

# Printout

into  
Irish National Teachers' Organisation  
Cumann Múinteoirí Éireann

May 2017



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# Pay and workload still unresolved

Our pay dispute rumbles on and it is becoming increasingly obvious the Employers and Department [Management Side] are keener than ever to resolve the issue. However apparent their desire to bring the dispute to a close, their actions are at odds with this objective.

There are ongoing “engagements” between the INTO, as part of the NITC, and the management side at the Joint Working Party, the body where the actual negotiations are supposed to take place.

Yet the management side are not even prepared to accept they are in a negotiation; rather they will only concede to these discussions being described as “engagements”. In addition they appear

unwilling to consider, at this point, any serious moves to address the issue of the decline in the value they place on teachers, unwilling as they are to move outside of the current “pay envelope”, the total amount of money in the education budget available to pay teachers. On the issue of the ever increasing workload being demanded of INTO members, they are signalling a willingness to consider “aggressive” action to reduce teacher workload. While they have yet to outline their ideas, I would expect that they are more to do with those areas of work currently undertaken by teachers which come with additional costs for the management side.

In addition to the above, the other area of the dispute that continues to crack along at a pace is that part of our action concerning the non-cooperation with the ETI. The ETI, who sit without the negotiation process in their splendid “sacred place” untouchable and unaccountable, are becoming ever more desperate in their attempts to frustrate our action. Principals have been leant on from the start of the action and this has graduated to letters in an uncompromising tone being sent to the Chairpersons of school Boards of Governors and now the Permanent

Secretary of the Department of Education has been writing on the ETI’s behalf to the Archbishop of Armagh seeking his intervention in our trade dispute. It would seem their next step will be to write to the parents of



**GERRY MURPHY,**  
*Northern Secretary*

Principals participating in the action complaining about their children’s behaviour. What this tells us is that this part of our action is having a real effect. Our members continue to demonstrate real courage in the face of ETIs approach to this dispute. The unprecedented degree of union solidarity being shown across the teaching profession on this action owes a great deal to an ill-judged, action busting strategy on the part of the ETI leadership.

Of course, this dispute is about pay and workload. INTO is determined to see this dispute resolved in a manner

**We ... do not accept that the Employers in particular are at the mercy of a Department who are equally hamstrung by a non-existent Executive and an uncaring Tory government in London**

that our members find acceptable. This will involve negotiation not “engagement” with management side and the sooner they waken up to this the

better. We are not prepared to accept that there is no additional money. We further do not accept that the Employers in particular are at the mercy of a Department who are equally hamstrung by a non-existent Executive and an uncaring Tory government in London. The Employers need to stand up for the people in their employ. Endlessly repeating they understand they have a duty of care to their employees pays no bills neither does it make one minute more of time available to spend with their families. We have repeatedly pointed out areas where the Executive has found money for its pet projects, be they Irish League soccer clubs or paramilitaries, from within what was even then a shrinking Bloc Grant. Should the Executive be resurrected or a Tory carpet-bagger assume nominal responsibility for education here we will continue to demand fair pay for teachers and a real reduction to the unreasonable workloads currently being borne by education professionals. The necessary funding must be found.

The dispute is ongoing and in the coming weeks INTO will join with other public sector unions in beginning a campaign around public sector pay, greater investment in the public services as a whole and ending the curse of low pay. This is a campaign which will not involve just a single day of action but rather a determined, structured campaign which will run for as long as it takes to persuade those tasked with governing that teachers and public servants deserve better than to be made to carry on paying for the financial meltdown of the noughties. INTO, with this action, has created a breathing space for our members but the dispute at some point must be resolved. In the meantime INTO, which has led the way, will continue the fight for fair pay and better working conditions for our members despite political vacuums and attempts by forces in the education bureaucracy to continue to exploit them. INTO members and those of the other teachers unions have had enough and the unelected, who now administer this place, need to accept that and reach an accommodation. The entire teaching workforce cannot be wrong despite what management side might think.

# Are teachers just suffering in silence?

Quite often teachers are victims of work related violence and because they are unsure of how they should react they allow their assault to be diminished and go unreported; for some because of a reluctance by school management to properly address pupil infractions it becomes the norm.

An assault is defined as...“Any incident in which an employee is abused, threatened or assaulted by a student, pupil or a member of the public in circumstances arising out of the course of his/her employment”.

Generally there are two types of deliberate abuse of teachers that can happen in schools; actual physical and non-physical violence.

Below are some examples of both however, the lists are by no means exhaustive.

## Physical Violence

- Assault causing death
- Assault causing actual physical injury
- Use of missiles / damage to property
- Sexual assault
- Spitting
- Scratching Biting
- Kicking Punching
- Use of weapons

## Non-physical violence

- Verbal abuse / shouting
- Physical posturing by a person or an animal belonging to a person
- Abusive phone calls, texts, emails or comments on social media
- Threatening behaviour or gestures
- Sexual or racial abuse
- Name calling
- Swearing

## in the event of an assault

1. If it is safe to do so, try to remove yourself from the immediate danger. Always seek the appropriate assistance of a work colleague. If this is not possible, try to place a barrier between you and your assailant.
2. During an assault do not threaten or use physical force against any assailant other than to defend yourself or to defend those in your charge.
3. If, in the last resort, it is necessary to use reasonable force to defend yourself against imminent injury, restrain your action to the minimum needed to

protect your person or the persons in your charge. Generally reasonable force is only to control or restrain an assailant.

4. Note details of the assailant and any witnesses.
5. As soon as it is practicable, report the incident to your principal, who shall inform the Employing Authority, Police, and if necessary, your family/friends.
6. Your employer should provide you with a private quiet area for as long as is needed where you can sit, preferably with a friend, INTO representative or colleague. Consideration should also be given to facilitate cover for your classes so that you are offered the opportunity to go home. The school should, under the circumstances, arrange transport.
7. Do not admit any liability. Do not make any formal statement until you have received advice from your INTO representative.
8. Consider whether it is appropriate to have photographic evidence of any injuries sustained in an assault.

## Reporting Violence

A member who considers that they have been subjected to a work-related assault or any other form of harassment should immediately or as early as is possible report the matter to their Principal.

In the event of an assault by a pupil, consideration should be given by the Board of Governors to the pupil's suspension pending consideration of appropriate disciplinary action. The question of the pupil's continued enrolment in the school should also be considered by management and the reasonable feelings of the affected teacher should be taken into account.

All incidents must be entered into the school's accident/incident book.

Further an Incident report form should be filled in and returned to the employing authority.

A member who has been the victim of an assault should be given such leave of absence, with pay, to take legal advice and to appear in court.

Where a teacher is off work for more than three days because of injuries sustained due to a workplace assault there is a legal requirement to report assault and/or battery to the Health and Safety Executive.

Where the member's personal property is damaged in the course of an assault, or by reason of vandalism, full compensation

for its replacement value to be paid by the Employing Authority/ Board of Governors where no order is made by the Court.

## Avoiding conflict

While much can be done in schools to help with the prevention of violence against teachers in relation to securing the grounds and shell of the building, schools should be actively involved in providing regular training for teachers to help avoid conflict from either pupils or visitors to the school.

## Remember...

- Avoid confrontation in front of any audience. The fewer people that are involved in an incident, the easier it is for the aggressor to back down without losing face.
- Request another, preferably senior, member of staff to help talk things through.
- Remain calm and speak in a controlled manner. Do not be drawn into a heated argument.
- Avoid aggressive body language such as hands on hips, wagging fingers or looking down on the aggressor.
- Never raise your voice.



**TOMMY MCGLONE,**  
Senior Official

Currently INTO is preparing a comprehensive guide for teachers, north and south, on managing and dealing with assaults at school. It is hoped that it will be published and delivered to schools before the end of the summer term.

# INTO Action on Inspections – UPDATE

On Monday 8 May 2017 INTO checked the inspection reports published on the ETI website since the commencement of the INTO action in January 2017.

In all of the reports entitled, 'Report of a xxx Inspection (including action short of strike) in xxx 2017', no teachers took part in the inspection and in a high number of them this included the principal also. In a few instances the Board of Governors supplied information to the inspectorate.

Where the principal and/or the governors co-operated with the inspectorate the reports read:

## OVERALL FINDINGS OF THE INSPECTION

Overall effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Quality of Provision	No performance level available
Leadership and management	No performance level available

Thereby negating the involvement of the principal/governors in the inspection process at all. (Example C below illustrates the futility of governors providing evidence to the ETI.)

A highly contentious area in this current industrial action is Safeguarding. From the published reports, it is clear that regardless of whether you have supplied evidence of safeguarding, pupils in the school have confirmed they are happy with the arrangements and even where some teaching has been observed this is not sufficient for the ETI who state that **'Owing to the action short of strike, the**



**NUALA O'DONNELL,**  
Senior Official

**ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.'**

Some examples taken from recently published reports are detailed below.

### PRIMARY SCHOOL B – SAFEGUARDING

**During the inspection, the school provided evidence** that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. The children in year seven report that they feel safe in school. They know what to do and who to talk to if they are concerned about their safety or well-being. **However,**

owing to the action short of strike, **the ETI was unable to observe lessons in half of the classes and was, therefore, unable to evaluate fully the out working of the arrangements for safeguarding across the whole school.**

### PRIMARY SCHOOL C – KEY FINDINGS

**The following findings are based on a review of documents provided by, and discussions with, the Chair of Governors and designated personnel for child protection and safeguarding.**

#### Safeguarding

**During the inspection, the school provided evidence** that satisfactory arrangements for safeguarding learners reflect broadly the guidance issued by the relevant Departments. The children reported that they feel safe in school. They know what to do and whom to talk to if they are concerned about their safety or well-being. **However,** owing to the action short of strike, **the ETI was unable to evaluate fully, the outworking of the arrangements for safeguarding in the school.**

## CONCLUSION

Owing to the impact of the action short of strike being taken by the principal and teachers, the ETI is unable to assure parents, the wider school community and stakeholders of the quality of education being provided for the children. **The school is a high priority for future inspection with no further notice.**

### PRIMARY SCHOOL E – SAFEGUARDING

**During the inspection, the school did not provide evidence** that satisfactory arrangements are in place for safeguarding learners.

#### Addendum to the Report on the Inspection of The xxxxx, in March 2017

**The school was afforded a further opportunity to provide evidence on its arrangements for safeguarding;** owing to action short of strike, the school had not provided evidence that satisfactory arrangements were in place at the time of the Monitoring Inspection on x January 2017.

**On x March 2017 the school informed ETI that it would not be co-operating** with a six-week follow-up visit to monitor and report on arrangements for safeguarding.

Owing to ongoing action short of strike, the school did not provide evidence that satisfactory safeguarding arrangements are in place for safeguarding learners.

**Further action will be considered by the Department of Education. See article by Gerry Murphy for more information on this.**

These examples, and there are lots more on the ETI website, clearly demonstrate that unless ETI have full access to a school then they will not be satisfied with safeguarding or any other aspect of the school.

**You can read the full article on the INTO website.**

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# Make the budget fit the school

Since the advent of the fully delegated school budget, school governors and principals have been tasked with ensuring that they plan and use resources to maximum effect in accordance with their needs and priorities, and to respond to the needs of parents, pupils and the local community.

The key principals of the Common Funding Scheme are that;

- Sustainable schools should be funded according to the needs of the pupils
- Sustainable schools should be funded on a consistent and fair basis, taking full account of the needs of pupils.

The formula should;

- support schools in delivering the curriculum
- be as transparent and comprehensive as possible and predictable in its outcome

Over the past ten years there has been progressive erosion on the resources, finances and support provided to schools. This reality has, and continues to undermine the NI education system inclusive of its aims, of providing the young people in our schools with a 'World Class Education', and the raising of educational standards to the highest levels of expectation and achievement. This is happening in a context where Primary Schools in the north are ranked 5th and 6th in Literacy and Numeracy in OECD International Testing, are the best in the English Speaking World, suggesting that the Primary Schools are already 'World Class'. Our Post Primary Schools are also performing well in OECD testing, even allowing for the dichotomy within the Post Primary sector divided as it is, into "Grammar" and "Secondary Schools" by way of Academic Selection.

During this period, there has been little or no recognition of these 'World Class' achievements from the Department of Education [DE] and the Employing Authorities, it has been ignored, sidelined or looked upon as being a 'fluke'. Schools are relentlessly inspected and quality assured by the Department of Education, who appear unwilling to accept that school leaders and teachers, along with their administrative and ancillary colleagues, are hardworking, dedicated professionals. No recognition is forthcoming from the educational bureaucracy, of the multifaceted nature of

the workloads being carried by the education professional, nor the negative impact this is having on their lives outside school, nor the impact on their families.

The Principals and teachers have continued to work to reach and maintain the highest professional standards. They 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, despite in some cases the policies of Westminster and Stormont. A point has been reached now where budget reductions and the consequential impacts on staffing and resources have become untenable. Principals, vice-principals and teachers deserve better than the callous disregard being shown to them by the Department and its associates in the Employing Authorities.

INTO recognizes the need to address issues such as: educational attainment especially in areas of social deprivation; underachievement in particular areas of the curriculum; equal opportunities for all our children and protecting the choices of parents, thereby ensuring that education serves the needs of society, business and the economy.

Over the past ten years there has been progressive erosion on the resources, finances and support provided to schools

However, these goals and targets are continually undermined by the DE who are unable to provide the necessary leadership, funding and support to schools. Over recent months schools have been informed that they may have to manage a cut to the school budget of between two and six percent. There is no recognition in this correspondence of the

increase in inflation, for which schools are not compensated. In reality schools could be looking at a budget short fall of up to ten percent.

The outworking of this will inevitably lead to reductions in staffing in schools, both teaching and non-teaching, larger class sizes which will have detrimental effect on pupils learning, and an increased workload for all staff.

As things stand schools no longer have

the capacity to provide the means by which principals, vice principals and teachers can continue to sustain a Raising School Standards agenda. The results are already apparent:

- there has been a massive increase in workload for everyone in schools to offset the lack of capacity;
- a reduction in support and personnel from all the other educational support services; school budgets are under an increasingly impossible financial strain;

- the lowest staff morale and a fragmenting of professional relationships across the system to levels not experienced in decades.

Education stands on the edge and yet the Department and employing authorities refuse to recognize they have a problem.

For too long, school leaders have made a broken system work, cutting to the bone the resources that are available to them, slicing the cake ever thinner. The resources which schools have to allow pupils to access the curriculum will also be cut, teachers are in many cases having to provide resources from their already declining take home pay.

INTO congratulates the school principals who have found a voice against the ongoing cuts to school budgets, and have told the education authorities that they will no longer make cuts that cause detriment to life chances of the pupils in their care. It is time that the education authorities come to realize that rather than making the school fit the budget provided, instead every school should be provided with a budget that fits the particular and diverse needs of each school.



MARK MCTAGGART,  
Assistant Northern Secretary

# Northern Conference 2017

Conference 2017 saw an increased number of delegates arrive at the Slieve Donard in Newcastle, to register the frustration of their colleagues at the underfunding of teachers and schools, while at the same time facing a continuing increase in both teacher and principal workloads. The Northern Conference has been going from strength to strength in recent years, and this trend continued with an increase in new delegates attending conference for the first time. New delegates were applauded as they contributed positively to many of the motions, and articulated the views of their branch colleagues. A growing confidence displayed by new delegates was impressed forcefully on our guests.

Conference took place on the day of the election count and regretfully, we were unable to listen to and respond to an Education Minister. The absence of an Education Minister was disappointing as many delegates would have liked to have had the opportunity, to have presented the minister with the reality of what it is like to stand in our classrooms. Delegates would have assessed, graded and reported on the Minister that we found effort very poor and submitted work unacceptable. We would have been positive, as teachers are in marking work, and provided real suggestions and direction for improvement. We would have pointed out examples that could have been used to improve his work, and provided a timeframe within which the improved work could be completed and resubmitted. Unfortunately no such



opportunity presented itself, and we were left disappointed with the news that at the final count, the Education Minister was returned to Stormont.

The opening motions at conference reflected the anger and frustration of teachers at the unacceptable pay deal imposed upon teachers. Both the Northern Secretary and Assistant Northern Secretary opened the debate, with a concise critique of the manner in which teachers were treated in the pay discussions. The imposition of a 0% pay deal for 2015/16 had angered many teachers, and the fact that the minister provided all other employees within the education sector with a pay increase showed teachers, quite clearly, the value



which the minister places upon our contribution. Branch delegates echoed this frustration and highlighted the half day of strike action, which saw the closure of our schools.

Conference noted the attempts by the ETI to undermine our legitimate industrial action. Conference applauded our members who have refused to cooperate with the ETI. It noted many examples of the efforts of ETI to force teachers to break the industrial action, and the use of the safeguarding documents to portray our schools as being unsafe. Conference was united in its opposition to such tactics, and the unity of our delegates in their opposition, has strengthened our branch officers in supporting colleagues, when faced with the telephone call to announce that the ETI were planning to visit. Delegates spoke with one voice in reaffirming their commitment to our industrial action, and their unwillingness to compromise when faced with this pressure.

Motions on workload and the underfunding of our schools were presented by many branch delegates, and in both areas INTO delegates articulated the views of their branch members. While teachers' pay has seen a real terms decrease, teacher workload has seen a continuing increase. Class sizes have increased, pressure from external bodies for more quantifiable yet meaningless data has increased, and teachers are working longer and longer hours outside of the school. The increase in class size and the reality that teachers are self-funding school resources, are the





consequences of an underfunded education system. Conference noted the demands of delegates for a stop to this trend, and for some constructive measures to address both issues. Data for the sake of data and the completion of a mountain of documents do not improve educational standards, but are a waste of the most valuable resource that schools have, teachers. The waste of teachers' time and effort in bureaucracy, diverts teachers away from classroom practice. The increase in teachers' absence from school due to work related stress, as a consequence of workload, was acknowledged and accepted.

A motion on teacher assaults saw passionate and personal presentations from delegates, who presented examples of physical and verbal abuse. In other motions delegates noted the rise in abuse through social media, and the lack of protection that teachers were



experiencing from employers. In each of these areas motions were carried, and the INTO has already engaged in taking steps to action these motions.

Other motions ranged from school governance and area planning, particularly the attack on our small schools, to the creation of a teacher exchange programme, allowing teachers to exchange teaching positions. All the motions were presented by delegates in a constructive manner, with clear direction for the Northern Committee in the year ahead.

INTO reaffirmed its commitment to supporting teachers, and to work with our colleagues from other trade unions, to action the motions presented. Representatives from the Department of Education and the CCMS left conference aware of the frustration of our members, and of our determination to effect real change for all our teachers. Next year we move to the 150th anniversary of the founding of INTO, and as we move to this we acknowledge that it is only through

unity, that we will have the strength to challenge employers to pay teachers a fair pay, and to address workload and school funding. We look forward to Conference 2018 in District Two, and we congratulate Dorothy McGinley who was elected as the new Chairperson of Northern Committee.







Owen Reidy, AGS ICTU, guest speaker

# WHO WE ARE *Northern Committee and Northern Office Staff*



Northern Committee with the President.

L.to r (back row): Annmarie Conway, John Kelly, Brendan Sadlier, Kevin Daly, Paddy McAlister, Caroline McCarthy, Caiomhin MacColaim, Mark McTaggart. L.to r (front row) Geraldine McGowan, Nuala O'Donnell, Cathy Crozier, Gerry Murphy, Rosena Jordan (past president) Seamus Hanna (outgoing Chairperson), Dorothy McGinley (Chairperson) Paul Groogan. (Missing from the photo: Mary Dorman, Siobhan McElhinney and Tommy McGlone)



Northern office staff with the President.

Left to right Clare Martin, Trevor Leonard, Christine McDonnell, Gerry Murphy, Rosena Jordan, President, Seamus Hanna, Chairperson, Mark McTaggart, Nuala O'Donnell, Paul Donnelly, Helen Mawhinney (Missing from the photo: Tommy McGlone and Marian McAuley)

## Committee Information

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BP Belfast Region Primary B	0105	VACANT INTO N Cttee	
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SP Southern Region Primary B	0201/0203/0211/0214	Cathy Crozier INTO N Cttee	ccrozier@into.ie
SS Southern Region Post-Primary	0201/0202/0203/0206/0208/0211/0214/0217	Kevin Daly INTO N Cttee	kdaly@into.ie
WP Western Region Primary A	0209/0213/0215/0216	Paul Groogan INTO N Cttee	pgroogan@into.ie
WP Western Region Primary B	0207/0212	VACANT INTO N Cttee	
WS Western Region Post-Primary	0207/0209/0212/0213/0215/0216	Annmarie Conway INTO N Cttee	amconway@into.ie

# St Mary's win the Sigerson Cup, again!



## Sigerson 2017 Team Winners

Back row L to R: Ciaran Mac Iomhair, Oisin O'Neill, Jack Hannigan, Conal McCann, Ryan McNulty, Aaron McKay, Ciaran McGeary, Pearse O'G Mc Crickard, Ruairi Mooney, Ciaran Corrigan, Kevin Mc Kernan.  
 Middle row L to R: Stephen Beattie, Stephen Mc Conville, Niall Toner, Brian O'G Mc Gilligan, Caolan Mc Conville, Damian Ball, Mark Reid, Paddy Sweeney, Aidan Nugent, Diarmuid Mc Conville, Cathal Mc Shane, Micheal O'Hare, Conal Martin.  
 Front Row L to R: Gavin Mc Gilly, Conor Convery, Aidan Mc Kernan, Niall Kerr, Paddy Tally, Matt Fitzpatrick, Darragh Kavanagh, Conor Meyler, Conor Mallon, Corey Quinn, Elaine Mc Laughlin, Colm Byrne, Joe Colton, Kyle Mallon, Ruairi Wilson.



## Sigerson 1989 Team Winners

Back row L to R: C Woods, P Canavan, M Houllahan, J Burns, F McCann, M O'Rourke, O Reel, P Barton.  
 Middle row L to R: Mr Peter Finn (co-manager), M McNally, P Tunney, J Rafferty, C O'Lone, B Tierney, P Devlin, P Bradley, S Quinn, Mr Jim McKeever (co-manager).  
 Front row L to R: C Murray, I Gallagher, D O'Neill, J Rehill (captain), D Quinn, E Shannon, C McGuigan, S Downey

Where are they now? Send info to [infoni@into.ie](mailto:infoni@into.ie)

### Class of '87 – St Mary's Reunion

A small but select group of ranchers are organising a reunion of the class of 87, hopefully for September 2017 – 30 years on!

Please contact us on Facebook if you are interested in joining us!  
[fb.me/stmarysranch1987reunion](https://fb.me/stmarysranch1987reunion)

## Annual Benefit Statements

Your Northern Ireland Teachers Pension Scheme (NITPS) Annual Benefit Statement (ABS) for 2017 will be issued by the DE in June 2017

This Annual Benefit Statement is an individual calculation of the pension benefits which you have already accrued up to March 2017, plus an indication of your potential benefits at retirement. Your Statement also contains personal details and a summary of potential

benefits for your dependants

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

# INTO ART COMPETITION 2017

Since 2013 INTO has been celebrating the artistic talents of you, the members. To recognise the breadth and variety of talent across INTO's membership this year's competition focused on photography rather than painting as in past years.



Anne Marie Ritchie, Carrickfergus/  
Newtownabbey/Larne branch with her  
winning entry Brooklyn Bridge – Redemption

I was delighted to see Photography being celebrated as the medium of choice for the INTO annual Art Competition. As a Photography teacher who is constantly advocating to students the importance of entering competitions and showcasing work, I knew I had to enter.



The photograph I entered was taken on a trip to New York with my husband. We were in the process of selling our house at a crucial time in the property market and previously had a sale fall through. Whilst on a boat trip under Brooklyn Bridge, photographing the spectacular view of the city's skyscrapers framed by the bridge, I received a phone call from our estate agent to inform us our

house was sold. It was a moment of 'redemption' thus becoming the title for the piece.

The experience gained from entering competitions is invaluable but to win and be invited to the Northern Conference Dinner Dance is a memory I will always cherish. I would encourage anyone thinking of entering future competitions not to hesitate but to embrace the opportunity.

2



Colum Lavery (South Derry branch) with his picture "The Early Bird", winner of the Highly Commended Prize, and Seamus Hanna, Northern Committee Chairperson



## THIS YEAR'S ENTRIES

### Anne O'Hea

- 1 Land of the Free

### Anne-Marie Ritchie

- 2 Brooklyn Bridge - Redemption
- 3 Colobus Monkey - Sage
- 4 Von Der Decken Shornbill - Pride

### Caitlin Caldwell

- 5 A Breath of Fresh Air (Carrick-a-Rede-Rope Bridge)
- 6 Sky High (Dubai)
- 7 The Beauty of Nature at Spring (Newcastle)
- 8 Paris Park Summer
- 9 Sligo Sunset
- 10 Winter Paris

### Colum Lavery

- 11 Break Time
- 12 The Early Bird
- 13 You Looking at Me

### Donogh McLaverty

- 14 Cat

### Roisin Mohan

- 15 Be My Valentine

### Rosin Burns

- 16 Life Through a Lens
- 17 Life Through a Lens
- 18 Life Through a Lens

### Tanya McCrory

- 19 Manor House, Enniskillen
- 20 Rosquill
- 21 What's Up?

12



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21

# Brexit. So what?

*Brian McGrath* reflects on what significance of Brexit may or may not have for the children of rural west Fermanagh

Grimace, deep intake of breath or simply move on. The public has had its fair share of Brexit in the news headlines and the papers. I am not an analyst or commentator yet I know as much about what is going to happen post-Brexit as those 'experts' who appear on television daily.

The reality for a small primary school on the border in west Fermanagh is that Brexit was a reality 20, 30 and 40 years ago. The same scene can be played out in any rural primary or second level school along the border.

A troubled past with cratered roads, periodic episodes of the 'troubles' isolationism and globalisation has left this area decimated economically with poor infrastructure and a rapidly declining population. In the 80s, our school boasted a vibrant pupil enrolment of 150. Today it hovers around the mid-90s. That is a 40% decrease in around 30 years. There are four primary schools within a 6 mile radius and none of them meet the sustainable schools number of 105.

So why has there been an impact on numbers and a general population decline? People coming to St. Martin's PS comment on the stunning scenery of west Fermanagh on their journey to Garrison. Visitors share their new realisation that Northern Ireland actually stretches this far west with many saying they didn't know what lay beyond Enniskillen. Well beyond Enniskillen, lie a few small villages, a poor road network and a poorer industrial infrastructure all

encapsulated in a pastoral idyll increasingly devoid of people.

Many local teenagers, having completed their formal schooling leave to go to university in Belfast, Derry, across Ireland and to the UK. Having completed university, there is no rush back to Fermanagh as there are few jobs. The high-tech industries or the service industries are not here and prospects are very few and far between. Those interested in raising a family and or enjoying a career need to look elsewhere.

A generation has been lost from this area and the impact is being felt on schools, on GAA clubs, in parish and in community life. Families do not move to the area and therefore there is a huge impact on pupil numbers in schools. From year to year there is no certainty as to the numbers which will come through our doors in September. Of course, this has an impact on school budgets maintaining a continual climate of uncertainty around the future of the school and the jobs of teachers and support staff. When promoting the school and showcasing what we do, we are competing with the other schools looking for the same children. Funding schools on the basis of pupil numbers is the root of so many of our systemic evils.

The political progress of the last 20 years has done nothing to alleviate the situation. It has failed to address properly the level of deprivation or provide an economic stimulus for this area. Brexit will have little effect as there is little to trade here across the

border and fewer people to travel across it whether it be hard or soft. Promises that the UK will find its own way in the world have little impact on people here and neither does the promise of a reborn Stormont heralding a golden dawn. For too long the rhetoric has been played out with promises made and broken.

Children often mention Brexit and to them it is a word with little meaning. For our part, we are charged with maximising the educational opportunities for them and ensuring that they take their place amongst the best in Northern Ireland, Ireland, the UK and the world. St. Martin's PS may be placed at the new frontier of the European Union but we will ensure that certainty, safety and opportunity are the order of the day in a rapidly changing landscape. So while Brexit may be dominating the political and news agenda it means little in to a school community in west Fermanagh fighting for survival whilst struggling to provide the best for the children we teach and care for. The Brexiteers are not alone in recklessly tampering with their future. Those making decisions based on formulas and budget projections might care to take a drive through beautiful west Fermanagh and see that we have schools and communities worth saving. We will survive a Brexit but maybe not the funding shortfalls of an overblown bureaucracy.

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**BRIAN McGRATH** Principal, St Martin's PS, Garrison, Enniskillen

# Healthy Thoughts Process (HTP)

In Northern Ireland, 45,000 children and young people have a mental health need at any one time (one in six of the population), and more than 20% of young people are suffering significant mental health issues by their 18th birthday.

Alarming, 70% of children and young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age. This is what inspired me to set up my business, Healthy Thoughts Process (HTP), an innovative new program based on the prevention of mental health-related issues.

We offer help through creative workshops, which encourage the improvement, development and awareness of mental health, nutritional values and emotional intelligence in children and young people between the ages of eight and eighteen years old.

The workshops consist of fun activities, energetic games, informative tasks, relaxation and mindfulness techniques – all of which equip students with the knowledge and coping skills needed to overcome difficulties in their lives; leading to an improvement in grades, emotional stability, balance and good health.

We need to ensure that we future proof our children's attitudes towards self-worth and self-esteem, realistically addressing their perceptions of life now and for the future. We desire to prepare young people to actively participate with others in and beyond their circle of influence, promoting acceptance and understanding of themselves and others from different cultures, faiths and backgrounds, whilst exploring their own values and beliefs.

The introduction of a program such as

HTP can be beneficial in many ways – It is a good opportunity to promote pupils' well-being through the development of healthy coping strategies. It helps form a better understanding of pupils' own emotions as well as those of other people. We can also use these lessons as a vehicle for providing pupils who develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to comfort and assist any of their friends who are facing challenges.

The charity, MindFull, recently conducted a survey across 2000 young adults aged between 16 and 25 years old and the results of this survey revealed that too many children with symptoms of anxiety or depression are being ignored and abandoned on an epic scale, with many teenagers suffering, mostly in silence. This has long-term effects on the young people as individuals, their families and society.

One in five – felt sad, helpless, anxious or depressed.

One in three – had self-harmed before they were 16.

One in three – had suicidal thoughts or had attempted to take their own life.

The findings also identified a real need for mental health and well-being for children and young people to be integrated into every aspect of their development, particularly within schools. The survey also highlighted the need to move away from symptom management and to instead focus on education, prevention and early intervention. It is, therefore, essential that this situation is addressed immediately if we want our young people to have good mental

health and become happy, healthy adults in the future.

Incorporating the five elements of HTP into the broader curriculum from key stage 2, can promote positive behaviours and strategies which pupils can adopt and adapt throughout their school careers. They may draw on this learning at points when they find themselves facing physical or emotional adversity.

Here is an exercise from one of the workshops which you can practice with your students:

## Squish and Relax

While the pupils are sitting down, ask them to close their eyes, then squish and squeeze every muscle in their bodies as tightly as they can. Tell them to squish their toes and feet, tighten the muscles in their legs all the way up to their hips, suck in their bellies, squeeze their hands into fists and raise their shoulders up to their heads. Have the pupils hold themselves in their squished-up positions for a few seconds, then fully release and relax. This is a great, fun activity for "loosening up" the body and mind.

Healthy Thoughts Process (HTP), is delivered by HTP Ltd, throughout Northern Ireland. We will be contacting schools in September 2017, however, if you would like to find out more about the program you can get in touch with Coleen McGleenon at –

**Tel: (+44) 07743101146**

**Email: [healthythoughtsprocess@gmail.com](mailto:healthythoughtsprocess@gmail.com)**

**Website: [www.healthythoughtsprocess.com](http://www.healthythoughtsprocess.com)**



# Brexit – impact on workers

On January 1st 1973 Great Britain and Ireland became members of the European Union and by the European Communities Act 1972 accepted all obligations out of the various treaties which set up the European Union which were given legal effect in both countries without further enactment. The laws covered all aspects of member citizen's lives and in particular relevance to INTO as a trade union are the labour laws. Among the many positive aspects of labour laws are the Directives on Acquired Rights, Equal Pay, Working Time, Parental Leave and the Human Rights Act of 1988. Article 140 of the treaty stated that one of its objects of the Community was to "harmonise laws relating to employment, labour laws and working conditions.

Examples of relevant directives include: Directive 75/117/EEC Equal Pay; Directive 76/207/EEC Equal Treatment; Directive 77/187/EEC Acquired Rights; Directive 93/104/EEC Working Time; Directive 2010/18/EU Parental Leave. In the area of Health and Safety Article 153 of the Treaty on the Functioning of the European Union gives the EU the authority to adopt directives in the field of safety and health at work. At least thirty major items of employment protection legislation have been adopted over the years. *The Directory of Community Legislation in Force* actually lists no less than 440 acts under the heading 'Freedom of movement for workers and social policy.' It is this freedom of movement that will impact greatly upon our members working and living on opposite sides of the border.

Of particular significance for teachers, as we are predominantly a female profession, is the issue of maternity leave and parental leave. New changes that have been developed from European directives have been the shared parental leave scheme and the ability to apply for a temporary variation of contract. Specifically the directive 2010/18/EU Parental Leave states that men and women have an individual right to parental leave. It requires states to provide that employers take measures to ensure that workers returning from such leave may request changes to their working hours and/or patterns for a set



## Of particular significance for teachers ... is the issue of maternity leave and parental leave

period of time and for employers to consider such requests. Workers are also permitted to take time off work in cases of force majeure for urgent family reasons in cases of sickness or accident. Case law from the ECJ has had a positive impact in tackling the disadvantage and discrimination that many women face in the workplace when they become mothers. For example, it made clear that treating a woman unfavorably because of pregnancy or maternity leave was direct sex discrimination and that it was not necessary to identify a non-pregnant comparator in similar circumstances to prove discrimination.

Article 6 entitles the individual to a fair and public hearing within a reasonable time by an independent and impartial tribunal established by law. Article 8 states that everyone has the right to respect for his private and family life, his home and his correspondence. The right to privacy in respect of correspondence clearly includes unauthorized monitoring by employers of telephone calls, email communications, and the use of the Internet at work. Article 11 states that everyone has the right to freedom of assembly and to freedom of association with others, including the right to form and join a trade union.

All of the rights above ensure that we as a Trade union are able to challenge and

fight for our members and collectively with other trade unions use European legislation to improve the working conditions of our members. At present we are moving into the unknown. The questions of hard and soft border are economic questions but the questions of the protection of rights of workers and the activities of this union are the real questions that we will have to work with over the next two years

For those who believe that the UK will simply accept all European laws as to unravel them and repeal them would be far too complicated should stop and reflect upon the new Trade Union Act of 2016 which lists teaching as an "important public service" and as such places obstacles and restrictions upon industrial action to an extent that the legitimate action that we are currently taking in respect of pay would be near impossible. UK legislation is business centred and the free movement of goods across the border is the corner stone of any negotiation. The Conservative Party have always presented the EU open market forces policy as being positive as these in turn will generate practices that are good for business although not necessarily for the worker.

Discussions surrounding the impact of Brexit have prioritised the question, "how will we protect business and trade?"



## INTO Grants for Educational Research – Open for applications in June

Apply before Friday, 29th September 2017

Should transport firms install a chip on the windscreen to register travel across the border? Do we need border posts or immigration posts? The impact upon workers has not been tackled and we are in a wait and see mode. Among the teaching unions here in the north we are in the unique position of being the only all-Ireland teaching union and the agreements reached in the forthcoming negotiations will impact upon us more significantly than upon our sister trade unions. We cannot adopt the wait and see policy but will need to be proactive and seek support to protect the acquired rights that we have and to look after our members living and working on opposite sides of the border. The most damaging anti trade union position adopted by the EU resulted from the Viking and Laval cases which questioned “social dumping” and the rights of collective agreements. The restriction in the right to collective action put up by the Viking and Laval cases have substantially limited the possibility for trade unions to protect the interests of their members in cross border situations. The combination of making the lawfulness of collective actions dependent upon a vague proportionality test combined with a threat of action for damages does have a manifestly preventive effect on the possibility of exercising this fundamental right. The significant feature of this decision upon our current debate now is that although the actions of the Viking case was in Finland the case was presented and determined by the High Court in London. UK Courts were viewed as the more sympathetic to gaining support for employers and business.

We are now in unknown territory. We cannot dispute that the EU has brought some significant shared gains for workers. Brexit is the adoption of an isolationist policy that will make supporting border members more difficult and challenging for us and will require the collective strength of the trade unions to protect the acquired rights on this side of the border. When listening to the upcoming debates surrounding how much money will be required to exit Europe and which trade deals are best, consider how much time is given to the debate surrounding

The INTO is delighted to announce that the Bursary Scheme will be continued in the 2017/18 academic year. There will be five bursaries of 1,500 Euro, which are open to all INTO members to apply for. Any project which has been approved as a research endeavour by a recognised third level Institute will be considered for grant purposes.

### Applications

Applications must be sent on the relevant application form, which will be available

in June on the INTO website [www.into.ie](http://www.into.ie) All applications received by the closing date will be examined by an independent assessor nominated by the CEC. The assessor will make their recommendations and the bursaries will be awarded at a ceremony at this year’s INTO Consultative Conference on Education, on Friday 17 November 2017, in the Mount Errigal Hotel, Letterkenny, Co. Donegal. A full list of terms and conditions will available on the INTO website in June.

## INTO President, Rosena Jordan, shares the union’s condolences



Rosena signing book of condolence in memory of the victims of the terrorist attack in London on Wednesday 23rd March 2017.



Above: Rosena beside The Famine Window



Left: Rosena signing book of condolence in memory of Martin McGuinness, former Education Minister and Deputy First Minister, who passed away on 21st March 2017.

# May Day March



Ah the May Day march! May Day has roots in pagan Anglo-Saxon customs and the pagan festival Beltane, which marks the beginning of summer....

In 1890 the May Bank Holiday became associated with International Workers' Day in support of an eight-hour working day.

The Northern Ireland Committee (NIC) of the ICTU is the representative body for 34 trade unions with over 215,000 members across Northern Ireland. In membership terms, it is the largest civil society organisation in Northern Ireland, and marks this occasion with rallies in Belfast and Derry.

INTO had the honour of leading the annual May Day parade on Saturday 29th April. This is the second time in three years we have done so.

The INTO banner took pride of place, and the tagline 'Fair pay for teachers' was prominently displayed.

Members from Districts 1 and 2 and some honorary members, resplendent in rather fetching purple bibs, led the way from the Art College, down Royal Avenue and into Donegall Place, round the City Hall, into Upper Queen Street, then Queen Street, down Castle Street to Castle Place, up Bridge Street, and back to Donegall Street.

The weather was good to us this year (never guaranteed), but regardless, the Mayday march is always a great event, and well attended.

**Come  
along  
next year.  
There's  
room for  
everyone.**



## INTO Congress 2017 comes to Belfast

Congress 2017 rolled into Belfast at Easter. As a prequel to this, INTO Northern Committee were entertained in the City Hall one afternoon in March. We were met

by the current DUP Lord Mayor Brian Kingston of the Democratic Unionist Party, and Mary-Ellen Campbell, the Sinn Féin Deputy Lord Mayor. Both were elected in June 2016. The Lord Mayor of Belfast is the leader and chairman of Belfast City Council, elected annually from and by the City's 60 councillors.

The Lord Mayor's Parlour overlooks Donegall Square West, and is the epitome of Victorian opulence – high ceilings, chandeliers, coving and oak panels. The walls display portraits of Belfast's former Lord Mayors. We were treated to tea and good biscuits, and heard all the positive reasons as to why Belfast was the perfect place to bring 850 delegates and their families for Congress.

**GERALDINE MCGOWAN, Congress Local Organising Committee and NC Rep**

Left: Rosena signing the Visitors' Book with the Lord Mayor, Brian Kingston



Seamus Hanna, NC Chairperson, Lord Mayor Brian Kingston and Dorothy McGinley, NC Vice Chairperson



Lord Mayor Brian Kingston, INTO President Rosena Jordan and Geraldine McGowan, Congress Local Organising Committee and NC Rep

# A visit to Palestine with the Trade

In March 2017 Áine Máire Uí Néill, Dara McCaughey and myself, with 5 other Trade Unionists from Ireland, visited Palestine with Trade Union Friends of Palestine. We experienced a full 8-day programme.

We met with:

- Palestinian Trade unions, the PGFTU, GFU, the New Unions, Teachers' unions,
- Workers' Committees, Women's collectives, Medical Community programme
- Defence of Children International- Palestine Section
- The Mayor of Rantis, (a teacher)
- Representatives from Fatah and Hamas
- Omar Barghouti, the co-founder of Boycott, Divestment, Sanctions (BDS).

We visited:

- 2 schools, an UNRWA school in Ramallah
- a 2-room school in the hills surrounding Nablus
- a farming community
- 2 checkpoint crossings for workers and school students
- the Meged oil fields near Rantis, appropriated by the Israeli government on stolen Palestinian land.
- Hebron, Jerusalem, Ramallah, Nablus, Qalqelia, Tulkarem, Habla, Nabi Saleh, Rantis



As teachers the meeting with Defence for Children International was especially poignant. Each year 5-700 Palestinian children aged 12-17 are detained and prosecuted in military courts. They can be given up to 10 years for stone throwing (which is considered a felony). Palestinian children can be arrested/questioned without a lawyer or parent present. An Israeli child always has a lawyer/parent present. An apartheid policy in practice. Children often confess to something they

didn't do as this then allows a lawyer in. There is a collective punishment policy. If a Palestinian child stone throws, causing damage, the parents' house will be demolished.

The 2-room school we visited, in the Dana region, had been demolished 4 times by Israeli soldiers. The teachers now want it to be built in a cave as it's less likely to be demolished. Many people live in caves in that area as their tented homes are regularly demolished.

The first school we visited: Al Amari UNRWA school in Ramallah.



# Union Friends of Palestine

In Nabi Saleh we met Janna Jihad, an amazingly articulate 10 yearold girl, who reports the many attacks by Israeli

soldiers on the village's weekly peaceful protest, via social media. She told us what it was like growing up in an occupied

land, witnessing such violence. We saw how the village is surrounded by Israeli settlements, built on Palestinian land, with checkpoints leading in/out of the village. When a particular checkpoint is closed school children have to travel to school in Ramallah taking 1&1/2 hours by back roads, instead of the normal 20 mins it should take.

Throughout Palestine we witnessed the separation Wall meandering through or around villages and towns, cutting off Palestinians from their olive tree fields, work, family and friends.

During our many varied meetings, we always asked what could we do to support the Palestinians. Every individual/group/union/political rep asked for the same thing: "educate people about the oppression and the occupation and encourage people to implement BDS as the main tool of support".

Everyone can play a role, from individual acts by boycotting produce from Israel, to larger Boycotts, Divestment and Sanctions of major players, like HP, for example, which helps to maintain the prison, security and ID systems.

In the same way that the BDS movement helped destroy SA apartheid, Omar Barghouti is convinced that the current BDS movement will help destroy Israeli apartheid.

Farmers' crossing and Students' crossing, again usually opened for 1 hour twice/day ...near Habla



The TUFFP delegation with the Tamimi family from Nabi Saleh, who organise the weekly protests



Meeting with Janna Jihad from Nabi Saleh, a village of 300 who hold a weekly peaceful demonstration against the occupation). Janna Jihad is regarded as the youngest journalist in Palestine. Now 10 years old, she records the various attacks of the Israelis on the villagers. She's an amazing, articulate girl.

Left: A meeting with various union representatives... among them PGFTU and GFU





## INTO President Rosena Jordan visits Ballymacward

Ballymacward PS is a small rural school on the edge of the Belfast hills near Dundrod. On 23 February, staff and pupils were delighted to welcome INTO President, Rosena Jordan, accompanied by Assistant Northern Secretary, Mark McTaggart. The President instantly struck up a great rapport with staff and pupils and took time to visit each class, answering all the children's many and varied questions and taking particular enjoyment in reading a story with the P.1 children.

Of great interest was the President's chain of office. The children were allowed

to try this on and some of the older pupils were keen to work out its value based on its weight and carat composition, although as Rosena explained, its significance far outweighs its monetary value!

The President was very impressed by the school and the feeling was mutual! Go raibh mile maith agat.

In the photographs: Sarah Yakdan, Donna McConvey, Emma Mallon, Elizabeth Kane and Brendan Sadlier (principal), accompanied by pupils, in the very happy and relaxed company of the President.



## Tannaghmore Trad Orchestra

Plenty of music can be heard coming from Tannaghmore Primary School, Antrim, presently. Owing to a bursary from the South West branch of the INTO, the school has been able to acquire a banjo, a flute and concertina, to add to their 'Trad Orchestra!' The children are enthused about their music and the group which is led by Mr Declan Laverty and Mrs Máire Darragh (Principal) has high hopes for the future.

"We're not at All Ireland Fleadh stage just yet, but watch this space!" Mrs Darragh reported this week enthusiastically.

Tannaghmore Primary School, Antrim, Traditional Music group with Principal, Mrs Máire Darragh and Mr Declan Laverty.



# New Discounts from Membership Plus

The Membership Plus Team are busy adding new offers to the Membership Plus website and mobile app each week - many of which have been suggested by you. Below are some of the offers recently added - for the full list of offers, visit the Membership Plus website or download the Membership Plus Mobile App!

## Days Out Offers

Alive Surf School	Portrush	Up to 25% Discount
Belfast Cookery School	Belfast	10% Discount
Crumlin Road Gaol	Belfast	10% Discount
Escarmouche Paintball	Randalstown	15% Discount
JumpLanes	Coleraine	20% Discount
Tower Museum	Derry/L'Derry	2 for 1
Worldwide City Sightseeing	Worldwide	20% Discount



## Eating Out Offers

Acton & Sons	Belfast	Up to 20% Discount
Great Jones Craft & Kitchen	Newcastle	15% Discount
Maya Café Company	Newry	15% Discount
Scooby Brew	Bangor	15% Discount
Spaghetti Junction	Derry/L'Derry	15% Discount
The Foodhall	Belfast	20% Discount
The Millcourt	Dungannon	Up to 15% Discount
Tony Roma's	Belfast	20% Discount
Tuk Tuk Asian Bistro	Newtownards	20% Discount



## Shopping Offers

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Red Letter Days	UK Wide	20% Discount
Runners Need	Online	10% Discount
T.M. Lewin	Belfast/Online	15% Discount
Uberfone	9 N.I. Branches	Up to 15% Discount



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