



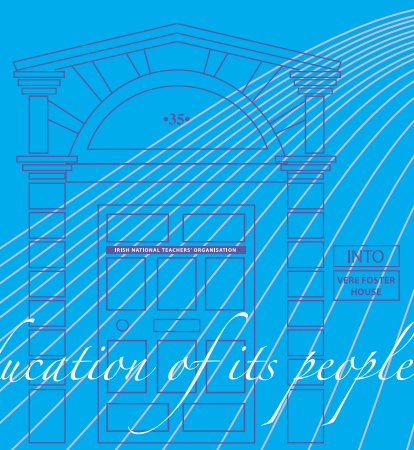
**Irish National Teachers' Organisation**  
**Cumann Múinteoirí Éireann**

# Consultative Conference on Equality 2016

## Comhdháil Chomhairleach ar Chomhionannas 2016

The Heritage, Killenard, Co Laois  
30 September – 1 October 2016

*A nation's greatness depends upon the education of its people*





# Fáilte

Dear Delegate,

We are delighted to welcome you to the Heritage Hotel, Killenard, for the 2016 INTO Consultative Conference on Equality.

The theme of this conference is the *Impact of Gender on Career Progression in Primary Teaching*. This booklet includes the research undertaken by the Equality Committee on this topic. There are many aspects to consider under this broad theme — the relatively low number of men working in primary education, the effect of recent austerity policies on career options for all teachers, whether social and family pressures present particular challenges to women, as well as the evolving nature of school leadership, and whether it has become particularly unattractive to our female colleagues.

We hope that the keynote speeches, discussion groups, and workshops at this conference will provide an opportunity to reflect on, and contribute to, this conversation, and will inform the work of the Equality Committee for the coming years.

Yours sincerely,



Sheila Nunan  
General Secretary



Rosena Jordan  
INTO President

# Clár

## Friday 30 September 2016

- 2.00 p.m. Registration
- 3.00 p.m. Conference opening  
Rosena Jordan, INTO President
- 3.20 p.m. Presentation of Equality Committee research  
Tracie Tobin, Cathaoirleach, and Deirdre Fleming, Leas Cathaoirleach, INTO Equality Committee
- 3.50 p.m. Keynote speaker  
Dr Maeve O'Brien, St Patrick's College of Education
- 4.30 p.m. Tea/Coffee
- 4.50 p.m. Discussion Groups (see page 1)
- 6.00 p.m. Address  
Member of the INTO Project Group on new entrant pay
- 6.15 p.m. Address  
Senator Aodhán Ó Riordáin
- 6.45 p.m. Closing remarks
- 7.00 p.m. Wine reception  
generously sponsored by Comhar Linn

*Goldilocks's Testimony*, The Auditorium.  
Performance by Dorothy Morrissey and  
talk-back facilitated by Dr Fiona McDonagh

## Saturday 1 October 2016

- 9.30 a.m. Workshop A (see page 9)
- 10.30 a.m. Workshop B (see page 9)
- 11.30 a.m. Tea/Coffee
- 12 noon Keynote Speaker  
Professor Pat O'Connor, University of Limerick
- 12:45 p.m. Closing remarks  
Sheila Nunan, INTO General Secretary
- 1:00 p.m. Críoch



# General information

## Registration

Registration opens at 2 p.m. on Friday 30 September. We would ask you to assist INTO staff by completing your delegate card, which is enclosed in your pack, prior to your arrival at the Registration desk.

## Absence from school

The Department of Education and Skills has given approval for leave of absence for delegates to attend the conference. A copy of that letter is included in your pack, and is also available on the Equality Conference page on the INTO website. However, substitute cover is not available.

## Transport

There is ample complimentary car parking available on-site at the Heritage Hotel, Killenard. The nearest train station is Portarlinton. A shuttle bus between Portlaoise and the venue will be provided.

## Exhibitors

The following exhibitors will be in attendance, and are located in the Gallery, where tea and coffee will be served at breaks:

- An Gúm/Foras na Gaeilge
- INTO Credit Union Comhar Linn
- JLT Teacherwise
- Outside the Box Learning Resources
- Demac Education
- CJ Fallon
- Irish Water Safety
- Equate
- The Global Solidarity Network

## Conference evaluation

Delegates will be contacted after the conference with a link to a short online questionnaire.

# Discussion groups

Friday 30 September, 4.50 p.m.

Please refer to the back of your name badge (A – F) for your assigned discussion group.

We would ask delegates to bear in mind the personal nature of some of the themes of the conference, and to conduct all discussions in an atmosphere of mutual respect and tolerance.

Discussion Group	Location
A	Ballroom 1 (Main hall)
B	Ballroom 2 (At the back of the main hall)
C	The Auditorium (Ground floor)
D	Meeting Room 4 (First floor)
E	Meeting Room 5 (First floor)
F	Meeting Room 6 (First floor)



## Keynote presenters



**Dr Maeve O'Brien** spent many years as a primary school teacher and home/school liaison co ordinator in Dublin's South Inner City. She is currently Head of the School of Human Development at St Patrick's College, DCU, and lectures on social contexts of adolescence and adulthood on the BA in HD and on Feminisms and Theories of Care on the taught MA programme in HD and the doctoral programme.

Maeve's research interests focus on inequalities in the doing of care across institutional and social contexts, in the space of education, families and in schooling and how these cross cut with inequalities in social class and gender. She has written extensively on social class injustice and education. Her latest work with NCCA focuses on a conceptual model for student wellbeing.

She has for several years been centrally involved in research projects on educational transitions and on the well-being of young people and schooling. She is editor for the international education journal *Irish Educational Studies*.

**Professor Pat O'Connor** is Principal Investigator in UL on a five year (2012–17) Framework 7 cross national project on Female Empowerment in Science in Academia (FESTA), including Sweden, Denmark, Italy, Germany, Bulgaria, Turkey and Ireland.

Since the mid-1990s, Professor O'Connor's work has been concerned with organisational and institutional gendered power: in semi-state structures, in the academy, in the family and in the wider society. More recently, this interest in power has been reflected in a cross national study of senior management in higher education, including UK, Portugal, Sweden, Australia, New Zealand, Turkey and Ireland. This has culminated in a large number of publications, including a book on *Management and Gender in Higher Education* (2014) published by Manchester University Press. She was a member of the Expert Group on Gender Inequality in Irish Higher Education (2015–16).



## Invited speakers

**The INTO Project Team on Pay Equality** was set up by the INTO Executive in 2015. The team includes substantial representation of post-2011 entrants and its remit is to examine the challenges posed by the current situation and to identify an effective strategy towards pay equalisation.

Since the team was established, the INTO has moved closer to that goal, thanks in no small part to the work of the team members, who have addressed branch and district meetings across the country, as well as lobbying public representatives, and increasing the involvement of their own peers and colleagues in the INTO.

**Senator Aodhán Ó Ríordáin** is a Labour Party Senator based in Dublin Bay North. He is the Party Spokesperson on Environment and Sustainable Development and Gaeltacht Affairs. He previously served as Minister of State for Equality, New Communities, Culture and the National Drugs Strategy from 2014 to 2016. Prior to his appointment as a Minister of State, he served as Vice Chair of the Committee on Education and Social Protection. He was elected as a TD for Dublin North Central in February 2011 and was twice elected to Dublin City Council. Aodhán also worked as a teacher and principal in Sheriff Street in Dublin's inner city for 11 years.





# Background report on *The Impact of Gender on Career Progression in Primary Teaching*

## Background to this report

For this conference, the INTO Equality Committee set out to examine the impact of gender on career progression in primary teaching in 2016. This work develops previous work carried out by the Equality Committee, in their 1999 report *Leadership opportunities for teachers — is gender an issue?* and *Gender imbalance in Primary Teaching — a Discussion Document* (2004). INTO also examined gender issues in *A Career in Teaching* (1994).

Similar work has been carried out by other teacher unions. In 2010, the UK union NASUWT published research to investigate gendered patterns in senior leadership teams, and published a report entitled *No Job for a Woman*. The promotion of gender equality in the teaching profession is a key element of policy for both the European Trade Union Committee for Education (ETUCE) and Education International. In general, this work focuses on equal pay, career progression and the impact of family and caring responsibilities on teachers.

In the 1961 census, 63% of people who recorded their occupation as teacher were female. By 2011, this figure had risen to almost three-quarters: 74%. The gender gap is even higher at primary level. Figures provided by the DES show that 86% of primary teachers were female in the 2011/2012 school year, the last year for which the DES could provide figures. In 2015, 86% of INTO members in the Republic of Ireland were female.

In their study *Women and Men in Ireland* (2013) the CSO noted that over a third of women at work in Ireland in 2012 were working in the health and education sectors. Women accounted for three-quarters of those at work in education. In primary education 85% of teachers are female

while 68% are female at second-level. They further noted that women are not well represented at senior levels, with 44% of primary school managers (principals) being female. (Based on 2007 data.)

The Equality Committee set out to examine a number of areas, including:

- Gendered patterns in career progression and to identify what differences, if any, emerge in relation to same.
- Gendered patterns in career progression and to identify how career breaks and family responsibilities interplay with, and impact differently, on career trajectories.
- Gendered patterns in leadership aspirations.
- The barriers and enablers to career progression and to identify what, if any, different patterns exist in relation to gender.
- Gendered perceptions of equal opportunities in the appointment process, career management and progression.

## Questionnaire

In order to inform discussions at this conference, the committee developed a survey on these themes. A questionnaire was distributed electronically to 1,000 INTO members in the Republic of Ireland. A total of 180 surveys were returned of which 178 were useable, giving a response rate of 18%. A similar questionnaire was distributed in Northern Ireland to 300 INTO members. Regrettably, there was only a 5% response rate and this was too low a response rate to yield meaningful data. Accordingly, the statutory leave conditions discussed herein should



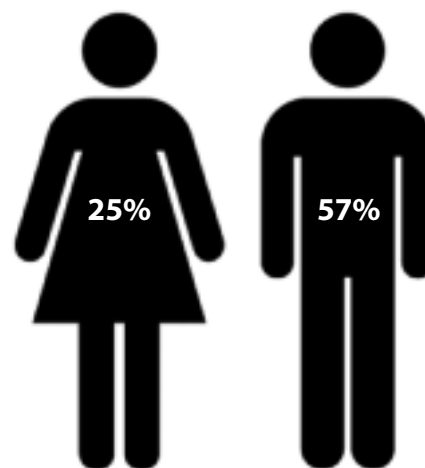
be read as relating to teachers in the Republic of Ireland only. The INTO wishes to record its gratitude to the teachers who participated in this important research.

A total of 85% of the respondents were female and 15% were male. This is in line with the gender breakdown of INTO membership, and primary teachers nationally. Respondents included teachers of all ages, with over 61% aged 40 or under, which again reflects the age demographic prevalent in primary teaching today. Accordingly, while the sample of the survey is small, it reflects the current gender and age profile of primary teachers.

### Career progression

The last set of statistics provided by the DES in relation to gender and promoted posts was for the 2012/13 school year. It must be acknowledged that since these statistics were provided, the overall number of promoted posts has fallen significantly, due to the moratorium. In 2012, 43% of teachers were promoted, while the figure for 2015 was just under 40%.

	Female	Male
Principal	2,141 (65%)	1,151 (35%)
Deputy principal	2,250 (89%)	305 (11%)
Assistant principal	715 (95%)	131 (15%)
Special Duties Teachers	5,508 (89%)	691 (11%)
Privileged Assistant	29 (85%)	5 (15%)
Principal (Personal Basis)	79 (71%)	32 (29%)
Unpromoted Teachers	15,782 (84%)	2,364 (13%)
Total	26,774 (85%)	4,679 (15%)



*Percentage of post holding respondents who are principals*

In this survey, 41% of respondents indicated that they were in promoted posts.

A little over a third (38%) of the female respondents were in promoted posts, as compared to 52% of the male respondents. Of the female teachers who held promoted posts, 25% were principals, and 27% were deputy principals.

Of the male teachers in promoted posts, 57% were principals 14% were deputy principals.

In terms of teachers' routes to principalship there is a difference between the numbers of females and males in the survey who were appointed to the post of principal from internal versus external competition. Just over half (53%) of female principals were internal candidates, while only 25% of males were internal candidates. Three quarters (75%) of the male principals who responded had been appointed as external candidates.

This finding seems to suggest that female teachers are more likely to apply for, and succeed in competitions for the principalship of their own school.

One of the respondents described her perception that there was a culture "where male teachers from outside the existing school community, who have extra qualifications are being parachuted into the position of principal even though female teachers within the school, who have given long years of service to the school, may be overlooked." This concern was also highlighted by another respondent, who described the same scenario, and the tension it can create in the staffroom.





While these experiences are anecdotal, the survey seems to give some support for this view.

This inclination for male teachers to seek promotion outside their own school may also be reflected in the fact that the female respondents had taught in fewer schools on average than their male counterparts. For example, according to the survey, 20% of female respondents had taught in one school only, compared with 12% of males, and 23% of females had taught in more than five schools while 35% of males had taught in more than five schools.

The male respondents (35%) were more likely to get a permanent post as their first appointment than their female counterparts (25%).

Approximately a third of respondents perceived recruitment policies and procedures to be an obstacle to their seeking promotion, but male and female teachers had similar views in this regard.

### **Gender imbalance — Males in teaching**

The INTO Discussion Document *Gender Imbalance in Primary Teaching* (2004) identified a number of issues for discussion in relation to addressing the gender imbalance in primary teaching, including publicising and promoting teaching as a career, direct measures to increase the number of male entrants and qualifications and conditions. This discussion document was followed in 2006 by the *Males into Teaching Report* by the DES which recommended, among other things, a campaign to promote a positive image of teaching as a career and the setting of targets for increasing the number of men coming into the profession. However, it appears that in the ten years since then, the percentage of primary teachers who are male has continued to decline, from 17.5% of the profession in 2004 to 15% in 2013. The dearth of male primary teachers was highlighted by one of the respondents in the comments, who described it as “an outrage there is not more being done to encourage males into this profession,” and another respondent described schools which had an informal policy of not hiring male teachers.

### **Attitude to career progress and goals**

Almost three quarters (73%) of all respondents reported that they were satisfied with their career progress to date, and had high levels of job satisfaction, a consistent finding across both male and female teachers. However, 40% of female teachers and 58% of male teachers are not satisfied with the progress they have made toward meeting their goals for income. Notably, this is the single category on career progress to date that the vast majority of teachers, both male and female, reported their dissatisfaction.

Regarding ambition, 64% of the female respondents, and 81% of the males, believe themselves to be ambitious. However, of those respondents who were not yet principal teachers, fewer than a quarter of the women agreed that they aspired to become principal one day, while over half of male respondents reported that they hoped to become principal some day. The measure of this ambition also seems to be affected by gender. When asked if they would enjoy the challenge of running a big school, 35% of all respondents indicated they would. However, there is a noticeable difference with regard to this observation, between male and female respondents. Of the female respondents, 29% agreed that they would enjoy the challenge of running a big school, as opposed to 65% of male respondents.

### **Perceived barriers and enablers to leadership ambitions**

Fundamental to this research was the identification of significant barriers and enablers that impact upon teachers of both sexes achieving their leadership ambitions.

“The majority of Principal positions are not genuinely available. They have been decided by BOM chairpersons before any selection procedure begins and the selection criteria are biased towards a preferred candidate. I think there should be a fully trained National selection committee, to avoid local bias.”

Female teacher, aged over 50, in a DEIS school.



Respondents were asked to rank from a list of 15 options the four most significant anticipated barriers or enablers to achieving their leadership ambitions.

Unsurprisingly, workload was seen to be by far the greatest barrier to leadership aspirations overall. When considering the top ten barriers identified by male and female teachers, there is a marked degree of consistency with workload and availability of suitable posts identified as the two most significant barriers for all teachers.

Both of these barriers seem likely to have become more significant in light of the current lack of promoted posts in schools, with the resulting loss of middle management support for principals, and the absence of a clear career path for teachers.

Respondents' comments in the survey also reflected a perception that the remuneration for taking up a principalship was inadequate given the scale of the undertaking, with one female teacher stating, "I would be reluctant to take a principal post as the salary is not proportionate to the workload, dedication and responsibilities teaching principals have to endure in the post."

Caring and family responsibilities was ranked third as a barrier by female respondents. Lack of self-confidence was ranked fourth by female respondents, and fifth by male respondents.

Taking a career break or maternity or parental leave was not ranked as a barrier by male respondents only, and was ranked tenth by female respondents. Therefore, it would seem that being 'out of service' for a period of time is not perceived as a significant barrier to career progression by the respondents to the survey.

Two factors were overwhelmingly identified as the most important potential enablers for teachers' leadership ambitions. The first factor was a change in the role of principal – less bureaucracy and a reduced workload, and the second factor was an improved work/life balance.

"I'm happy being a teacher. I have no interest in being a manager or spending my days on administration. The main barrier therefore is that I have no interest in a leadership role."

Female teacher, in an urban school, aged 41 – 50 years

## Career and family life

Respondents were asked to rate a series of statements, relating to their attitudes to teaching, and their own career progress. Broadly speaking, both male and female teachers expressed enthusiasm for teaching, and were generally happy with their career progress.

When asked to rate the statement, "Family life is my priority," almost three quarters of respondents agreed or strongly agreed, and there was no significant difference between male and female teachers. Two thirds (67%) of respondents believe that teaching allows for a good work life balance.

However, 72% of all respondents stated that they believed that taking up a principalship would impact negatively on their family life. A little over half (56%) of males considered this to be the case, in comparison to over 70% of female respondents.

## Family leave

48% of female respondents had taken maternity leave.

Parental leave is a statutory entitlement to 18 weeks of unpaid leave for parents of children under the age of 13, which is available to both parents. A total of 14% of female respondents have availed of parental leave, as opposed to 4% of male respondents. This reflects OECD figures, which show that, in many countries, fathers account for less than one in five of those taking parental leave, with the Nordic countries faring much better with rates as high as 40 per cent.

Carer's leave may be taken for up to 104 weeks, which is unpaid, although the carer may receive state carers' benefit. Only 5% of the female respondents reported having used carer's leave, while no male teachers in the survey reported having taken this leave. In the 2011 census, 10% of women and 6% of men identified themselves as carers, though not all of these would have been full time carers, or in receipt of carer's benefit. Women provided approximately two thirds (66.1%) of all care hours.

Teachers are entitled to up to five days of paid leave in a school year to tend to a family member who is ill and requires their presence (these five days also encompass the statutory entitlement to force majeure leave). A total of 39% of female





respondents have taken this leave, while only 24% of male respondents have taken such leave.

The job sharing scheme allows teachers to reduce their working hours by half, approved at the discretion of their board of management. A small percentage (13%) of female respondents have availed of the job-share scheme, while no male respondents reported having job-shared. Of all the female respondents who had job-shared, 20% reported having done so for caring responsibilities.

Regarding career breaks, 23% of female respondents and 15% of male respondents had taken a career break. For all teachers, the number one (primary) reason for taking a career break was travel, but after that, 21% of women reported taking a career break for caring responsibilities, which was not a reason reported by any of the male respondents.

"If you're not permanent and want to start a family, you lose your place in the pecking order and could find yourself without a job after you've had your baby."

Female teacher, aged 26 - 40 years, in a Gaelscoil

When asked whether they agreed or disagreed with the statement: "Taking time off to care for my family would not impact on my career in teaching," fewer than half of respondents agreed, with no significant difference between male and female respondents, indicating recognition that caring responsibilities may be an impediment to career prospects. However, when asked to rank potential barriers to career progression, family leave was not generally rated highly as a concern.

## Conclusions

Although we must be wary of applying the findings from a small sample to the broader primary teacher population, the background reading and research tends to indicate the following:

- There are gendered patterns in career progression. These include a disproportionate percentage of males in the post of principal teacher, and a higher proportion of female teachers in the unpromoted category. It

appears that female teachers are more likely to be promoted to the post of principal teacher in their own school rather than being appointed externally.

- Female teachers are more likely to avail of family related leave, or to use leave such as career breaks for caring and family reasons. Caring and family responsibilities was ranked as the third greatest barrier to promotion for females but was only ranked eighth by the male teachers.
- For the teachers in the survey, gender did not appear as a major influencer in their leadership aspirations, but workload and remuneration, and the lack of availability of promoted posts were factors for all respondents. The two factors that were identified overall as the most important enablers to achieve leadership ambitions were a change in the role of principal to include less bureaucracy and improved work/life balance.
- Supporting and enhancing the teaching profession is of concern to all teachers, both male and female. It must remain a priority of the INTO to address teacher workload, in particular principal teachers' workload, to reduce bureaucracy, particularly unnecessary administration, and to ensure that teaching is adequately rewarded, in terms of remuneration and opportunities for promotion, for all teachers, males and females.



# Workshop presenters



**Anne Lyne** qualified as a solicitor in 2004 and is a partner with the Employment team at Hayes solicitors. Anne regularly advises teachers on employment issues and has significant experience in education law, as well as lecturing on equality issues on the Employment Law Diploma at the Law Society of Ireland law school.

**Anne McElduff** is head of the Legal, Industrial Relations and Leadership Section in INTO Head Office. She is a qualified barrister having being called to the bar in 2008 and also holds a B.ED degree and an honours LL.B in Irish law. Anne initially worked as a primary teacher in St Joseph's NS, Tullamore, before taking up her appointment in INTO Head Office.



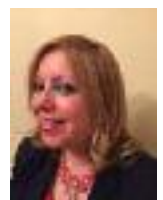
**Dr Ann Caulfield** is a part time lecturer in Applied Social Studies at the Galway Mayo Education Centre and is a graduate of DCU with an M.A. in Pastoral Leadership. Her background spans the fields of education, community development and health.

**Dr Micheline Sheehy Skeffington**, a lecturer in plant ecology in NUI Galway since 1980, recently took early retirement. She won a case in November 2014 against NUI Galway, for gender discrimination in failing to promote her to senior lecturer, and continues to campaign to redress the gender imbalance in senior posts in NUI Galway. Her grandparents, Hanna and Francis Sheehy Skeffington, inspired her in her battle against injustice.



**Dorothy Morrissey** is a lecturer in drama education at Mary Immaculate College, Limerick, and course leader of the College's MA in Education and the Arts (META). She worked for many years as a primary teacher and has designed and delivered Continuing Professional Development (CPD) and Training of Trainers programmes for teachers.

**Anna Mai Rooney** is a graduate of St Patrick's College, and a principal since 2000, first in Scoil Mhuire, Magherarney, Smithborough, before becoming Administrative Principal of St Louis GNS in Monaghan town in 2008. Anna Mai became the Deputy Director for Primary Schools in the newly established Centre for School Leadership in September 2015, and is on secondment to this position until 2018. She became a member of the IPPN Board of Directors in 2009, with responsibilities in the areas of principal advice, resource and policy development, and CPD development and delivery.



**John Doohan** is a 2011 graduate of St Patrick's College Drumcondra and a mainstream class teacher in Dalkey School Project NS, Glenageary, Co Dublin. He is the Secretary of the INTO LGBT Teachers' Group, and also works with Amnesty International's Rights Sparks initiative, developing teaching resources and delivering workshops for teachers on Human Rights Education.

**Dáithí Ryder** is a graduate of Carysfort College, 1988. He has worked for 25 years in Cloonliffen NS, Ballinrobe, variously as a L/S, resource teacher, assistant, deputy principal and acting principal. He has been Cathaoirleach, and is Rúnaí, in the Headford Branch, and has addressed congress about a number of issues, including the roll book, Cigirí, Section 37.1, pay inequality, and small schools.





# Workshops

Saturday 1 October

Delegates are invited to choose their two workshops at registration. Please be aware that there is a limit to the number of delegates each workshop can accommodate, so these will be filled on a first come, first served basis.

Workshops will be taking place back-to-back, from 9.30 a.m. – 10.30 a.m., and 10.30 a.m. – 11.30 a.m. As such, we would appreciate your cooperation in moving promptly to your second workshop when the first finishes.

Room	Topic and presenter
Ballroom 1 (Main hall)	<b>Gender discrimination from the legal perspective</b> An overview of gender discrimination law and an update on recent case law. The workshop will then focus on giving practical advice on where gender discrimination issues may arise at school and how to deal with these scenarios. <i>Anne Lyne, Hayes Solicitors</i>
Ballroom 2 (Back of Main hall)	<b>INTO and gender equality</b> A discussion of the work of the INTO on gender equality, examining discrimination in recruitment and other areas. <i>Anne McElduff, INTO Assistant General Secretary</i>
The Auditorium (Ground floor)	<b>Challenges for women in third level education — a personal experience</b> Dr Sheehy Skeffington will start the workshop by giving an outline of her case and the lessons learnt from it. It will then broaden out to the implications not only for fellow female academics, but all third level employees in the context of the neoliberal mind-set within third level education. It will have an informal structure, with opportunities to comment during the introductory talk and will then open up to all participants for a general discussion. <i>Dr Micheline Sheehy Skeffington</i>
Meeting Room 4 (First floor)	<b>Celebrating diversity</b> An interactive workshop providing strategies and insights into diversity issues in the classroom. We will focus on celebrating diversity in family backgrounds. <i>Dáithí Ryder and John Thomas Doohan, INTO LGBT Teachers' Group</i>
Board Room (First floor)	<b>Thinking about what is and what might be</b> Participants will explore the extent to which discrete (male and female) gender identities are seen as 'natural', and the extent to which this viewpoint infuses systems and organisations, including education, as well as the ways in which it impacts on the notion of career progression. <i>Dorothy Morrissey, MIC</i>
Meeting Room 5 (First floor)	<b>The benefits of mentoring and coaching in Leadership</b> This workshop will outline the CSL's (Centre for School Leadership) approach to mentoring and coaching and will comprise mostly of discussion group material rather than a formal presentation. <i>Anna Mai Rooney, Centre for School Leadership</i>
Meeting Room 6 (First floor)	<b>Wellness and self-care for leaders and teachers</b> Three strands of wellbeing include health, happiness and ease. This workshop explores these principles and includes simple and practical wellbeing strategies for teachers and principals, including mindfulness, which cultivates an essence of equality. <i>Dr Ann Caulfield, Mindfulness Matters</i>



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