

# The Teacher Profession – 150 years on

**Deirbhile Nic Craith**, Director Education & Research

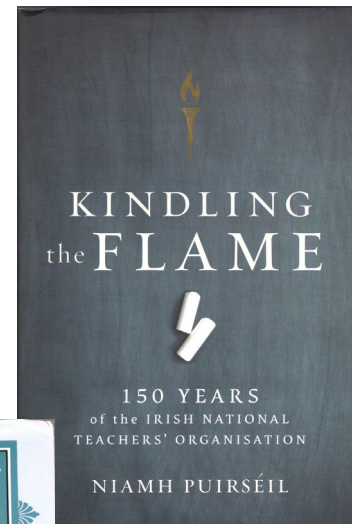
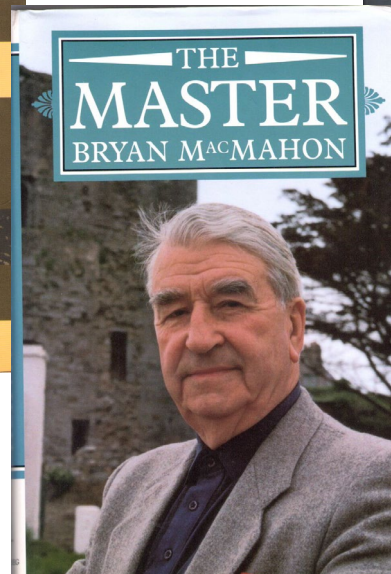
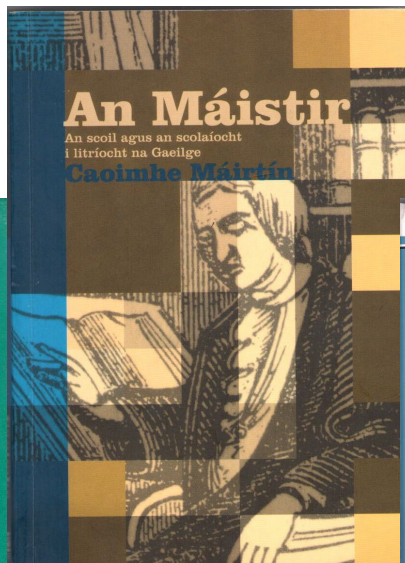
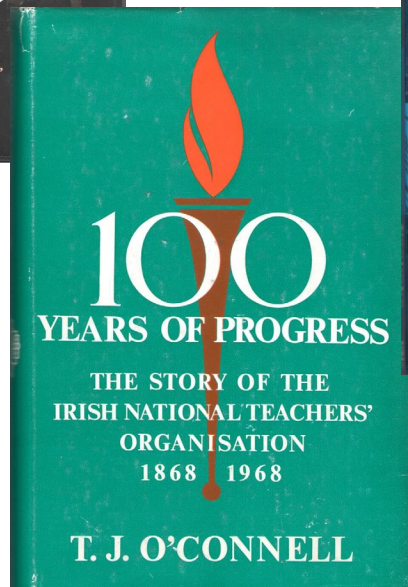
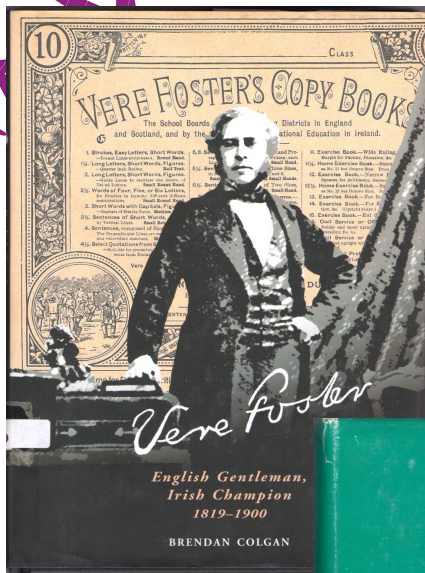
*16 Samhain 2018*



Leanaimis leis an dul chun cinn  
*Let us continue to make progress*

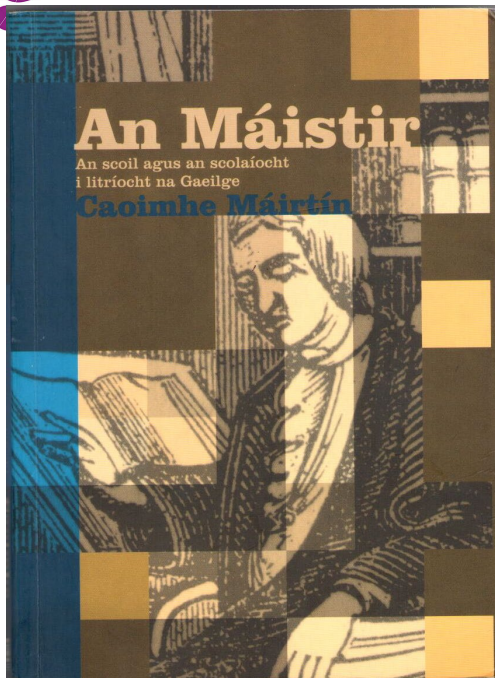
# 1868 – 2018

## 150 years of the INTO





# School Buildings

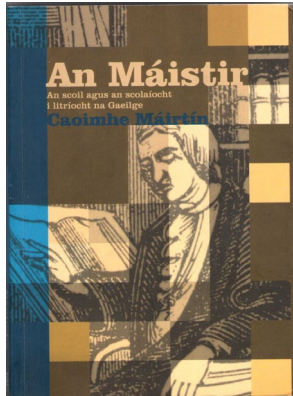


... there is no teacher so poor that he could not produce the time and labour to colour its walls at each vacation and with the aid of pupils, by the expense of a brush or broom, preserve decency and cleanliness

(John Magee, "The Master", *A Social History of the Irish National Teacher*, 1831-1921. In *An Múinteoir Náisiúnta*, Vol.27. No2. Summer 1983, p.21)



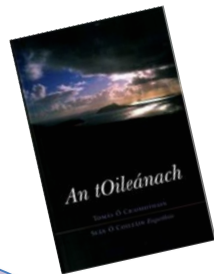
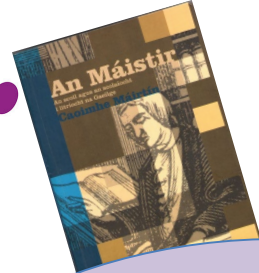
# Integration!



Bhí na tíortha agus na ranna daite, cuid buí, cuid gorm, cuid donn, cuid liath agus da réir sin. **Agus bhí impireacht na Sasana dearg.** Bhí, chomh dearg le fuil. Agus a dheartháir, ba é an dóigh le geograife, agus stair san am chéanna, a theagasc do pháistí na hÉireann

*Séamus Ó Grianna, Saol Corrach, 1945, pp20-21*





# Inspectors

**News of any unusual looking passenger on a jaunting car – and the inspector did not look in any way native – was flashed to the boys' and to the girls' schools but casual observers**

*(Joseph Brady, 1958. The Big Sycamore. Dublin: M.H.Gill and Son. P.95)*

**Ba gheall le gealt é agus lá an scrúaithe ag teannadh leis. Gach carr a d'airíodh sé ag dul an bealach thugadh abhóg chun na fuinneoige agus sheasadh ar bharra cos agus d'fhéachfadh amach**

*(Pádraig Óg Ó Conaire, Ceol na nGiolcach, 1939, p. 79)*

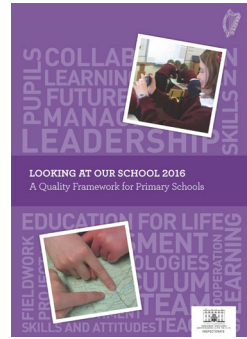
**Chuir an mháistreás bhocht fantais di tar éis é imeacht**

*(Tomás Ó Criomhthain, An tOileánach. 1929, p.68)*



# Inspectors

‘What sort of man is this new inspector that you are sending us?, asked the Reverend Mother of a large convent in Leinster ‘and what are his fads?’ ‘He’s all fads,’ replied Dr Starkie, who was accompanied by the Gallo-Irishman, ‘but be sure to teach Irish and Irish history and regional matter, and you’ll find him sane enough’.





# Two schools of thought

Compliant  
Curriculum  
Measured  
Good job  
Efficient  
**Practitioners**  
Effective  
Managed  
Prescribed  
Accountable  
Experience  
Outcomes  
Professional  
Competent

Committed  
Judgement  
Collaboration  
Parents & community  
Personal Development  
**Professional Activity**  
Autonomy  
Improving Outcomes  
Experience  
Ongoing learning  
Research  
Competent  
Dialogue





# What does it mean to be a Professional?

It means I engage in CPD. I plan and monitor pupils' progress, engage with my colleagues in school and with parents, to achieve the best outcomes for the pupils in my care.

(class teacher, 19 years teaching – Interview with Education Committee)



# Measurement

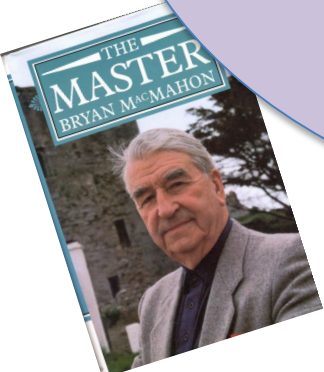




# The Purpose of Teaching

If I could only plant a seed in the imagination of each one that would fructify later in each unique individual; if only I could find the gift that I sensed was latent in each one of them: perhaps then I would have fulfilled the purpose of my being a teacher. (p. 18)

I realized that each child had a gift, and that the “leading out” of that gift was the proper goal of teaching. (p. 8)



*Bryan McMahon, The Master*



# The Purpose of Teaching

Plans for a day's teaching can go out the window if a topic interests the pupils so much they want to spend time exploring it. Flexibility is key.  
(class teacher, rural school, 30 years teaching)

I feel very proud when I see children's lives change or improve in some way because of my teaching and support.  
(class teacher, 28 years teaching)

Primary school teaching is a rewarding career for me as I enjoy seeing the children progress socially, emotionally and academically.  
(shared special education teacher, 3 years teaching)



# Change

- **Early Years Education**
- **Inclusion**
- **Induction**
- **Professional Development**
- **Teaching Council**



# Workload

Sir...‘Of course, such returns must be filled by the Teachers, and whatever labour devolves upon them in their preparation must be performed outside of school hours’... ‘the notion of giving teachers any extra allowance for the performance of such troublesome duties will be received ... with astonishment ... Even the cheap acknowledgement of thanks never has been given to the teachers for the discharge of many such duties which have frequently fallen to their share’.

I am, Sir.....Your, very obedient servant

**“OVERWORKED AND UNDERPAID”**

*Irish Teachers’ Journal August 1, 1868*







# Curriculum Overload

## North, South, East & West.

The newest Irish Programme in Irish issued from the Education Office is certainly the best yet issued. In fact it is almost perfect. The idea of suggesting to take an additional subject in an already overloaded programme is, however, too ridiculous for even the National Board. The Board is certainly endeavouring to meet the popular demand, but their efforts are useless, or worse, if all the existing subjects are insisted on. If, in addition to Irish (as an ordinary subject taught *within* school hours), Reading, Writing, Arithmetic, and Composition, with some Grammar and Geography in the Senior Standards, were the compulsory subjects in all schools, and if the other subjects were optional, the Irish Programme would be taught; not otherwise. As suggested by the C.E.C., large schools should take two or more of the optional subjects. Any school in which above subjects are well taught, and where the pupils are truthful and manly (if I may use the word) should be entitled to "Good" or "Excellent" by the Board's Inspector. Some teachers now earn a considerable addition to their salaries, in the shape of fees for Irish, as an extra, and the vested rights of such teachers must be concerned. This will present some difficulty, but it should not be impossible. One way would be to give each teacher his average earnings for the past three years. Another to take, say 1904, as a "Standard" year. The best way would be to give a small fee varying from 6d. or 1s. in the First Standard, to 5s. in the Sixth and Seventh Standards, on the number of passes, or on the average attendance, or on attending 100 or some minimum number of attendances.\*

**'The newest Irish Programme ... is certainly the best yet issued. In fact it is almost perfect. The idea of suggesting to take an additional subject in an already overloaded programme is, however, too ridiculous for even the National Board. The Board is certainly endeavouring to meet the popular demand, but their efforts are useless, or worse, if all the existing subjects are insisted on'.**

*Irish Teachers' Journal June 25, 1904*

# early years learning

## Creativity and the Arts in the Primary School

Discussion Document and Proceedings of the Consultative Conference on Education 2009



## supporting special education in the mainstream school

An INTO Report

## Discipline in the Primary School



## Review of DEIS: Poverty and Social Inclusion in Education

Proceedings of a Joint Conference:  
INTO and Educational Disadvantage Centre, St Patrick's College, Drumcondra

5 December 2015

## Irish Teachers' Journal

Volume 5, Number 1  
December 2017

INTO Consultative Conference on Education 2008

## Transitions in the Primary School

Wellbeing in the Classroom

## Wellbeing in the Classroom

Discussion Document and Proceedings of the Consultative Conference on Education 2012

## let the children speak

Proceedings of INTO Consultative Conferences  
LIMERICK: NOVEMBER 2008  
DUBLIN: NOVEMBER 1999

## Education: FUTURE CHALLENGES

## Quality in Education: Accountability & Responsibility

Discussion Document and Proceedings of the Consultative Conference on Education 2014



## Rebuilding Special Education

Proceedings of Conference on  
7 March 2015

## Leadership opportunities for teachers

Is gender an issue?

support services  
primary school children  
with language difficulties

## Among school children

THE INTO RESPONSE TO  
THE GREEN PAPER  
Education for a changing world

into

A POLICY STATEMENT

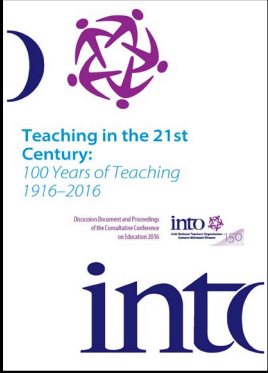
## Workload, Stress and Resilience of Primary Teachers:

Report of a Survey of INTO members

Final Report: September, 2015

## Learning Communities

Discussion Document and Proceedings of the Consultative Conference on Education 2010



## Primary School Curriculum: Have your say

Discussion Document and Proceedings of the Consultative Conference on Education, 2015



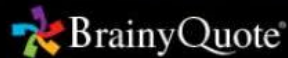


# Ní neart go cur le chéile!

A photograph of a whale breaching the ocean surface, creating a large splash of white water. The whale's dark, textured back and tail are visible above the water. The ocean is a deep blue with small waves.

**Excellence is the gradual  
result of always striving to do  
better.**

Pat Riley



[https://www.brainyquote.com/quotes/pat\\_riley\\_147929](https://www.brainyquote.com/quotes/pat_riley_147929)