta to promote and facilitate Irish medium education.

For the majority in Catholic schools however worse was to come. With centralised CCMS control came managerialism. CCMS came at the high tide of Thatcherism. Thatcher believed professions were a conspiracy against the laity and set out to subject medicine, law and education to managers. Only law survived this onslaught: the Bar Council and Law Society still run that profession.

CCMS eagerly grasped this ethos of managerialism and created a system of advisers and requirements parallel to the DENI and the Education and Library Boards. Teachers and boards of governors found themselves pulled in several directions having to satisfy ever growing and often pointless managerial exercises. Some involved in management were too stupid to be teachers and besides, didn't know how schools worked. The gigantic parasitic HR industry hit education. I'll paraphrase Ronald Reagan's words about government

in 1986 and pass on. 'The nine most terrifying words in the English language are, 'I'm from HR and I'm here to help you.'

Envious of the CCMS the Protestant churches and some Unionist politicians agitated for an equivalent body to oversee controlled, that is Protestant schools, and in 2014 the Controlled Schools Support Council (CSSC) duly emerged. If only the teachers in controlled schools knew what was in store for them with another bureaucracy interpolated between boards of governors and the soon to be established Education Authority.

Not content with CCMS, CSSC, ELBs and DE, another quango, GTCNI was inflicted on the education system. At a cost of about £2 million a year it has been a colossal failure. In England and Wales the GTC was abolished in 2010. No one noticed.

All these bodies have to justify their existence. No manager has ever been appointed who didn't need a deputy who has to justify his or her existence. They do that by asking for reports from schools. It used to be assumed that you were doing your job unless there was evidence to the contrary. Managerialism assumes you're not doing your job unless you provide evidence to the contrary, constantly, continually: the result is constant monitoring, testing, auditing, directing, none of it related to improving teaching standards or providing extra teachers or class contact time. Never have classroom teachers had less control over what they do with pupils yet they are the only people who know how schools should be run.

The process reached its nadir in March this year with a preposterous directive requiring school principals to count every crayon and paper clip in the school. As if pupils never take pencils, crayons, or any other piece of equipment home and lose it. Of course they would never throw a crayon or broken pencil in a bin.

At the macro level in 2015 an over-arching new bureaucracy arrived after years of deadlock at Stormont, the Education Authority, with five directorates and a humungous vast overpaid bureaucracy replacing ELBs with no obvious saving in numbers or money. The EA employs almost 40,000 people and has a budget of £1.5 billion. There are about 19,000 teachers in the north. Nothing more needs to be said. Nevertheless, despite the EA having authority for education across the north parish priests through CCMS still exercise an unacceptable power for their own parochial purposes to configure the Catholic school estate.

Take north Belfast as an example, by no

means unusual. There, without regard to the educational expertise and advice of the teaching staff and unions and many parents, the Catholic church and CCMS decided to merge and rationalise the post-primary schools while ignoring the existence of the two Catholic grammar schools and the large enrolment of Catholic pupils at a Protestant grammar school in that part of the city. Of course the post-primary schools will not be physically merged, only the school leaderships. The schools will continue to exist on split sites until the twelfth of never. There is no money for new schools. The Catholic church continues to speak out of both sides of its mouth about grammar schools but in its actions supports them at the expense of post-primary schools some of them separated only by a high fence.

To conclude: when the north of Ireland was invented in 1921 there was justified fear and apprehension that a uniform British education would be imposed, an Irish identity denied and Catholic education abolished since Catholic education seemed the only legitimate refuge for an Irish identity and alternative allegiance. All that has changed. Irish allegiance and identity are secure and Catholic education was secured with it. The result is that the Catholic church now enjoys unprecedented power in education in this part of Ireland while ironically its power is being challenged and diminished in the Republic. This at a time when there are almost no clergy on the staff of any schools in the north. As elsewhere in Ireland Catholic priests are a dying breed. Nuns are an endangered species. Church attendance is at an all time low running between 10-15% in working-class districts. Due to a shortage of priests and falling attendance the frequency of Masses has been drastically reduced in all parishes.

Yet clergy with no educational knowledge or expertise can in effect decide the configuration of education primary and post-primary across the north for reasons known only to themselves and remember, this education system is now staffed almost 100% by lay teachers. It seems the Catholic population finds this management arrangement an acceptable price to pay for control over the allegiance, identity and cultural view, the *weltanschauung* transmitted to their children which was so dearly bought and maintained in the early years of the northern state.

The losers in this state of affairs are the teaching profession and ultimately that means the pupils.

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**Dr BRIAN FEENEY, historian, commentator, broadcaster, political analyst**

# Teachers' Annual Pension

**From June 2016 all members in the NI Teachers' Pension Scheme receive an Annual Benefit Statement (ABS) in relation to their Pension Benefit. This is an important document and must be retained by all members for future reference.**

**An explanation and example of an ABS are detailed below.**

## YOUR NORTHERN IRELAND TEACHERS PENSION SCHEME (NITPS) ANNUAL BENEFIT STATEMENT (ABS)

The Teachers' Pension Scheme Regulations (Northern Ireland) 2014 require the Department to provide an annual benefit information statement to each active member of the scheme in accordance with section 14 of the Public Service Pensions Act (Northern Ireland) 2014 and the Departmental directions made under that section.

In order to qualify for benefits (pension and lump sum) you must have either:

- 2 years of pensionable service commencing after 5 April 1988: or
- a total of 2 years pensionable service either before or after 6 April 1988 providing you were employed in pensionable service on 6 April 1988: or
- a total of 5 years service undertaken at any time

This pension statement informs you how much pension you have built up to 31 March 2017.

**Note:** NITPS are required to provide each active member with a benefit information statement only once in any 12 month period, therefore, it is important that you retain this statement in a safe place as your ABS replaces any current or future requests received for pension benefit estimates. Further statements will issue to you on an annual basis.

The details provided on the statement relate only to the pension benefits payable from the NITPS. If you have AVC (or FSAVC) arrangements in place you should contact your provider about these.

Please check DE are holding your correct address. If not, you should inform them of your current address in writing to Teachers' Pensions Team, Waterside House, 75 Duke Street, Gbomascale, Londonderry, BT47 6FP.

Page 11 provides you with further guidance about the information on your

Annual Benefit Statement and what to do if you think it is incorrect.

### ANNUAL STATEMENT OF ACCRUED PENSION BENEFITS AS AT 31 MARCH 2017

Full Name	Mrs C N Primrosecoo		
Teacher Reference Number	79247	Date of Birth	04-12-65
Current Scheme Type	CARE		(see note 1)
Pensionable Salary at 31 March 2017	£36348		(see note 2)
Salary and Period used for 80th and 60th Scheme Calculation only	£39586.86 01/04/06 - 07/04/09		(see note 3)
Salaries for previous 10 years	01/04/06-31/08/06	£31,701.00	(see note 3)
	01/09/06-31/03/07	£32,337.00	
	01/04/07-31/07/07	£32,337.00	
	01/08/07-31/08/07	£32,337.00	
	01/09/07-31/03/08	£32,985.00	
	01/04/08-31/08/08	£32,985.00	
	01/09/08-31/03/09	£33,795.00	
	01/04/09-31/08/09	£33,795.00	
	01/09/09-31/03/10	£35,717.00	
	01/04/10-31/08/10	£35,717.00	
	01/09/10-31/03/11	£36,348.00	
	01/04/11-31/03/12	£36,348.00	
	01/04/12-31/03/13	£36,348.00	
	01/04/13-31/03/14	£36,348.00	
	01/04/14-31/03/15	£36,348.00	
	01/04/15-31/03/16	£36,348.00	
(Please remember that the figures above will be adjusted upward to reflect inflation)			
<b>Your Pension Benefits</b>	<b>80th</b>	<b>60th</b>	<b>CARE</b>
Reckonable Service	23Yrs303Dys	YrsDys	N/A (see note 4)
Gross Annual pension (including Pensions Increase)	£11792	£	£647.25 (see note 5)
<b>Automatic Tax Free Lump Sum?</b>	<b>Yes</b>	<b>No</b>	<b>No</b>
Automatic Tax Free Lump Sum	£35376		(see note 6)
<b>Optional Lump Sum</b>	£27794.98	£	£2773.91 (see note 6)
Maximum Lump Sum (including Pensions Increase)			
Reduced Gross Annual pension (including Pensions Increase)	£	£	£ (see note 6)
In Service Death Grant		£109044	(see note 7)
Life Time Allowance		%	(see note 8)

**The figures in this statement are for illustration only and while every effort has been made to ensure accuracy, this statement confers no rights to the benefits quoted.**

**In the event of any dispute over your pension benefit the appropriate legislation will prevail.**

**If you require any further advice or projection of benefits to normal pension age, please contact an Independent Financial Advisor.**

# Benefit Statement

## YOUR ANNUAL BENEFIT STATEMENT EXPLAINED

**1. Scheme Type** – This is the pension scheme that you are currently contributing to which determines your Normal Pension Age (NPA);

- a) 80th scheme (NPA 60)
- b) 60th scheme (NPA 65)
- c) Career Average Scheme (CARE) (NPA is equal to your state pension age or 65 whichever is higher).\*

\*Career Average benefits are calculated by using an accrual rate of 1/57th applied to your pensionable earnings in the scheme year (1 April to 31 March). At the end of each scheme year the accrued earned pension is then revalued. The pension accrued in the following scheme year is then added to this and at the end of that year the total amount is then revalued. This process is repeated in each subsequent scheme year thereafter.

If you are unsure how you are affected by transitional arrangements please refer to Fact Sheet One at the link below:  
<https://www.education-ni.gov.uk/sites/default/files/publications/de/Factsheet>

**2. Pensionable Salary** – This is the rate of full-time equivalent pensionable salary as at 31 March 2017.

**3. Salary and Period used in the calculation of your 80th/60th pension benefits** – This is both the salary rate on which your retirement benefits have been calculated and the period used to calculate the salary that provides you with the highest level of pension benefits. The scheme regulations define a number of methods that can be used to determine your average salary and these are fully detailed on the Department's Website [www.education-ni.gov.uk](http://www.education-ni.gov.uk). Please note: To calculate your pension benefits DE has used the best 1095 consecutive days (3 years) in your last 10 years of pensionable service, **after each salary has been re-valued in line with the relevant inflation index**. Revaluation of salary takes effect from the date each salary changes.

\*CARE benefits are based on pensionable earnings in each Scheme year, or part thereof, rather than a final Average Salary.

**4. Reckonable Service** – Reckonable Service is any service which counts towards your 80th and 60th pension. This



includes your periods of employment for which you have paid pension contributions to the Northern Ireland Teachers' Pension Scheme (NITPS) at 31 March 2017. If you have any periods worked in a temporary, part-time or pro-rata pensionable capacity, only the pensionable credit for those days worked will count towards your pension benefit. Your ABS also includes additional periods you may have purchased separately and any credits for benefits transferred in from other pension schemes.

It is vitally important to check that your service details are correct as any errors may be time-consuming to rectify at a later date, resulting in delays or incorrect pension benefits. ***If there are any errors please contact the relevant employer and ask them to notify us of the correction.***

**Please Note:** Reckonable Service is not used in the calculation of Career Average (CARE) pension and has therefore been excluded in the CARE element of your ABS.

**5. Gross Annual Pension** – This is your gross annual entitlement that will be paid by the NITPS.

**6. Automatic Tax Free Lump Sum** – Only applicable to members of the 80th scheme, however, all members have the option to commute some of their annual pension into a one off tax free lump sum. The statement illustrates the maximum amount of optional lump sum that you can currently receive and also the reduction to your gross annual pension should you wish to commute.

**7. In Service Death Grant** – The NITPS provides for different levels of death grant to be paid, depending on the type of scheme you are currently contributing to. If you are contributing to the 80th or 60th scheme the lump sum is three times the average salary. If you are contributing to the CARE scheme the lump sum is three times the full-time equivalent pensionable salary.

**8. Life Time Allowance (LTA)** – Life Time Allowance is a limit on the total value of pension benefits that you can build up, without facing a tax charge on the value of the benefits. The percentage shown represents the value of your NITPS benefits against the LTA. Further details on the LTA can be accessed at: <https://www.gov.uk/government/publications/reduction-of-pensions-lifetime-allowance/reduction-of-pensions-lifetime-allowance>

## STATE PENSION

The ABS does not include any entitlement to state Retirement Pension. This information can be accessed at <https://www.gov.uk/browse/working/state-pension>

## DEALING WITH QUERIES FROM SCHEME MEMBERS

Any queries regarding the content of your ABS should be sent in writing to Teachers' Pensions Team, Waterside House, 75 Duke Street, Gbolascale, Londonderry, BT47 6FP or by email to [nitpsabsqueries@education-ni.gov.uk](mailto:nitpsabsqueries@education-ni.gov.uk) Please include your Teachers Reference Number. You can also find further information by accessing the Department of Education website at [www.education-ni.gov.uk](http://www.education-ni.gov.uk)



# Reclaim the Enlightenment



**I**n the historic Rosemary Street First Presbyterian Church in the heart of Belfast a group of historians, Trade Unionists, representatives of a number of NGO's and a variety of interested citizens gathered to celebrate Bastille Day on the 14th July, just two days after the more commonly known act of collective historical remembrance in the same city. INTO members were among those who were treated to a mix of contemporary accounts, songs and historical and social commentary from artists, historians and activists, of the Bastille Celebrations which took place in Belfast in 1792 against a backdrop of a period of progressive thinking and politics, inspired and informed by the Enlightenment period subsequently stifled in the city of Belfast and across the island of Ireland.

What follows is a commentary and some proposals from the organisation 'Reclaim the Enlightenment' who were behind the excellent and challenging Bastille Celebrations and who are keen to attract wider public involvement in this initiative. They are already planning to commemorate historical figures from the 19th century, who despite the failure of the United Irish project held on to enlightenment ideas and took a strong stand against the slave trade - still topical after all these years! This is a project which is already attracting a lot of attention and energising those with a hunger for innovative thinking and fresh ideas about our situation here. It will certainly be of interest to those concerned with education and progressive thinking – or INTO members as they are also known!



'The organisers of the Bastille Day celebration Peter Collins, John Gray, Myrtle Hill, Eamon McMahon, Philip Orr and Bill Shaw, together with actors Paula McFettridge and Vincent Higgins, and singers Jane Cassidy and Maurice Leyden.'

## Background

Since 2016 a small group have met regularly to discuss what has now become *Reclaim the Enlightenment*, and a project for our times. It is now time to engage with a wider audience.

## Reclaim the Enlightenment – A Proposal

Despite on-going political differences and

tension the success of the Peace Process to date has allowed new types of conversation to emerge, and some degree of reconciliation between those previously divided by perceptions of contested and threatened identities. Below the level of state politics/political representation another dynamic is emerging, which is cross community and focussed on real outcomes or real



meaningful discussions.

This background and the belief that we might be 'on the cusp of something' enables us to start an engagement with the remarkable period of the latter half of the 18th century and early 19th century in the north of Ireland, marked not just by mercantile growth, but by political and

social awareness inspired by enlightenment values and the American and French revolutions.

Our associations with this period tend, at least politically, to be dominated by the formation of the United Irishmen, the '98 rebellion and Emmet's rebellion, followed by an awareness of the long period of reaction and departure from enlightenment ideas during the later 19th century.

The failure of the rebellions, and the subsequent betrayal of the values that inspired them, brought with it a constructed amnesia in popular consciousness about the individuals and families, the culture and the dynamic associations, and the organisations that made Belfast the 'Athens of the North'.

**Our proposal is that we re-engage with this period, to resurrect this history and to help to bring into popular awareness again the innovative and progressive thinking of the period.** This was the era when Bastille Day parades were held in Belfast, and when Belfast merchants were unique in refusing to establish a slaving company.

### Past and present

We are committed to the establishment of a discourse, and a re-engagement/rediscovery of this part of our history, which involves more than the small group

of informed individuals and historians who have an awareness of this period.

We are interested in how people relate to these ideas, and to the types of conversations that can be facilitated, and how these can inform our attitudes to the present and future.

### Politics

We are committed to no present day political party, and hope that those with the widest possible range of perspectives can engage with us. We embrace linguistic and cultural diversity.

Our guiding principles in this arena can be summarised not only by: **'There is more that unites us than divides us'**, but also: **'Our strength is our difference'**.

### Ideas for a programme

- The restoration of the Assembly Rooms as a public space.
- The creation in the Cathedral Quarter of an 18th century Belfast street/environment or a living history space.
- The creation of an educational resource and an inter-active web-site, and a module for the schools' history curriculum.
- A walking trail.
- Talks and seminars.
- A McCracken memorial.
- Celebrations of Bastille Day.

### Organising

It is envisaged that Reclaim the Enlightenment will recruit both individual and corporate members.

### Expressions of interest

If you are interested in joining Reclaim the Enlightenment or attending the next public meeting please contact us using the details below.

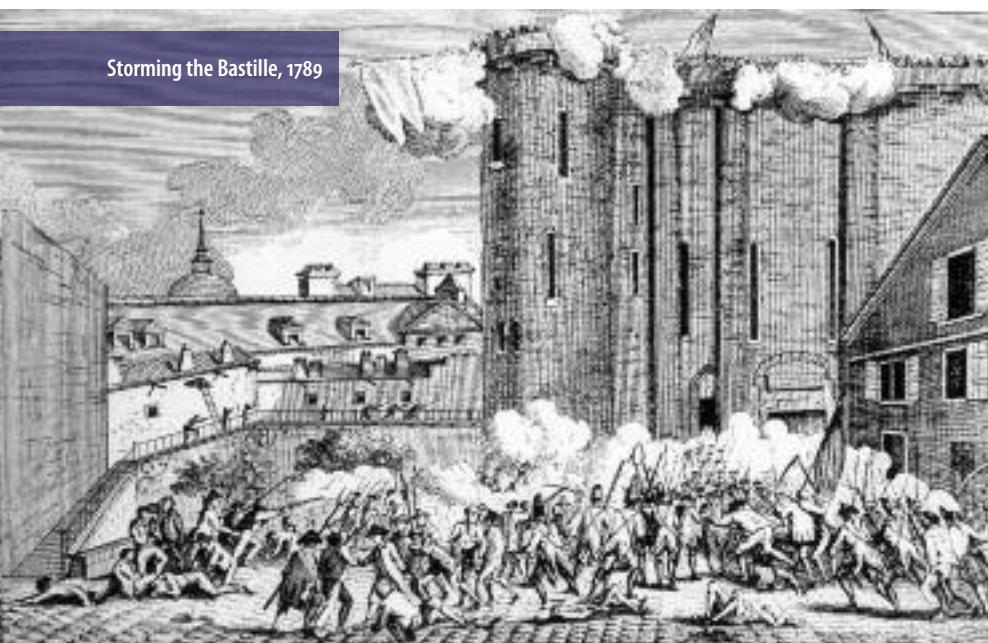
### Joining

If you wish to join Reclaim the Enlightenment membership is £10 per annum or £5

For an application for please email: [reclaimtheenlightenment@gmail.com](mailto:reclaimtheenlightenment@gmail.com)

**EAMON MCMAHON**

**Reclaim the Enlightenment affiliation fees: £10, unwaged £5, corporate bodies £50.**



Storming the Bastille, 1789



# Congress Biennial Delegate Conference, Belfast 2017



Delegates attended a three day conference in Belfast which included an address from President Michael D Higgins and a demonstration in support of Equal Civil Marriage



## General secretary elected as president of ICTU

At the Biennial Delegate Conference (BDC) Sheila Nunan was elected as president of the Irish Congress of Trade Unions. She is the fourth INTO general secretary to become president of ICTU, following in the footsteps of T.J. O'Connell, Gerry Quigley and Joe O'Toole. She also follows INTO members Jeremiah Hurley and Matt Griffin who also occupied this honorary position at the head of the country's trade union movement.

Following her election, she addressed the conference of 400 delegates from 40 unions in Belfast and set out intergenerational solidarity and international solidarity as two key themes for her work during her term of office.

Ms Nunan told the conference that housing and decent work were linked. "You can't have one without the other." "Decent work and decent pay concerns us all, north and south, and can only be addressed by continuing our advocacy

and campaign on the Charter for Decent Work. We must tackle the low wage economy north and south, the scandal of the public sector pay cap in the north and pay equality in the south, a divisive legacy of the recession. We need to exploit every opportunity to fight against precarious work using the mechanisms won in our restoring industrial relations legislation. Properly funded activation and training supports are needed to tackle youth unemployment".



# LGBT Awareness Week NI 2017

Belfast Harbour Commissioner's Office – Monday 15th May 2016

Once again INTO was invited by The Rainbow Project, Cara-Friend and HereNI to the launch of LGBT Awareness Week 2017. The INTO joined other trade union representatives and representatives from public groups at this year's launch which was held in the Harbour Commissioners Building. INTO were pleased to accept the invitation to attend and have been active participants at the launch for the past number of years. INTO continues to be advocates for equality and public support

for our LGBT members

The theme for this year's LGBT Awareness Week was Stand by Us. The theme was explained by various speakers who reinforced the need to invite more individuals, counsellors, MLAs, companies or organisations, to be allies in the campaign to raise awareness of LGBT matters. The launch provided an opportunity for INTO to express how this might be done and how we within INTO were supporting our LGBT members.

INTO also contributed to the overall discussions and presented material produced by INTO. The Keynote Speaker, Allison Morris, Irish News journalist and commentator, provided an insightful presentation on the need for groups to be very public in challenging homophobia and in supporting LGBT issues.

INTO CEC, Northern Committee and branch members attended Dublin Pride, Belfast Pride and Marriage Equality demonstrations.



Seamus Hanna (NC Chairperson), Dorothy McGinley (Vice Chairperson) and Grainne McAleer (Branch Secretary) attending LGBT Awareness week

## Marriage Equality Rally



Dorothy McGinley, Seamus Hanna, Grainne McAleer and Trevor Leonard taking part in the Marriage Equality Rally



INTO activists taking part in the Marriage Equality Rally

# A word of thanks

The event, which took up a year and a half to organise, and was over in three days, is now four months in the past. Of course I refer to our annual Congress, which took place in Belfast during Easter 2017.

Behind the scenes prior to, and during the debates and discussions in the auditorium of the Waterfront Hall, was a flurry of activity, not least from the dedicated team getting the show on the road – the lighting technicians, sound engineers, and webcasters, alongside Officials and the Standing Orders committee.

My role in all of this was to organise a local team to facilitate the efficiency of the Congress.

So firstly, a major vote of thanks to current and honorary members of both Districts 1 and 2, who volunteered to steward over the three days. All concerned fulfilled their role with good grace, and a healthy dose of humour.

Our opening act – the Senior Choir from the legacy Little Flower Girls' school (now part of the amalgamated Trinity College, Belfast), wowed the audience with their professionalism and harmonies. Under the direction of Miss Mary Harte,

the music department flourishes.

The senior activity camp was open to primary school aged children of delegates, and 41 were registered. Thanks go to Siobhan McTaggart and the staff and Board of Governors of St Therese of Lisieux PS for giving us the use of the school for this purpose. Joe the caretaker deserves a special mention for staying on the premises for the duration. The activity camp leaders comprising of substitute and student members - Aine, Anais, Sarah, Catherine, Nadine and Jeanette - surpassed all expectations, and provided three action packed days for the children. This team were a fantastic combination of energy, enthusiasm and expertise.

Transport to and from the school was provided by Freddie Ferguson of Cavehill Coaches, who is the epitome of reliability and dependability.

Retired member and esteemed local historian Jimmy McDermott became a tour guide for an afternoon round Belfast for the invited guests and past presidents. All agreed that this was the highlight of their trip.

The Northern Whig in Waring Street was the venue for the social evening on



Senior choir Little Flower Girls' School

the Tuesday night. Thanks to member Breige Devlin and her band who played great music and created a terrific atmosphere, delegates danced the night away into the wee small hours.

I am relieved Congress is over, and glad that the parts I had to organise went smoothly. In an 'if I'd known then what I know now' kind of way I would love for it to be returning next Easter.... And then I always wake up.

**GERALDINE MCGOWAN, Congress Local Organising Committee**

## Pride award ceremony at City Hall, Belfast



Left: Mark McTaggart (Assistant Northern Secretary) John Kelly (NC Rep) and Geraldine McGowan (NC Rep) attended the Belfast pride awards ceremony on Friday 28th of July in the city hall in Belfast. It was a fantastic evening of celebration of the LGBTQ community in Northern Ireland and for marking the achievement of those who have contributed to fighting for equality for everyone in Northern Ireland.

Below: Grainne McAleer, Dorothy McGinley and Seamus Hanna with INTO members attending the Pride Parade.





# Certification Officer's report

Under current legislation the Union must publish to each member the following details:

*"In accordance with the provisions of Article 11 of the Industrial Relations (NI) Order 1992, as amended, hereafter referred to as "the 1992 Order", the following statement relation to the financial year of the Union ended 31st December 2016 is herewith provided to members of the Irish National Teachers' Organisation hereafter referred to as "the Union".*

## 1. TOTAL INCOME AND EXPENDITURE

The total Income Expenditure of the Union in the financial year ended 31st December, 2016 as included in the annual Return to the Certification Officer.

Members' Subscriptions	Other Income	Total Income	Total Expenditure
€12,178,608	€1,677,028	€13,855,636	€11,827,287

## 2. POLITICAL FUND ACCOUNT

The Union maintains a Political Fund Account in the Republic of Ireland and expenditure from the fund of €1,000 was included in the Annual Return to the

Certification Officer.

## 3. ANALYSIS OF GENERAL SECRETARY'S SALARY AND BENEFITS

The salary paid to the General Secretary was €143,535. Also included in the Annual Return to the Certification Officer is the Employer's PRSI amounting to €15,430. Pension contributions cost €52,964.

No salary was paid to or any benefits provided for the President of the Union or any member of the Unions Central Executive Committee.

## 4. INDEPENDENT AUDITORS' REPORT TO TRUSTEES OF THE IRISH NATIONAL TEACHERS' ORGANISATION (EXTRACT)

We have audited the financial statements of the Irish National Teachers' Organisation for the year ended 31st December 2016 which comprise the Statement of Comprehensive Income, the Statement of Financial Position, the Statement of Changes in Reserves, the Statement of Cashflows, the Funds Income and

Expenditure Accounts, the Northern Ireland Income and Expenditure Account, Statement of Financial Position, Accumulated Funds Account, Funds Income and Expenditure Accounts, and the related notes 1 to 28. The relevant financial reporting framework that has been applied in their preparation is FRS 102, The Financial Reporting Standard applicable in the UK and the Republic of Ireland, issued by the Financial Reporting Council.

## OPINION ON THE FINANCIAL STATEMENTS

In our opinion the financial statements give a true and fair view of the assets, liabilities, and financial position of the Organisation as at 31 December 2016 and of its results for the year then ended, and have been properly prepared in accordance with the relevant financial reporting framework.

Mazars  
Chartered Accountants  
and Statutory Audit Firm  
Harcourt Centre, Block 3, Dublin 2

## RIGHTS OF MEMBERS OF UNION

The rights of Members of the Union outlined below is reproduced exactly as required by Article 8 of the 1995 Order, which inserts an additional Article 11A in Article 11 of the Industrial Relations (Northern Ireland) Order 1992 as follows.

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

*"The member may raise any such concern with such one or more*

*of the following as it seems appropriate to raise it with officials of the Union, the trustees of the property of the Union, the auditor or auditors of the Union, the Certification Officer for Northern Ireland (who is an independent officer appointed by the Department of Economic Development) and the police.*

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

## The Benefit Funds Committee (BFC) Here to support our members!

### What is the Benefit Funds Committee?

It is a Committee within the structure of the INTO which oversees benevolent grants.

### Who are the members of the Benefit Funds Committee?

There are 6 members on the committee. One member from each of 5 separate divisions around Ireland plus the General Treasurer. Paddy McAllister represents the North plus a number of counties in the South.

### What grants are available?

Death Grants and Hardship Grants

### What Death Grants are available?

A grant of 4000 Euros in the event of death of a member can be claimed. A 2000 Euro grant can be claimed in the event of the death of a member's spouse.

### What Hardship Grants are available?

Each case is treated individually but grants may be available for members

who fall into financial difficulties and where support may make a difference.

### How can a grant be claimed or applied for?

Members should contact your BFC Representative, Paddy McAllister (Mob: 07828769034 or email: [pmcallister@into.ie](mailto:pmcallister@into.ie))

### Are grants confidential?

Yes all contacts are confidential.

### How can members of the INTO help the work of the BFC?

Members can help by making the work of the BFC known among colleagues. Members should contact Paddy McAllister if they know that a member of the INTO has passed away so that a death grant can be claimed. Members should also encourage INTO colleagues to contact the BFC if they are experiencing severe financial difficulties.

**INTO making a difference!**



# DINNER'S SORTED

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Bored of BBQs? Treat yourself and save big with our eating out discounts of up to 50% off! From a light lunch to a 3-course meal, don't spend more than you have to with your Membership plus card.

## Save your Penne's at...

Apartment	Belfast	20% Discount
Barboni's	Omagh	15% Discount
Belvedere	Belfast	20% Discount
Bow Bells	Donagadee	25% Discount
Cafe Nosh	Dundonald	20% Discount
Cafe Rendezvous	Moir	2 for 1
Courtyard Coffee House	Carrickfergus	20% Discount
Cuppattinos	Cookstown	20% Discount
Darcy's	Belfast	Special member offer
Domino's	Countrywide	33% Discount
Encore Brasserie	Derry / L'Derry	20% Discount
Frankie & Bennys	Belfast & Lisburn	20% Discount
Gastronomy Cafe-Bistro	Hollywood	20% Discount
Molly Brown's	Newtownards	20% Discount
North Down House	Comber	33% Discount
Pizza Express	Countrywide	20% Discount
St. George's Market	Belfast	20% Discount
The Brasserie at Malmaison	Belfast	25% Discount
The Grillroom restaurant	Derry / L'Derry	15% Discount
The Goats Toe	Bangor	20% Discount
The Lakeside Grill	Enniskillen	10% Discount
The Millstone Bar & Restaurant	Omagh	20% Discount
The River Inn	Derry / L'Derry	15% Discount
Treffners	Templepatrick	25% Discount
YoggieBerrie	Antrim & Belfast	20% Discount
Wee Paddy's Bistro	Lurgan	20% Discount



Bow Bells



North Down House



Thai Licious

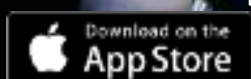
## Spicy Savings

Babus Sonali Bombay	Belfast	25% Discount
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Comber Tandoori	Comber	20% Discount
Revivals Indian Restaurant	Hillsborough	25% Discount
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Taco Loco	Enniskillen	10% Discount
Thai Licious	Belfast	25% Discount



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[www.membershipplus.co.uk/teachers](http://www.membershipplus.co.uk/teachers)





# 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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**Anne-Marie McNeill**  
Teacher, Belfast



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