

intouch

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



“A school is nothing if it is not a place of laughter and song”

Bryan MacMahon



Keeping in Touch

Interactive dialogue with members, and key news items

GENERAL SECRETARY'S COMMENT



INTO president Emma Dineen chatting with school leaders at an INTO seminar in Tullamore last month

Valuing our teachers

As this edition of *InTouch* goes to print talks on income recovery for public servants are under-way in the Labour Relations Commission. In this recession primary teachers along with other members of the public service had their income reduced through the pension related deduction, pay cuts, loss of allowances as well as through increased taxes and charges imposed on all citizens.

The INTO consistently pursued every opportunity available to have teachers' incomes restored and sought the unwinding of the legislation used to reduce incomes. It is therefore welcome that a process to unwind the legislation and restore incomes is underway.

Despite reductions in income, teachers have given everything of themselves during hard times. The dedication to all aspects of their pupils' education and welfare is without question.

This edition celebrates aspects of that commitment such as the dedication of primary teachers to sports, music, the visual arts and the creativity of handwriting. It is essential that government recognises and rewards

the pride that teachers take in achieving the best for children.

Irish teachers are among the best in the world. Drawn from the best performing school leavers, they are well-trained, teach 20 per cent longer than the EU average in classes that are, on average, a fifth bigger than in other EU countries.

It is widely acknowledged that decent salaries and working conditions attract the best candidates into teaching and retain them in the profession. Yet primary teachers in Ireland earn 80 per cent of similarly qualified graduates.

It's time to restore incomes so that primary teachers are paid their worth.

Teacher morale is an essential ingredient of education success. A teaching workforce that is properly resourced, rewarded appropriately and that has opportunities for promotion will ensure the very best outcomes for children.

Shela Huran

intouch Contents

Emma Dineen,
President
pictured with
Dr Seán
Creamer,
founder of
National
Children's
Choir
pg 7 and
cover



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Pic: Maxwell Photography



The school garden pg 56



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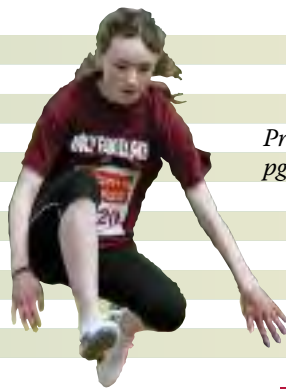
- Pictures from retirement functions held around the country.

circulated education magazine in Ireland. Articles published in *InTouch* are also available on our website www.into.ie

The views expressed in this journal are those of the individual authors and are not necessarily endorsed by the INTO.

While every care has been taken to ensure that the information contained in this publication is up to date and correct, no responsibility will be taken by the Irish National Teachers' Organisation for any error which might occur.

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(Picture: Music Generation)



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Competitions

Your chance to win a luxury family break at the Sheraton Athlone Hotel – for details on how to enter see page 26

Win tickets to Ed Sheeran concert courtesy of Membership Plus page 19

Michael Moroney

On 28 April Dr Michael Moroney, retired general treasurer/deputy general secretary of the INTO, passed away.

Michael had a long and distinguished record of involvement in the INTO from his earliest days as a teacher in his native Waterford. During the 12 years Michael served as principal in Clashmore NS, Co Waterford, he served first as secretary of the INTO Dungarvan Branch and later as vice chairperson and chairperson of the Waterford County Committee.

In 1968 he became the first executive officer of the INTO and secretary to the first education committee.

Following his election in 1978 he served as general treasurer/deputy general secretary until his retirement in 1997. During his time in Head Office he provided a committed service

both to individual members and to the whole membership. He provided special support to the foundation of the Separated Teachers' Support Group. He was a skilled negotiator and led on pensions and salary talks and on several conciliation and arbitration issues, securing many improvements.

He completed an MLitt thesis in 2002, *The Remuneration of National Teachers, 1831 - 1900* followed by a PhD thesis in 2005, *National Teachers' Salaries and Pensions 1931 - 2000*.

Michael attended his final INTO Congress in Ennis this year.

The INTO was represented at his funeral by Emma Dineen, President; Sheila Nunan, General Secretary and Noel Ward, Deputy General Secretary/General Treasurer. The service was also attended by many of Michael's former INTO colleagues.



30 years 'Glory Glory Hallelujah' with the National Children's Choir

In May and June, more than 8,000 primary school children in all parts of the country performed as members of the National Children's Choir in venues all over Ireland.

The choir was founded 30 years ago in 1985 by Dr Seán Creamer as Ireland's contribution to European Music Year and has run ever since.

During that time over 120,000 children have enjoyed the experience of singing with the National Children's Choir.

The choir is formed by children from

fourth, fifth and sixth classes in primary schools all over the country who learn and perform a common repertoire in their schools. Every child in a participating class is affiliated to the choir – it is neither selective nor specialist. Every child who learns the repertoire performs in a regional concert with other local schools.

A representative number of children from each school will perform in the National Concert Hall on a number of nights this month under the baton of musical directors Órla Gillan,

Mairéad Déiseach and Anne Purcell. This year's repertoire will include songs by Brendan Graham, Shaun Davey, Bernard Sexton and Mícheál Mac Eoin.

The National Children's Choir is a voluntary organisation run by dedicated teachers and retired teachers.

Our cover picture this month pays tribute to the extraordinary voluntary work of primary teachers in the arts. This edition also features the huge contribution that teachers make to the world of children's sport.

10 THINGS *you should know*

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Elections

Results of elections to INTO Education Committee

District 7: Dolores Killian, Athlone/Moate.

District 8: Alice O'Donnell, Cualann.

District 10: Celia Walsh, New Ross.

District 16: Paul Moroney, Mallow.

The full list of representatives on all national committees is published in the INTO member's diary and is available online at www.into.ie/ROI/AboutINTO/Committees/

Letters

Teacher stress and workload survey

Dear Editor,

The *INTO Survey on Teacher Stress and Workload* concluded that 90% of teachers said that teaching has become much more stressful, demanding, challenging and hectic.

However, as the author of the Congress motion that led to the above survey, I was shocked to see that a key measure suggested in the motion to reduce workload was largely ignored and that work overload was not actually a central focus of this survey as envisaged by the branch that submitted the motion.

The whole purpose of the survey, as envisaged by our branch, was not just to determine to what extent increasing workload was the main cause of the increasingly stressful nature of the job, but also, as expressed in the wording of the motion passed by Congress, "to explore in the context of this research whether, given the ever-increasing performance demands for the planning and teaching of all curricular subjects, the time has come for a radical change in the number of subjects a primary teacher is expected to assume responsibility for".

I am also alarmed at the narrowing of the focus that sees increasing 'workload' slimmed down in the *InTouch* report to concerns about more 'documentation'. Workload stress has increased due to numerous other factors and systemic demands and is not just limited to more detailed documentation requirements. A lot of these very concrete stressors from excessive expectations to assaults on teachers (increasingly common) were not picked up on.

Joe Duffy
Blanchardstown Branch

Dear Editor,

The working group established to progress the Congress resolution took full account of the resolution when designing the questionnaire on workload. Professor Mark Morgan was commissioned to work with the group, which met on a number of occasions, to design and analyse the results. The survey took into account a range of issues related to workload and work-related stress such as expectations, curricular change, demands of planning and policy issues.

An interim report was prepared for Congress, a summary of which was carried in *InTouch*. The full report will be available later this year. The issues contributing most to making teaching more challenging were requirements for documentation relating to policies and practices, making provision for individual differences and demands made on schools to solve problems of concern in society.

Questions were included in the survey on the issue of curriculum and planning and are reported in the interim report. However, further work on curriculum, including the issue of overload is being addressed by the INTO Education Committee in preparation for the Consultative Conference on Education next November on the theme of curriculum. Focus groups are taking place this term and a questionnaire will issue in the autumn. A review of the Primary School Curriculum 1999 will also take place over the next few years. The INTO is committed to continuing its policy of consulting with members regarding curriculum policy development.

Deirbhile NicCraith
Director of Education and Research, INTO

Stay informed



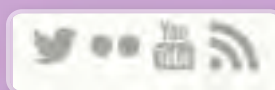
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website m.into.ie



Tell us what
you think ...

Have you something to say about
an article you have read in
InTouch, or is there an issue on
which you want to communicate
with others?

Email editor@into.ie or write
to the Editor, *InTouch*, INTO,
Vere Foster House, 35 Parnell Sq,
Dublin 1.

Mark all such communications
'for publication' and give a
contact telephone number and
your INTO membership number
for verification.

Long letters may be edited.
Authors of letters published will
have their names entered for a
draw for a €50 voucher each
month. Last month's winner was
Niall Crofton from Birr.

Presidential Dinner

District XII INTO invites you to the

INTO Presidential Dinner 2015

to celebrate the election of **Emma Dineen** as President of the INTO

Venue: Inchydoney Lodge and Spa Hotel, Clonakilty, Co Cork,

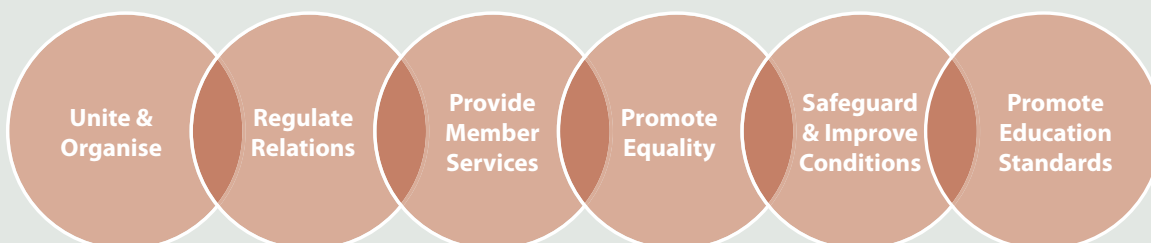
Date: Saturday, 10 October 2015

Ticket information from Kathleen Lowney (Secretary, Organising Committee)

Mobile: 087 6893849 Email: intodistrict12@into.ie

Vacancy for INTO Senior Official

Permanent position in INTO Head Office, Dublin



General job description

The successful applicant will be part of a dynamic team in Head Office committed to achieving the INTO's objectives. While initial duties will be in the Legal and Industrial Relation Section, flexibility is a key requirement and the capacity to work across all sections of the office is essential.

Key requirements and competencies

The successful applicant will have:

- ✳ A strong academic background and a minimum of five years' relevant professional experience.
- ✳ A comprehensive knowledge of the INTO to drive the delivery of INTO key priorities.
- ✳ A thorough understanding of current issues in education and industrial relations.
- ✳ Experience and expertise in negotiating and handling complex legal and industrial relations issues.
- ✳ Excellent communication, interpersonal and collaborative skills and an ability to build, maintain and influence a wide range of stakeholders.
- ✳ High standards of research, policy development and project management skills.
- ✳ A commitment to promote at individual and team level the delivery of quality services to members.
- ✳ A results driven approach with evidence of being innovative, energetic and flexible in advancing strategy.
- ✳ A valid full driving licence.

A detailed job description is available on request by email from rwarren@into.ie. Letter of application (maximum 2 pages) and curriculum vitae, together with the names and contact details of two referees, should be submitted **by email only to gen.sec@into.ie by 5 p.m. on Wednesday, 10 June 2015.**

The INTO is the largest teachers' union in Ireland representing 40,000 members in the Republic and Northern Ireland.



Officers' training seminar

All newly appointed branch officers were invited to the INTO Learning Centre last month for training to support them in their new roles.

Pictured are a number of officers developing their ICT skills under the watchful eyes of the INTO ICT team of Fidelma Heston, Merrilyn Campbell and Selina Campbell.





INTO News

The Irish National Teachers' Organisation ... who's who, what's new, and what's happening

New appointments in Head Office

Deirbhile Nic Craith

Deirbhile Nic Craith has been appointed as INTO director of education and research at assistant general secretary level.

Deirbhile taught in St Attracta's JNS, Dublin 16, prior to being appointed director of Gaelscoileanna in 1988. She was appointed as an official in the Education Section of Head Office in 1992 and is secretary to the INTO Education Committee. She also previously served as equality officer.

Deirbhile represents the INTO on many external education bodies including the Council of the NCCA, An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta,



the Standing Committee of Heads of Education and Teacher Unions and SCoTENS. In addition to her B.Ed, she holds a Masters and PhD in education from UCD.

Deirdre O'Connor

Deirdre O'Connor has been appointed as assistant general secretary in the Conditions of Employment Section. Since her appointment to Head Office in 2002, she has worked in various areas of the Organisation, including Special Education, Professional Development and Trade Union Training. She served as equality officer from 2010 to 2014.

Deirdre currently works in the Legal, Industrial Relations and Leadership Section and also co-ordinates the work of the INTO Principals' and Deputy Principals' Committee. She taught in St Mary's BNS, Monaghan, for 13 years and worked with the PCSP from



1999 to 2002.

Deirdre holds an MSc in Education Management (UUJ, 2002) and a Diploma in Employment Law (Law Society, 2011).

Public v private sector pay

The Central Statistics Office (CSO) regularly compares public and private sector pay. Despite warnings about simplistic overall comparisons, the CSO figures usually give rise to claims of a significant public sector premium (the additional amount public sector workers earn above private sector workers).

At best this is a result of back of the envelope, lazy analysis that compares average private sector pay and average public sector pay. At worst it is deliberate manipulation of the data to exaggerate a public service premium for a particular purpose.

A recent and very detailed report from the CSO *Specific Analysis of the Public/Private Sector Pay Differential for*

National Employment Survey 2009 and 2010 Data has thrown up some interesting facts.

The study showed that in 2009 the public sector enjoyed a pay premium of 11.9 per cent. By 2010 the pension levy and pay cuts had reduced this to 1.3 per cent.

To produce this figure the CSO report delves into details like job types, age, length of service, size of workplace and educational qualifications.

Since the time of this study, pay cuts for those earning more than €65,000, pay reductions such as the loss of allowances and increment freezes have depressed public service pay further.

It is likely that the public sector

premium is in negative territory by now, something likely to be confirmed when updated information is provided by the CSO later this year.

The current study, a welcome change from simplistic claims about pay levels in both sectors, does show that:

- ✎ Males earn more in the private sector than males in the public sector.
- ✎ Women earn more in the public sector than in the private sector.
- ✎ Lower paid public servants are better paid than counterparts in the private sector.
- ✎ Higher paid public servants are paid less than counterparts in the private sector.

Support for Nepal

Irish teachers moved quickly to offer support to Nepal after two major earthquakes rocked the country last month.

Entire villages lie in ruin and the lives of many are changed forever. Sixty-two teachers and support staff lost their lives, more lost friends and families and many are without homes.

A combination of damaged schools being placed off limits and schools being used as shelters left nearly a million students without classes to attend.

Yet these challenges have not weakened the resolve of the people.

Members of teacher unions and confederations agreed to donate five days' salary, equalling six million dollars, to the prime minister's disaster relief fund. And, in addition, they donated another day's pay to help their colleagues in need.

Irish teachers and teacher unions have moved to help Nepalese colleagues on their long road to recovery. Over €20,000 has been donated thus far by the four teacher unions and Club na Múinteoirí to relief efforts in Nepal.

Members wishing to make a financial contribution to relief efforts in Nepal can



do so at: www.goalglobal.org or www.idonate.ie/nepalrelieffund

Pictured above are (l to r:) Mike Jennings, General Secretary, IFUT, Annette Dolan, Deputy General Secretary, TUI,

Dipack Dhakal, Samjhana Kc, (natives of Nepal and employees of Club na Múinteoirí and INTO) Sheila Nunan, General Secretary, INTO, and Pat King, General Secretary, ASTI.

Inspection of schools

A number of changes to aspects of inspection in schools have been announced by the Inspectorate. These changes follow consultations with the INTO.

Procedure for Review of Inspections on Schools and Teachers under Section 13 (9) of the Education Act (1998)

While acknowledging that the majority of school inspections are carried out successfully a teacher may be dissatisfied with the professional work of inspectors or a report. Section 13(9) of the Education Act provides for an appeal.

- ✎ The scope of this appeal process has been extended to encompass the conduct of inspectors during the course of their work.
- ✎ The revised procedures also provide for a new final and external appeal stage. This will give teachers recourse to an appeal to an independent, external, appeal process.

Both of these long standing demands of the INTO will be included in the revised procedures operative from 1 September 2015.

Code of Practice for the Inspectorate

A revised *Code of Practice for the Inspectorate* has been formulated replacing the 2002 version. The code applies to the full range of inspectors' evaluation and advisory work, including their work and conduct when evaluating and reporting on the work of schools, the work of individual teachers and the implementation of curricular programmes and regulations.

The new code states that the work of inspectors is to be underpinned by four key principles:

- ✎ A focus on learners.
- ✎ Development and improvement.
- ✎ Respectful engagement.
- ✎ Responsibility and accountability.

Each of these is elaborated upon. For example, respectful engagement commits inspectors to:

- ✎ Work co-operatively and fairly with students, teachers, school leaders, boards of management, parents, patrons and trustees in a spirit of mutual respect.

- ✎ Work co-operatively and fairly with the education partners and relevant statutory bodies.
- ✎ Be open about evaluation models, activities, criteria and priorities.
- ✎ Recognise and acknowledge effective work, progress and achievement.
- ✎ Ensure that all communications, oral and written, are clear.
- ✎ Promote professional dialogue.
- ✎ Seek and consider the views of the education partners and others when designing and developing inspection models and processes.
- ✎ Promote trust in working relationships with others.

Inspection feedback

Members' views on school inspection are welcome. If you have recently experienced an inspection in your classroom/school and would like to communicate your views to the INTO, you can fill out an Inspection Feedback Form on the INTO website. All information provided will be treated as confidential.

New chairperson for ICTU Youth Committee

Teresa Walsh, an INTO activist, is the incoming chairperson of the ICTU Youth Committee. She was elected unopposed to the position last month.

The ICTU Youth Committee is the national policy and campaigning group for young members of the trade union movement in Ireland. The committee is made up of young trade union representatives from all ICTU affiliated trade unions and has recently been reconstituted for the 2015-2017 term. The committee leads the development of Congress youth policy, highlighting key areas of concern for and importance for all young people. The ICTU Youth Committee is a vehicle for the voices of young teachers to be heard in collaboration with other trade unions.

Teresa said that INTO is playing an important role in identifying issues specific to young teachers. She said with the increased cost of living, young teachers



Teresa Walsh, incoming chairperson of ICTU Youth Committee

are finding it extremely hard to earn a decent wage.

The committee will work on a broad range of areas relevant to young people in the workplace. Proliferation of zero hour contracts and precarious work are clear issues for young people. Plans include co-ordinating an effective organising campaign targeting young workers which includes education and awareness raising, seeking the views of young people and workers directly and building and strengthening alliances with organisations which advocate for youth.

As ICTU Youth representative on the Board of the National Youth Council of Ireland, Teresa said that it is clear that young people face particular issues which need to be addressed. "Pay, job security and career progression are key issues for young people, now more than ever." The ICTU Youth Committee will continue to work and campaign for a positive and secure future for all young people in Ireland.

INTO Member's Diary

The INTO diary for 2015/16 will post to schools in June. The diary has a new format this year which has been developed following feedback from members. Comments to

editor@into.ie on the new design are welcome.

New members will receive their diary with their new member's pack once their application has been processed.



Comhar Linn draw winners



Anna McSweeney (March 2015 car winner) being congratulated by Brendan Kelly, Comhar Linn and her school principal Damian Irwin.

Winners of March draw

Car: Toyota Auris

Anna McSweeney, Glounthaune Mixed NS, Glounthaune, Co Cork.

Cash €1,500

Harry Canning, SN Naomh Pádraig, Castlebar, Co Mayo.

Weekends for two in Jury's Inn
Michael Bohane, Glasheen, Cork.
James McCauley, Swords, Co Dublin.

Winners of April Draw

Car: Toyota Auris

Siobhán O'Driscoll, Cahermore New Central School, Cahermore, Beara, Co Cork.

Cash €1,500

Vivienne Bryan, Holy Spirit BNS, Sillogue Road, Ballymun, Dublin 11.

Weekends for two in Jury's Inn

Rosemarie Heaney, SN Corr Lorgan, Cabhán, Co Cavan.
Nora M. Ní Loinsigh, Gaelscoil Bhreifne, Halla na nGasóga, Bóthar an Iarnróid, An Cabhán.



Sinéad Flannery (February 2015 car winner), SN Cairtriona Sóis, Renmore, Galway.



Important note on the opening of schools for the 2015-2016 school year

Schools normally re-open for the new school year in the week that 1 September occurs. However, many schools re-open in the last few days of August. This year 1 September falls on a Tuesday but some schools will re-open in the week prior to this e.g. a school might re-open on Thursday (27 August) or Friday (28 August) of the previous week. If a school does re-open on 27 August there are a number of things that the school must be mindful of:

1. **If there is a teacher retiring in the school on 31 August – does that teacher have to be in school on Thursday 27, Friday 28, and Monday 31 August?**

No. Circular 11/2004 outlines the following scenario which applies in this case:

A teacher retiring at the end of the school year whose school re-opens on 27/28 and 30 August, is considered to have completed service to retirement, having worked 183 days in that school year. This teacher will be paid to 31

August, and will not have to return for the 1/2/3 day(s) in August.

2. **Will the replacement teacher be paid for these days as well as the teacher who is retiring?**

If the replacement teacher begins on 27/28 or 31 August, this teacher's contract commences from 1 September and salary is paid from this date – on the basis that the teacher will only work 183 days and be paid for the full school year for the 2015/2016 school year.

3. **I have a fixed-term contract up to 31 August. I have been asked to do substitute work in my own school (or any other school) for 27 and 28 August. Will I be paid if I do the substitute work for those two days?**

No. As you are being paid on a fixed-term contract until 31 August you will not be paid for substitute work on those two days. You cannot be paid twice for the same two days.

Visits to colleges of education

INTO representatives recently completed a round of information inputs for final year students in the colleges of education. Information was given on conditions of employment, guidance for new teachers, the

importance of joining the INTO and useful information on starting out on your teaching career.

Further information for newly qualified teachers is available from the dedicated section on the INTO website.

Garda vetting

New job or new school in September? ... then read closely and act by 31 July

The Department of Education and Skills recently issued Circular 0026/15 outlining new garda vetting requirements. This circular is in line with the National Vetting Bureau (Children and Vulnerable Persons) Act 2012.

The circular makes advance preparation for new vetting requirements:

- i) in case the new legislation is commenced prior to 1 September 2015; and
- ii) to ensure that teachers affected (see below) will have vetting applications processed by that date.

The vast majority of teachers are not affected by the DES deadline of 31 July 2015 as they will be returning to their current employment.

The Minister for Justice and Equality has not yet signed the commencement order for this Act but may do so prior to the start of the new school year. In the event that the Act is commenced there will be significant changes in relation to vetting requirements for new employees who start employment or enter into new contracts after the Act is commenced. It will not immediately concern a teacher not moving employment.

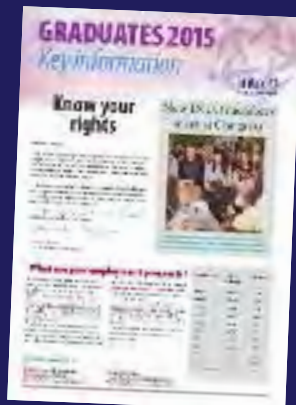
The circular is an important one for teachers starting their first jobs or moving school next September/or in the autumn.

Circular 0026/2015 should be studied by teachers who may be affected. Then, they should take appropriate action by applying via the Teaching Council for Vetting Declarations – as applications received prior to and by 31 July 2015 will be prioritised.

Leaflet for new graduates

The INTO has produced an information leaflet for new graduates from the colleges of education. The leaflet covers a range of issues relevant to newly qualified teachers, including employment prospects, salary, tips regarding applying for jobs and attending interviews, and information on conditions of service.

The leaflet has been distributed to the colleges of education and is also available for download from the 'New Teachers' section of the INTO website.





65,000 put pen to paper

The national winners of the 2015 An Post/INTO Handwriting Competition Awards took centre stage at the GPO, on 13 May.

The nationwide schools' competition challenged school children of all ages to test their handwriting skills. Over 65,000 children from all over Ireland met the challenge, making the handwriting competition a huge success. The tens of thousands of entries received prove that teachers, parents and children understand the importance of clear and legible handwriting in education, working and everyday life.

Congratulating the winners, their teachers and families at the awards, Donal Connell, An Post Chief Executive, said: "Whether it's jotting down a to-do list, writing a birthday card, taking down a phone message or filling out a form at the post office ...handwriting is a vital part of our daily lives. Supporting the skill of handwriting for school children is a great fit for An Post. We deliver 2.5 million letters every day and very often a child's first handwritten letter, their letter to Santa, is delivered by An Post."

Also on hand to present awards, Emma Dineen, INTO President, said: "This competition shows the art and skill of handwriting is flourishing in Ireland. The INTO has a long association with the teaching of handwriting. Our first president, Vere Foster, developed copybooks to improve handwriting. This competition is a wonderful celebration of the work of



Donal Connell, Chief Executive, An Post, and Emma Dineen, INTO President, present Lianda McGuire with her winner's certificate.

children and their teachers."

2015 winners

- ✦ Lianda McGuire, Senior Infants, Scoil na Mainistreach, Co Clare, (Category 1).
- ✦ Cara Ruxton, 1st class, St Peter's NS, Dublin 7, (Category 1).
- ✦ Daniel Robinson, 4th class, Scoil Mhuire, Co Tipperary, (Category 2).
- ✦ Karl Negrillo, 5th class, St Clare's PS, Dublin 6W, (Category 3).
- ✦ Evan Brazil, Phoenix Park Special School, Dublin 8, (Special Category).
- ✦ Niamh Barry, St John of God NS, Waterford City, (Special Category).

Runners up

- ✦ Rory Hannigan, Junior Infants, St Laurence's NS, Co Kildare, (Category 1).
- ✦ Arthur Hearn, 1st class, Ballon NS, Co Carlow, (Category 1).
- ✦ Róisín Carroll, 3rd class, St Brigid's NS, Co Wexford, (Category 2).
- ✦ Maeve Doherty, 6th class, Scoil Cholmcille, Co Donegal, (Category 3).

«We deliver 2.5 million letters every day and very often a child's first handwritten letter, their letter to Santa, is delivered by An Post»»



*Jim Larkin celebrating with Handwriting Competition winners outside the GPO
Pics: Maxwell Photography*

Membership Plus

— your member benefit programme —

Membership Plus is the member benefit programme for INTO members. From eating out to shopping, days out to golf, hotels to big high street names, there is something for everyone with significant savings in a short space of time.

Over 300 offers have been added this year alone so ensure you have activated your card to view the full range of offers, be kept up to date with new offers throughout the year, enter fantastic competitions and much more.

To activate your card, simply go to www.membershipplus.ie teachers.

Win tickets to see Ed Sheeran at Croke Park

Membership Plus has a fantastic competition where you could win a pair of tickets to see Ed Sheeran at Croke Park on Friday 24 July. For more details and to enter this great competition, visit www.membershipplus.ie/teachers before 30 June!

Great days out offers available with your Membership Plus Card ...

As summer quickly approaches, we bring you some of the fantastic days out offers you can enjoy with your family. From bowling to soft play, museums to farms, cinemas to racing, your Membership Plus card brings you savings of up to 50%. Visit the Membership Plus website for details on these offers and many more.

Aillwee Cave	2 for 1	Ballyvaughan, Co Clare
Aqua Dome	20% discount	Tralee, Co Kerry
Chuckies Play Zone	2 for 1	Wilton, Co Cork
City Bowl	25% discount	Oranmore, Co Galway
Copper Coast Mini Farm	20% discount	Fenor, Co Waterford
Crag Cave	2 for 1	Castleisland, Co Kerry
Donegal Ice Skating	2 for 1	Donegal, Co Donegal
Eclipse Cinemas	2 for 1	Lifford, Co Donegal
Fun Factory	25% discount	Naas, Co Kildare
Glendear Pet Farm	25% discount	Athlone, Co Westmeath
Guinness Storehouse	20% discount	Dublin 8
Irish Greyhound Board	2 for 1	Countrywide
Irish National Stud	2 for 1	Kildare, Co Kildare
Loughwell Farm Play	2 for 1	Moycullen, Co Galway
Monkeys Paradise Soft Play	2 for 1	Tralee, Co Kerry
Movie Junction Drive In	Special Offer	Carrigtwohill, Co Cork
National Sea Life Centre	2 for 1	Bray, Co Wicklow
Red Mountain Open Farm	2 for 1	Drogheda, Co Louth
Stonebrook Pet Farm	25% discount	Kildare, Co Kildare
The Jameson Experience	10% discount	Midleton, Co Cork
The National Wax Museum Plus	2 for 1	Dublin 2
Viking Splash Tours	Special Offer	Dublin 2
Waterford & Suir Valley Railway	20% discount	Kilmeadan, Co Waterford

New offers are added each week so make sure you visit the Membership Plus website regularly to see what's new www.membershipplus.ie/teachers

Have you
registered your
INTO
Membership
Plus Card for
2014-2016?



To view the full range of offers, see new offers as they are added throughout the year, enter competitions and much more, ensure you have activated your Membership Plus card.

Please ensure you have registered your card by going to www.membershipplus.ie/teachers. If you have previously registered, simply login and you will be prompted to enter your new card number.

If you have not received your 2014-2016 INTO Membership Plus Card, please email info@into.ie.

Ten point plan for ICT in primary schools

Last month the INTO was asked to make a submission to the Oireachtas Committee on education and social protection on the use of ICT in primary schools. The presentation was made by Peter Mullan, Assistant General Secretary and Robbie O'Leary, Principal, Sacred Heart SNS, Killinarden, Tallaght.

The INTO began by criticising an uneven, haphazard and unstructured approach to ICT by a succession of governments over the last 20 years.

Significant obstacles impeding the widespread adoption and development of digital approaches were outlined. These include the underfunding of primary education, the fact that boards cannot plan effectively towards the provision, expansion and maintenance of digital resources and the moratorium on promotion.

Inadequate broadband and large class sizes were two key areas where significant improvements are required.



⚡ Inadequate broadband and large class sizes – two key areas where significant improvements are required ⚡

Ten point plan

The INTO concluded its presentation by proposing to the committee a ten point plan to support the use of ICTs in primary schools.

- 1 Provide primary schools with sufficient financial resources to invest in up-to-date technology infrastructure ensuring that all learning areas have access to a range of ICT equipment as well as provision for the incorporation of students' mobile devices.
- 2 Support schools to develop plans for the phased integration of digital resources at the earliest possible opportunity.
- 3 Adopt an integrated approach to procurement that takes full account of the operating costs of ICT equipment and technical support provision.
- 4 Prioritise the provision of high speed broadband to primary schools. All schools need a high speed and reliable network that extends to all areas of the school. All computers should be networked facilitating access to online and locally based server resources.
- 5 As an immediate measure, provide schools that have achieved DSoD status with high speed broadband immediately to allow them continue to develop and act as 'beacon schools' in their localities from which other schools can learn.
- 6 Prioritise the re-establishment of middle management posts in primary schools to facilitate a coordinated approach to the integrated development of technology usage across the curriculum, in all classrooms, in every school.
- 7 Develop digital content to support the Irish primary school curriculum that meets the diverse needs of pupils in Irish primary schools.
- 8 Prioritise and develop a wide range of formal ICT CPD opportunities for teachers. Recognise and support informal structures that facilitate teachers to collaborate in their professional learning.
- 9 Prioritise and encourage schools in the use of ICT resources and assistive technologies to facilitate the inclusion of pupils with special needs.
- 10 Support teachers to enable them to provide learning opportunities that support cross-curricular learning approaches, student directed learning, collaborative, discovery-based learning activities.

Changes to pupil record keeping 2015/16

The DES has announced changes to the way in which schools keep pupil records (Clárleabhar, Leabhar Rolla and Leabhar Tinrimh Laethúil).

Primary schools that have put their pupil enrolment data on POD no longer

need to maintain the Clárleabhar.

In addition schools may:

- ✎ use an electronic system to record pupils attendance in place of the Leabhar Rolla.
- ✎ use that electronic system as an alter-

native to the Leabhar Tinrimh Laethúil.

More detailed information in relation to these changes is outlined in the relevant circular effective from the 2015/2016 school year.

Ronan Clarke

It was with great sadness that we learned of the untimely death of our dear colleague Ronan on 29 May 2014 after an 11 month battle with cancer.

Ronan joined the staff of Breaffy NS, Ballina, in September 2007 after having had a distinguished career in RTE presenting *Ear to the Ground* for 10 years. He was also involved as a producer of *Breaking Ball* among other programmes. Despite the numerous awards received during this period, including the John Healy Young Journalist of the Year award, he spoke very little about his time with RTE. This in many ways typified Ronan, a most modest and unassuming man who despite presenting some fantastic documentaries



from all around the world, Canada to the Far East and indeed Africa, he would always say that he was happier behind the camera.

As a colleague in Breaffy school for seven years, no task was too big for Ronan to take on. He was responsible for setting up our school website in 2007, working tirelessly after school to ensure that no stone was left unturned in design and maintenance. He was a sports coach of the highest calibre, equally at home coaching Gaelic and basketball. He proudly captained his beloved Killala to the Connacht Junior title in 2006.

Ronan was a dedicated and talented teacher but it was his great duty of care to

his pupils that marked him out as an exceptional teacher. At all times, he showed such kindness and care and would go beyond the call of duty to ensure he got to the bottom of social, educational and personal issues.

Ronan was diagnosed with cancer the day before the summer holidays in June 2013 and had a very difficult 11 months up to his death on 29 May 2014 but, throughout all this time, he showed great courage and dignity, even in his darkest moments. We in Breaffy will cherish his memory and will forever remember a truly special colleague.

Ar dheis dé go raibh a anam usual dílis.

From the staff of Breaffy NS, Ballina, Co Mayo.

Mary White

Mary White was born on 27 May in 1959 in the parish of Ratoath, Co Meath. She first worked in Crumlin, in Our Lady's Hospital for Sick Children for 25 years. Her first steps into the world of teaching were when she did a Montessori course. Over the next number of years she went on to secure her qualifications as a primary school teacher.

She came to teach in John Scottus NS in 2003 where she took on 22 junior infant girls. It was in this setting that I got to know some of Mary's great qualities. Kindness, artistry and dedication were deep in her psyche. Over the four years that she taught this class of girls, they received the full benefit

of these qualities. Eight years later at her funeral these same girls turned out in force to honour her. She had made a deep impression on them and they were sincerely grateful.

As a colleague, you could not but be touched by the gentle way she went about all her work.

Mary brought a wealth of talents to the table as a teacher; beautiful calligraphy, knitting skills and a unique feel for the natural world and its beauty. No matter what the challenges, she adhered to the ethos of John Scottus that every child's inherent perfection



can flourish given the right circumstances and nourishment. She was passionate about this ideal and was determined that it would infuse her career as a teacher.

While coming to teaching relatively late, it was wonderful to see her come into her own as a full-fledged teacher, able to tackle any situation or challenge that was presented to her.

We all shall surely miss her.

MARY TELFORD, Principal, John Scottus School, Ballsbridge, Dublin

Olivia Clinton

On 17 January, 2014 our friend, colleague and teacher was taken from us in a terrible accident while out walking her daughter Éabha in Balbriggan, Co Dublin. We, as a school community, were numbed and devastated by this heart-breaking news.

Olivia studied in St Patrick's College and graduated in 2007. She joined our staff in St Colmcilles BNS, Swords, on 1 September of that year. As a teacher, Olivia was kind and hardworking and looked after each child with the utmost



care. She wanted the very best for every child she had ever taught – it's a cliché, but she would always go the extra mile for everybody. Olivia loved the children she taught and was in turn loved by them.

As a friend and colleague she was extremely generous, thoughtful and considerate. There were often times you'd find a gift on your table acknowledging even the simplest act of friendship. Olivia had a wonderful sense of humour.

Her beautiful smile is one of our most

treasured memories.

Since her untimely and very sudden death we have all shared our own particular stories of Olivia, many of them full of humour and laughter. Not a day goes by in our school that her name isn't mentioned. However, we will mostly remember the quiet and gentle way she went about her work in school, never demanding but always ready to do a favour or give a helping hand.

Ní bheidh a leithéid arís ann.

From the staff of St Colmcilles BNS.

Martina Hughes



The first thing you noticed about Martina was her smile.

Martina always smiled.

Greeting

each pupil each morning with a cheery “and how are you today?” or surprising one of us, her friends, with a well-chosen and thoughtful gift, Martina smiled.

She also laughed... a lot! Even now we miss her infectious giggle in the staffroom.

She was the perfect teacher. Children in her class, or “my boys” as she called them, enjoyed her smile while receiving the love and warmth that Martina bestowed on everyone she met. She was gentle, thoughtful, kind, considerate, caring and compassionate and the boys in her class reflected all of these qualities back to her.

When Martina heard she was seriously ill she took comfort in her deep faith, her great friends and her beloved family. She made new friends in Crocus and The Sage Garden where she received and, in turn, gave so much support.

In hospital she would take time to ask the nurses “and how are you today?” That was just who she was. She couldn’t stop caring. She couldn’t stop smiling.

On 23 March 2014 we lost Martina, she has left a gap in our lives that will never be filled

These few words could never do justice to the person Martina was. They mark her passing but acknowledge that she was beyond words and we were privileged to have known her.

The staff of St Mary’s Boys’ School, Monaghan.

Global Campaign for Education

Irish conference discusses goals for the coming 15 years



The CEO of the Global Partnership for Education, Alice Albright, and Nicolás Richards of Education International were in Dublin recently.

They spoke at a conference on how teachers and unions, along with Irish NGOs could work together to get the most for education internationally.

Pictured at the conference, hosted by the Lord Mayor of Dublin in the Mansion House, were: Tom O’Connor, TUI; Pat King, ASTI; Sheila Nunan, INTO; Patrick Empey, Irish Aid; Alice Albright, GPE; Christy Burke, Lord Mayor of Dublin; Nicolás Richards, EI; Mike Jennings, IFUT; Emma Dineen, INTO; and Philip Irwin, ASTI.

INTO attends Dóchas AGM and Annual Conference 2015



The INTO attended the AGM and Annual Conference of Dóchas for the first time as an Associate Member of Dóchas. The INTO has been a long-time supporter of the work of Dóchas, the umbrella organisation for Irish development NGOs such as Trócaire and Concern. In the new role as associate member, the INTO hopes to develop closer links with the NGO sector to compliment the trade union campaign work, teacher volunteering and the new learning aspect of the INTO Global Solidarity Network.

Right: Rosena Jordan, INTO Vice President represented the INTO at the Dóchas conference in May. She is pictured with Hans Zomer, Director, Dóchas.

Pictures from branch and district functions to honour retiring members

Limerick City



Back row, L to R: Michael O'Sullivan, Branch Chairman; Mary McDonnell, Croom NS; Lucy Sheehy, Donoughmore NS; Tom O'Sullivan, former INTO AGS; Ann Hogan, Donoughmore NS; Síle Killeen, Mary Queen of Ireland GNS, Caherdavin; Ted O'Mahony, Galvone NS; Tracie Tobin, INTO Equality Committee.

Front row: Marian Vallyelly, An Mhódh Scoil; Noelle Holland, Monaleen NS; Margaret Bernard, former CEC Rep, Seán McMahon, President 2014/15; Paula Keane, Croom NS and Sr Betty Baker, Salesian PS.

Ballina



Retirees 2013–14. Back row, L to R: John Joe Kirrane, Enniscrone NS; Marietta Kilcullen, Breafoy NS; Mary Robinson, Creevagh NS; Marie Loftus, Scoil Íosa and Christy O'Connell, Killeenduff NS. Third row, L to R: Joan Corry, Scoil Íosa; Regina McGarrity, St Dymphna's SS; Martha O'Shaughnessy, Cooneal NS and June West, Newtownwhite NS.

Second row, L to R: Patricia Barrett, Mountpalmer NS; Cora Farrell, Richmond NS; Rosaleen O'Malley, Leaffoney NS; Kevin Rowland, Rathbane NS; Mary O'Malley, Crossmolina NS; Mary Healy, Killala NS and Breda Holleran, Foxford NS.

Front row, L to R: Pat Stenson, CEC; Michelle Bonner, Branch Secretary, Sean Rowley, former INTO president; Geraldine Durkan, Branch Chairperson and Vincent Duffy, District Secretary.

Absent from photo: Anita Morrissey, Killeenduff NS; Billy Varley, Kilglass NS; Mairéad Granahan, Scoil Íosa and Brendan McIlvanna, Carn NS.

Cork City South East



Back row, L to R: Aidan Buckley, Branch Organiser; Ian Horgan, Branch Secretary; John Driscoll, CEC; Pádraig Keating, Paddy O'Neill, Aidan Fahy, Albert Woods and Regina Kiely.

Front row, L to R: Nora Fitzgerald, Marie O'Riordan, Michelle Cashman, Emma Dineen, President; Sr Pauline Casey and Dorothy Verplanck.

Navan



Front row, L to R: Antoinette Noone, Jim Hoey, Seán McMahon, President 2014/15, Mick Forry and Marian Sheehan.

Back row, L to R: Cliodhna Horgan, Organiser; Aine O'Toole, Secretary; Miriam Coogan, Kathleen Meade, Mary Dorgan, Maria Rogers; Bryan O'Reilly, former CEC rep and Rosemary Fahey, Branch Committee.

RETIREMENTS

Cahir



Fiona Ryan, Cathaoirleach; Seán McMahon, President 2014/15; Nioclás Ó Duinnín, Ballyporeen NS; Helen Russell, Burncourt NS; Michael Heffernan, New Inn BNS; Martina Donoghue, Rúnaí and Brendan Horan, CEC. Absent on the night: Pat O'Callaghan, Burncourt NS.

Ballybay



Back row, L to R: Adrian Kelly, Chairperson; Maggie Mc Quillan, Doohamlet NS; Lisa Greenan, Dymrna Cudden, Martina McElroy and Imelda Howell, Latnamard NS. Front row, L to R: Catherine Flanagan, Secretary; Rosena Jordan, Vice President; Angela Murray, retired, Latnamard NS and May O'Donoghue, Latnamard NS.



West Clare

Present were, back row, L to R: Noel Considine, Branch Vice-Chair; Gerardine Mc Mahon, Chair; Brid Hanrahan, Rúnaí. Front row, L to R: Margaret Donnelly, Cooraclare NS; Sean McMahon, President 2014/15 and Maire Falsey, Kilmihil NS.

Tullow



Pictured L to R: Joe McKeown, CEC and retirees, Eileen McNabb, Paddy McInerney and Bernie Kearney.

West Mayo



Front row, L to R: Maureen Smith, Newport NS; Daphne McGrath, Scoil Phadraig, Westport; Stiofán O'Morain, Principal, Scoil Phadraig, Westport and Caitriona Kelly, The Quay NS, Westport. Back row, L to R: Pat Stenson, CEC; Brid Chambers, Chairperson, Michael Carney, Treasurer and Tony Varley, Secretary, West Mayo. Absent from photo: Rosarie Tiernan, Scoil Phadraig and Mary Gibbons, St Brid NS, Castlebar. Pic: Frank Dolan

Dingle



Chun tosaigh ar chlé: Eibhlín Uí hUallacháin, Scoil Cheann Trá; Seán Ó Catháin, Scoil Chaitlín Naofa, Cill Mhic a' Domhnaigh agus Máire Uí Mhurchú, SN an Clocháin. Chun deirigh ar Chlé: Máire Ní Mhaoileoin, (Cathaoirleach), Scoil Dhún Chaoin; Seanachán Mac Gearailt (Rúnaí), Scoil an Ghleanna agus Margaret Bernard, former CEC rep. Photo: Manuela Dei Grandi

INTO Advice

INTO advice for members on issues of importance

SCHOOL LEADERSHIP

PDST school leadership programmes 2015/16



Forbairt (principal and deputy principal)

Forbairt is a capacity building programme for school leadership teams (experienced principals with their deputy principal). It focuses on developing high quality leadership and on identifying and building the leadership capacities needed to respond to the challenges and complexities of school life.

The Forbairt programme consists of a series of seven seminar days (two residential blocks, each lasting two days, and three single day seminars). The programme also includes three locally based evening clusters with other school leaders on the programme. These professional learning communities (Action Learning Groups) use an action-oriented, collaborative learning approach. Inherent to the programme is a school-based project, chosen by each school and relevant to its own needs, which focuses on the development of leadership skills.

Full substitution cover is available to deputy principals with four days substitution cover available to teaching principals.

Misneach 2014-2015 (newly appointed principals or acting principals)

Misneach is a two-year programme for newly appointed or acting principals. This programme will assist you in your early days of principalship and support you in your development as a school leader in your own school. The programme consists of four two day residential learning blocks, two residential blocks taking place in Year 1 of the programme with the remaining two residential blocks taking place in Year 2. Further regionalised support workshops are also offered with priority placing for Misneach participants.

All modules are rooted in the core dimensions of leadership; The self as leader, leading teaching and learning, leading people, leading the community, leading the school as an organisation and leading change.

Tánaiste 2014-2015 (deputy principals)

Tánaiste is a leadership summer course designed specifically for deputy principals/

acting deputy principals. Tanáiste aims to develop the skills necessary for deputy principals to approach their role with confidence and to lead high quality teaching and learning in their school.

This course explores the role of the deputy principal, helping to build capacity to lead learning, while also focusing on the interpersonal dimension of their leadership role that deputy principals engage in. This course is free and is recognised by the DES for EPV purposes. It will run from 1-7 July in the following venues:

- | | |
|-------------------|---------------------------|
| /// Limerick EC. | /// Carrick on Shannon EC |
| /// Clare EC. | /// Laois EC |
| /// Blackrock EC. | /// Kildare EC |
| /// Tralee EC. | /// Mayo EC |
| /// Navan EC. | /// Waterford TC |

For further information on the programmes and to reserve your place please contact Linda Hogan, PDST School Leadership administrator by email to lindahogan@pdst.ie or by phone at 0656845520.

Principals' and Deputy Principals' Consultative Conference 2015

The 2015 Principals' and Deputy Principals' Biennial Consultative Conference will take place on Friday, 2 and Saturday, 3 October in the Newpark Hotel, Kilkenny.

INTO district secretaries may currently register conference delegates online. All delegates are nominated at principal fora meetings with the exception of two

district officers (district cathaoirleach and district secretary), who may also attend in their respective roles. The closing date for online registration of delegates is Tuesday, 30 June, 2015.

The conference opening session will commence at 3 p.m. on Friday 2 October and conclude on Saturday 3 October at 1 pm.

The format of the conference will be a combination of discussion groups, workshops and keynote speakers, which will consider issues relevant to principals and deputy principals, including in-school management. Up to date information will be uploaded to the INTO website www.into.ie as it becomes available.

Managing your money

*The eighth in a series of articles
from consumerhelp.ie*



Faulty goods – what are your rights?

Most of us have at some stage experienced the frustration of buying something, bringing it home only to find there's a problem. It may have been a major fault, such as a new washing machine that doesn't spin or empty or it may have been a minor fault, such as a scratch. **Remember that when you buy an item, it must be as described, fit for the intended purpose and of satisfactory quality.** As long as the fault was not pointed out to you before you bought the product, then you have options. The Competition and Consumer Protection Commission have set out these options for you, starting with the four Rs:



- ✦ **Repair:** If you discover a fault with a product that you bought, you're entitled to have the item repaired or replaced free of charge as long as you didn't cause the damage. If the fault occurs within the first six months of owning the item, it is accepted that the fault was there when you bought it.
- ✦ **Replacement:** If you discover a fault within a reasonable timeframe, the seller may replace the product rather than repair it if it seems like repairing it would be too costly or if it can't be repaired. For example, if you bought a piece of furniture and it is structurally faulty it may make more sense for the seller to just replace it. If you opt for a replacement, it should be the same as the item you bought, or of similar quality and price.
- ✦ **Refund:** If you bought something and it doesn't work from the outset, then you are entitled to reject the goods and get a refund from the retailer.
- ✦ **Reduction in price:** If the item has been repaired or replaced and it is still not working correctly, you could look to have a reduction in the price you

paid for it, if you can live with the fault.

Act quickly

As soon as you notice a fault with something that you bought return it to the seller as quickly as you can. When you buy something, your contract is with the seller so it is up to them to fix it. Avoid delaying as you may only be able to get a repair or replacement, instead of the refund that you may have been entitled to. Bring proof of purchase with you such as a receipt or a copy of your debit or credit card statement.

Do you have a guarantee or warranty?

Did you get a guarantee or warranty with the item you bought and, if so, what terms were attached? A guarantee is an agreement from the manufacturer confirming that they will repair or replace an item if something goes wrong within a certain amount of time after you buy it. If you are buying electrical goods, a shop may offer you a warranty. This is like an insurance policy – it covers the product beyond the manufacturer's guarantee period. Find

out if the manufacturer will offer a repair or replacement but remember your contract is with the seller and it is up to them to put things right for you. Also, you still have rights under consumer law even if you don't have a guarantee or a warranty.

Unhappy with what the seller is offering you?

If you don't have a guarantee or warranty and you have gone back to the seller with your faulty product and the retailer is not willing to sort out your problem, you should write a letter of complaint to them. There are complaint template letters on www.consumerhelp.ie to help you. If the company has a Facebook or Twitter presence you could also contact them there and outline the issue.

Remember, you have other options such as the small claims procedure or seek a chargeback if you are unhappy with the retailer's offer.

Visit the Competition and Consumer Protection Commission website, www.consumerhelp.ie, for expert information and useful tools on consumer rights and personal finance.

From college to classroom

Recruitment

– *let's make it easier for everyone*

Since the recession hit, recent graduates and principals spend their summers wading through the sea of job applications. Thirty unused passport size photos and three folders full of photocopied references in my attic serve as a reminder of the two summers spent applying for jobs. In 2010, when I first started my search, 90 out of my 95 applications had to be posted. By 2012, most applications were accepted via email. Hence the unused photos and photocopies – a big improvement for my carbon footprint and my pocket!

Here are some hints that I picked up along the way:

Application

- ✎ Read carefully the requirements stated on the advertisement (the majority should be requested by email).
- ✎ Whether emailed or posted, applications are rejected if they do not follow requirements.
- ✎ Only include relevant work experience – teaching, voluntary work e.g Vincent de Paul/CASA. Don't undersell yourself – if you spent a year subbing outline briefly the kinds of settings in which you have gained experience – DEIS, special school, multigrade, SEN etc.
- ✎ Make sure your referees are contactable. If you have subbed in a school and would like a principal to be your referee ask them before the summer. You will need mobile numbers as schools may be closed.
- ✎ Make sure you have absolutely no spelling or grammar mistakes. Always get someone to check your application for you.
- ✎ Check the school website for background and school initiatives – could you help get a green flag? Does the school have a choir/sports teams? Could you add to existing ones or start one?
- ✎ Demonstrate a knowledge and understanding of the ethos of the school e.g. strands of the Educate Together curriculum or religious observances in a denominational school.



Competition is intense but don't lose heart. Don't be shy about asking for feedback. You have no idea how close you came to getting the job

- ✎ Be ready for the Irish question in the interview. Even fluent Irish speakers find it difficult to change over from English to Irish and impress. Rehearse for this at home.
- ✎ Competition is intense but don't lose heart. Don't be shy about asking for feedback. You have no idea how close you came to getting the job.

Tips for substitute and temporary teachers

- ✎ Register with INTO SubSearch (subsearch.into.ie) and IPPN text-a-sub.
- ✎ Visit schools with your CV during the last week of August. Principals are likely to be in their office. Ideally have an A5 page with contact details, basic

TP info and how soon you can be at the school on a coloured card.

- ✎ Bring a copy of your Garda Vetting and Statutory Declaration (which has to be signed by a solicitor), along with your Teaching Council Registration when calling into a principal.
- ✎ Be professional in all your dealings either by phone, text or in person with the school.
- ✎ Bring your information with you – PPSN, bank details etc. Even if you are already in the system as you may be covering for a different reason e.g. INTO/Education centre training (payment not from DES).
- ✎ At the end of your day's subbing don't leave the school too early – you never know when the principal may realise they need a sub for the next day.
- ✎ Ensure you leave notes for the absent class teacher and correct all work – you want to leave a good impression.

Don't miss out on pay

- ✎ Track every day you work and note the school's roll number before you leave.
- ✎ Keep your payslips to make sure that you are paid for all days worked and are on the correct point of the scale. This affects your panel rights.

Stay informed

- ✎ Read circulars about Panels even though they may not apply to you yet. A working choice you make now may affect your panel rights down the road.
- ✎ Go to your local INTO meetings. If you are subbing ask an INTO representative where the nearest one is – you are always welcome! Most principals are members of the INTO and will be impressed that you are taking an interest in wider educational issues.

Written by **EMER DOWLING** with contributions from **ÁINE DILLON** and **SYLVIA O'HALLORAN (DISTRICT 15)**.

Planning a building project?

Make sure to check for asbestos containing material (ACM)

Asbestos is the name for a group of naturally occurring mineral fibres which are strong and both heat and chemically resistant. Due to these properties, asbestos was commonly used in the past as insulation and fire proofing as well as a component in other building materials. It is a hazardous material and is classified as a Class 1 carcinogen.

In 1999 the Department of Education and Skills (DES) commissioned the Office of Public Works (OPW) to undertake a survey of all schools to ascertain the position relating to asbestos containing materials (ACMs). Every school authority was issued with a written report of the results of this survey outlining the location of asbestos materials, if any, in their school. This report should be on the school's health and safety file. Schools that were identified as having a level of asbestos that was deemed to be a health and safety issue had the asbestos removed. Where the asbestos was deemed not to pose a risk it was left in situ.

The risk associated with exposure to asbestos relates to the possibility that the fibres within the ACM can become released into the air and are then inhaled. As long as asbestos is in good condition, and there is no disturbance or damage to the ACM, it will not pose a risk to health as fibres will not be released.

Prior to the commencement of any building/demolition/refurbishment works it is essential that, once appointed, the project supervisor design process (PSDP) and project consultant (as a first step in the design process) review the school's health and safety file to establish the position relating to any health and safety issues such as the presence of ACM. The board of management must obtain written confirmation that the PSDP and consultant are aware of the contents of the school's health and safety file and the school's asbestos register.

Where a school has a specific asbestos issue, it can apply under the Emergency Works Programme for funding



If ACM is present it should be removed under the umbrella of the main works contract, where the main contractor subcontracts asbestos removal early in the construction. Any ACM that remains in the premises should be labelled clearly as ACM and its location should be clearly marked on the plans of the building and the information placed on the school's health and safety file so that if, in the future, maintenance or refurbishment work is performed those involved will know that there are ACM in the building.

The DES, in conjunction with the OPW and the Health and Safety Authority (HSA) have put guidelines *Duties and Guidance for Boards of Management on dealing with Asbestos Containing Materials before, during and after School Refurbishment, Demolitions and Building Works Projects* in place for school management authorities and their consultants on how these materials should be dealt with. This information is

available on the DES website at www.education.ie (School Building and Design/Building Works/Remediation Programmes).

Post asbestos removal

The asbestos removal works are complete when the packaged asbestos waste has been satisfactorily transported to a safe disposal site and the asbestos consultants are satisfied and issue a final clearance certificate.

This is also the time to update the school's safety statement with the inclusion of the revised school asbestos register. This is crucial information that may be necessary for ongoing maintenance and future building works.

More information at:

- www.education.ie/en/Schools-Colleges/Services/Building-Works/Remediation-Programmes/#sthash.BEQXcGVW.dpuf
- www.hsa.ie/eng/Your_Industry/Chemicals/Asbestos/
- www.opw.ie/en/asbestos

School authorities must ensure that only approved asbestos removal contractors are used for the removal and disposal of asbestos material, if required, from their schools during any building or refurbishment project. Under no circumstance should an unapproved contractor be used. A list of competent asbestos contractors and technical advisers as well as further guidelines are available on www.education.ie

Understanding your payslip

Pay Related Social Insurance and Universal Social Charge

In this the second in our series of articles on *Understanding Your Payslip* we continue to concentrate on the compulsory deductions from salary with specific focus on the taxation measures of Pay Related Social Insurance (PRSI) and Universal Social Charge (USC). It is recommended that this article is read with a copy of your payslip issued in 2015.

Employee's PRSI

PRSI is a contribution that employers and employees (over 16 and under 66) make to the national social insurance and training fund. PRSI is applied to an employee's gross earnings. There are two main classes and rates of PRSI which are applicable to teachers. Teachers who entered service prior to 6 April 1995 pay PRSI at the class D rate which is currently 0.9%. After that date teachers who have entered or re-entered service pay PRSI at the Class A rate of 4%. A PRSI contribution week is each successive period of seven consecutive days starting on 1 January each year. This year the contribution week starts on a Thursday and ends on a Wednesday. Your payslip shows the class and number of weeks that you are making contributions for. The benefits which apply to the contribution classes are outlined below.

Benefits	Class A	Class D
Jobseekers benefit	✓	
Illness benefit	✓	
Maternity benefit	✓	
Adoptive benefit	✓	
Health and safety benefit	✓	
Invalidity pension	✓	
Widow's, Widower's or Surviving Civil Partner's pension	✓	✓
Guardian's payment	✓	✓
State pension (contributory)	✓	
Treatment benefit	✓	
Occupational injuries benefit	✓	✓
Carer's benefit	✓	✓

Class A and Illness Benefit

After a period of six days of sick leave teachers who pay Class A PRSI are required to submit an MC1 Social

Welfare Certificate to the Payroll Section of the Department of Education and Skills via their school or directly themselves. The MC1 form which is usually available from your GP or consultant should be returned without delay to comply with PRSI regulations. An undue delay could result in salary deductions to compensate the DES for the PRSI refund which the Department cannot access in the absence of the



paperwork completed by the teacher. The MC2 form must be submitted for all absences after the initial notification. Whilst illness benefit is taxable, it is not subject to PRSI and USC.

Universal Social Charge

This compulsory deduction also shown

on your payslip was introduced on 1 January 2011 and replaced two existing levies, the income levy and the health levy. The USC is applied to your gross income. Some exemptions to paying the USC may apply. These include:

- ✱ an income that does not exceed €12,012 in a given year;
- ✱ all payments from the Department of Social Protection.

In Budget 2015, USC rates and thresholds were revised and these are listed below.

Annual	%
first €12,012 of earnings	1.5%
€12,013 to €17,576	3.5%
€17,577 to €70,044	7%
€70,045 to €100,000	8%
Above €100,000	8% for PAYE earners

Calculating your USC liability

On a payslip, the teacher earns €2,366.31 per fortnight.

1.5% on the first €460 of earnings	€6.90
3.5% on the next €213 of earnings	€7.45

7% on the balance over €673.

(The balance remaining is €1693.31) €118.53

Total USC charge €132.88

Overpayments of PRSI and USC

If you think that you have overpaid PRSI and USC then you can apply for a review to ascertain if you are due a refund. In relation to PRSI refunds, employees who earned less than €26,000 in a given year (as per P60) and earned more than €500 in any one week may be entitled to a refund of the health levy as part of their

PRSI deductions. There is a four year window in which to make a claim for a refund.

USC is deducted on a cumulative basis which means your deductions are spread out evenly over the year. If you feel that you have overpaid USC then you should apply to Revenue for a review.

For more information about:
PRSI – log on to www.welfare.ie
USC – log on to www.revenue.ie

Values, Money and Me

Our Lady Immaculate School SNS, Darndale was the first school in Ireland to use Experian's free online teaching resource, *Values, Money and Me*, designed to help primary school pupils explore both practical and emotional issues around managing money. *Values, Money and Me* was successfully piloted by the school and, now one year on from the official launch in May 2015, the school continues to use the online resource as the focus of its financial education lessons.

Values, Money and Me is designed to resemble a children's storybook and explores key issues, such as earning money, budgeting and saving, through a range of engaging activities, based on a series of interactive stories. The children and teachers of **Our Lady Immaculate** were instrumental in developing the online resource at a time when children are taking on financial responsibilities at an increasingly young age.

In February, Experian donated ten iPads to the school to further support its drive to engage and enthuse pupils in online learning, particularly about money. The introduction

of the iPads has helped the lessons become more interactive and has increased the level of enjoyment amongst the children.

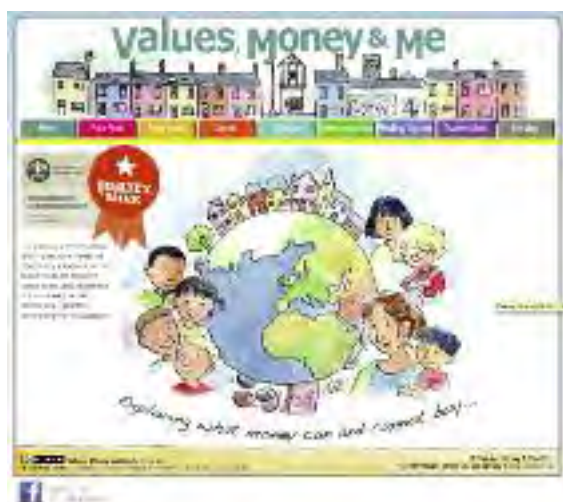
Derry Amphlett, Principal of Our Lady Immaculate SNS, comments:

"*Values, Money and Me* is a fantastic vehicle for primary learning. Putting financial education in the context of the local community is not just a way to make children and young people relate to the subject, but a great way of pulling the community closer together. We really welcome Experian's dedication to work in this area. Our teachers and pupils have found the resource very valuable, enjoyable and informative."

Incorporating the resource into primary school education at Our Lady Immaculate has established it as a pioneer in Ireland and has generated a vast amount of interest in the surrounding area. With the help of **Northside Partnership and Experian, Our Lady Immaculate** will continue to support and promote the programme, helping roll it out to schools, not only in Dublin, but throughout Ireland.

A free, online financial education resource

Values Money and Me is a free online teaching resource, here in Ireland. The interactive site is designed to give young children a head start in life by helping develop their financial knowledge, as well as their attitudes and values towards money.



Developed with teachers and aimed at Primary School cycle. The programme will support the Social, Personal & Health Education (SPHE) curriculum while linking to the Dept of Education Literacy & Numeracy Strategy.

Interactive picture-books

Values, Money and Me is set in a fictitious community called Pride Place and facilitates character-led learning based on the lives of the people who live there and the scenarios they encounter.

The lessons are based around eight interactive picture-books. Simple to use, these explore key issues such as earning money, budgeting and saving, through a range of engaging activities.



Me



**Free
resources**

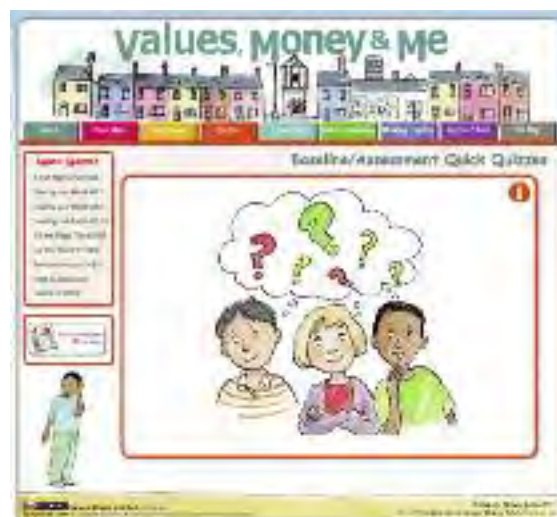
**Free lesson
plans**

**Free
bookmarks**

**Free
downloads**

**Free built in
evaluations**

**Free
worksheets**



A completely free resource the site includes everything required for a productive lesson with your class from lesson plans through to interactive games and quizzes.

Fact sheets, quizzes and games

The resource includes a wide range of supporting materials, including fact sheets, quizzes, exercises and games all designed to engage the children and bring the content to life.

Each story provides the starting point for delivering between two and four lessons, exploring the issues faced by the characters.

Following a successful launch in the UK, it has been awarded a Quality Mark by pfeg, the UK's leading finance education charity.

The resource can be used online and offline and is fully adaptable to fit the needs of pupils of all abilities.

Practical and ethical dilemmas

Values, Money and Me introduces children to the world of money through a range of tasks, plans and dilemmas faced by the residents of Pride Place. From saving up for a pet, to supporting a school charity,

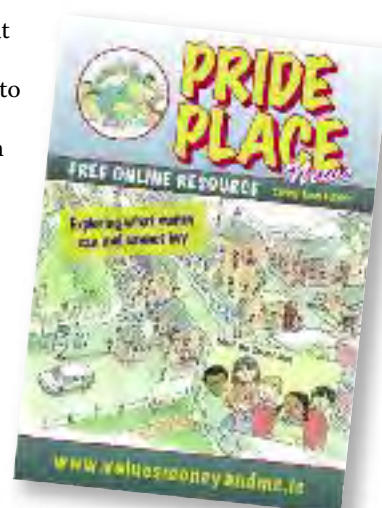
through to understanding what their parents' taxes pay for, *Values, Money and Me* brings to life for children the world of money and how it affects them and others – and, importantly, how they can take responsibility for managing money.

Working together

Values, Money and Me includes a section to help parents and carers support the children's learning at home.

Next steps

1. Try it out: www.valuesmoneyandme.ie
2. Contact us to arrange a demo, training or more information: vmireland@experian.com
3. View a short film of *Values, Money and Me* being used in the classroom: facebook.com/valuesmoneyandme



Launched in Ireland 2014, following a successful pilot with 3rd to 6th class students at Our Lady Immaculate Senior School, Darndale, Dublin 17.

**For questions or to enquire about how to implement into your classroom, please call or email us: vmireland@experian.com
Experian, Newenham House, Northern Cross, Malahide Road, Dublin 17**

Values, Money & Me has been created by Experian's Corporate Responsibility team. Experian is the leading global information services company, providing data and analytical tools to clients around the world. The Group helps businesses to manage credit risk, prevent fraud, target marketing offers and automate decision making. Experian also helps individuals to check their credit report and credit score, and protect against identity theft.

Experian plc is listed on the London Stock Exchange (EXPN) and is a constituent of the FTSE 100 index. Total revenue for the year ended March 31, 2014, was US\$4.8 billion. Experian employs approximately 16,000 people in 39 countries and has its corporate headquarters in Dublin, Ireland, with operational headquarters in Nottingham, UK; California, US; and São Paulo, Brazil.

For more information, visit <http://www.experianplc.com>



Good news for fixed-term teachers

Improved Access to CIDs

The DES has recently published Circular 23/2015 which sets out improved access to Contracts of Indefinite Duration (CIDs) for fixed-term teachers. These improvements arise from a report of an expert group established under the Haddington Road Agreement. The chairperson of the expert group was Peter Ward, Senior Counsel, and the report is commonly referred to as *The Ward Report*. The recommendations of *The Ward Report* have been accepted by the Minister for Education and Skills, Jan O'Sullivan.

The Ward Report makes 12 recommendations in all, some for implementation at the start of the next school year (2015/16) and others for implementation in the mid to longer term following further consultation.

The following is a summary of the key recommendations:

Qualifying period (minimum service requirement) (Recommendation 1)

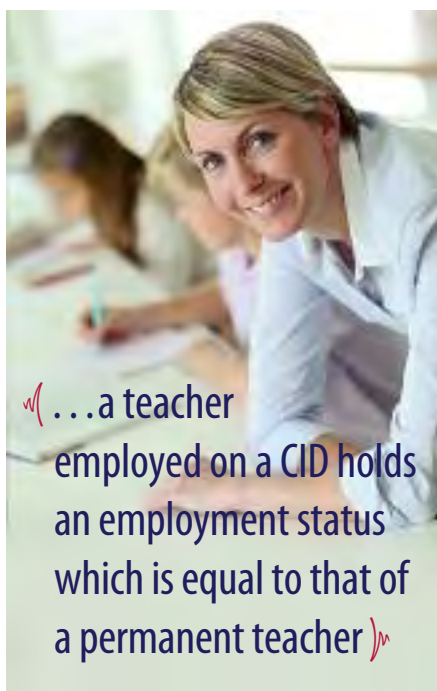
A number of conditions must be met in order to be eligible for a CID. The first is that a teacher must have a minimum period of employment in the same school. Ward recommends a reduction in the qualifying period to a period of employment in excess of two years. (The current provision is a requirement for a minimum period of employment in excess of three years)

Treatment of career break and secondment absences (Recommendation 6)

Under the existing procedures, even though a teacher may have met the service requirement, a teacher would be refused a CID on the basis that s/he is covering for a teacher on approved leave of absence. Ward has recommended that covering for a career break/secondment absence should no longer be the basis for refusing a CID, i.e. from the school year 2015/16 onwards, a teacher covering for an absence arising

from career break/secondment cannot be refused a CID on that ground. (Note: The Ward recommendations do not cover teachers covering for other categories of absence such as job-sharing)

Ward further recommends that where a teacher on career break/secondment



...a teacher employed on a CID holds an employment status which is equal to that of a permanent teacher

returns to a school, the teacher granted the CID should be placed on the main redeployment panel.

Requirement for interview (Recommendation 4)

Ward also recommends a change in relation to the number of interviews required. The recommendation is that at the end of the first year of a fixed-term contract, a second recruitment process should take place if the position is to continue for a further year. (Currently, it is open to a board to retain a teacher for a second year without further interview. This practice will cease.) There is a clarification in the circular that in this particular transition

year, a second interview is not mandatory where a teacher commencing his/her third or more years of employment with the same school in September 2015.

Status of a CID contract (Recommendation 3)

The Ward Report clarifies "that a teacher employed on a CID holds an employment status which is equal to that of a permanent teacher and I recommend that confirmation of this status be notified to the entire school community".

Is the benefit of the Ward Recommendations confined to teachers covering career break/secondment absences?

In relation to teachers who are specifically engaged to cover for a teacher absence on approved leave, Ward confers a benefit only to those teachers currently covering these two categories of absence. However, there are other fixed-term teachers who are not covering for approved absences but are deployed in resource/EAL, etc. Teachers in such posts who meet the other criteria may also benefit from Ward Recommendation 1, i.e. the reduction in the qualification period to be eligible for a CID as outlined above.

Further information

Please be aware that this summary is a very simplified account of the main recommendations contained in *The Ward Report*. Circular 23/2015 is a detailed and complex circular which should be examined carefully. It also sets out the other conditions that apply and emphasises that a board should have prior approval from the DES before awarding a CID. Where a board wishes to seek such clarification from the DES, it can use an application form available on the DES website.

Teachers are also encouraged to examine a number of case studies available on the INTO website which illustrate the Ward Recommendations in action.

Register now for an

www.intolearning.ie

INTO Learning is delighted to offer new courses for members this summer.

Along with tried and tested courses, this summer there will be a mix of **face to face courses**, **blended courses** on school leadership and a huge variety of **online courses** covering a range of topics, from ICT, to courses on early childhood, literacy, numeracy, behaviour, SEN, multiclass, leadership and mindfulness. All INTO courses are designed and delivered for teachers by teachers.

Online courses

Learning through Play is new this summer. This online course examines the theory and role of play, explores methodologies and looks at *Aistear*, the

module on oral language through play provides strategies for teachers.

Moving from Mainstream to LSRT will provide the theory and practice to support teachers. Videos will support good practice and the course will provide opportunities for discussion and debate through the online forum.

For those who want to work on **equality and global issues** in the classroom the online course with the clever title **Equal Eyes** will be very useful. This course has an additional section to support schools in relation to a new programme called **The Global Citizenship School**.

The excellent INTO online course on **Positive Behaviour** has been further updated with recent and relevant suggestions for good practice in this area.

The popular online **Maths course** will be available again this year. This course has great examples of good practice and focuses on the area of problem solving.

The two **ICT** courses which are supported by PDST are proving very popular again this year. The course which deals with ICT and SEN is now closed as it is fully subscribed. The second course **Beyond 2020** is filling up quickly!

School leadership courses

The team of experts in educational issues, conditions of employment and legal and industrial relations in INTO Head Office will be on hand in the INTO Learning Centre, 38 Parnell Square, on 1–3 July (inclusive) to facilitate the face to face element of the blended course entitled **Supporting School Leaders**. This will provide opportunities for existing and aspiring school leaders to engage in discussion and debate around the relevant issues in these areas.

» All INTO courses are designed and delivered for teachers by teachers »

INTO summer course

For newly appointed principals, the residential face to face element of the blended course will be held in the Tullamore Court Hotel on 19–21 August. Among the topics to be covered are school self evaluation and the relationship with the Inspectorate; working with the board of management; appointing staff; staff relations; organisation of special needs; relationships with the school community and taking care of yourself.

The multiclass course will have videos added to the content, sharing good practice for members teaching in multigrade classrooms. A principal of a two teacher school will share her experience.

The INTO online course **Key Skills in Good School Leadership** was really popular with existing and aspiring school leaders last year. The course has been updated to take into account the changes which have taken place during this year.

Our partners

INTO Learning collaborates with a number of providers on excellent online courses.

Marino Institute of Education provides three courses. Two in the area of junior education **Literacy in the Junior Classes** and **Teaching and Learning in the Early Childhood Setting** and the third is **Innovative Assessment in Literacy and Numeracy**.

Outside the Box Resources presents a course **Managing Behaviour – Stop, Think, Do!** and **SALF: Self Assessment and Learning Folders** and a new course **Autism – Inclusion in Mainstream**.

A new collaboration with **Mindfulness Matters** will provide an online course **Developing Mindfulness and Wellbeing in Primary School Children**.

CEOL Ireland is providing eight separate courses this summer one for each class level.

Face to face courses

Dr Jacqueline Fallon, CICE, Rathmines, will lead a team of facilitators presenting a course on **Planning and Implementing a Play Based Curriculum** in St Colmcille's NS, Knocklyon. Outdoor play will be explored as will teaching maths and literacy skills through play; a particular emphasis will be on the development of oral language and incorporating play into the school plan. The course will demonstrate how curricular areas can be integrated through play. Participants are promised an exciting, fulfilling week full of new ideas and methodologies to enhance the infant experience.

The ever popular annual **Comarsaid, Comhlúadar agus Craic** will once again be available to members in the Blasket Centre, Dun Chaoin. The course promises to be, as its title suggests, fun! Registration will be online through the INTO Learning website this year which is a change from previous years. The course co-ordinators, Nuala and Sean, will be able to answer questions in relation to the course for would be participants.



The **Write to Read** course is being held in the newly built Scoil Mhuire in Barntown, Wexford. As we go to print there are only four places left on this course.

The Modhscoil in Limerick is the venue for another Gaeilge course which promises to engage, entertain and enlighten participants in relation to **Comhrá, Ceol agus Craic** as its title suggests. The course facilitator is committed to providing a great week for all and his passion is infectious! Registration for this course is through INTO Learning.

Information and registration for all courses is available on www.intolearning.ie.

Further details and registration

See www.intolearning.ie

All INTO Learning online courses provide a pdf version of each module.

Most INTO Learning modules are smart technology compatible.

Cumann na mBunscol



A day to Remember in Croke Park!

Croke Park has seen many memorable Kerry/ Dublin clashes over the years but a visit to Croke Park for two primary schools from those counties will be remembered forever by the 60 children who were guests at GAA Headquarters on 29 May.

Glenbeigh NS from Co Kerry and Dublin school Gaelscoil Cluain Dolcáin were winners in the Best School category at the Cumann na mBunscol Awards, sponsored by Cornmarket Group Financial Services. Glenbeigh NS were winners in the Small School category while Gaelscoil Cluain Dolcáin were adjudged Best School in the Large School category.

Incidentally, Glenbeigh NS teacher Mary Jo Coffey is no stranger to Croke Park as she is the holder of no less than TEN All Ireland medals in the colours of the Kerry ladies footballers.

The day began with a tour of the GAA Museum. The children and their teachers were met on arrival by Pat McGivern, development officer with An Coiste Náisiúnta of Cumann na mBunscol. After their visit to the museum, both groups enjoyed lunch in Croke Park where they were joined by GAA president, Aogán Ó Fearghail, a primary school principal himself.

"We are delighted that the children had such a wonderful day," said Brendan De La Harpe from the sponsors Cornmarket



*Muintir
Gaelscoil
Chluain
Dolcáin le
Uachtaran
Aogán
Ó Fearghail*



*Glenbeigh NS in
Croke Park with
Uachtaran Aogán
Ó Fearghail and
Brendan De La
Harpe of
Cornmarket.*

Group Financial Services. "It is only fitting that these two schools should be rewarded for their efforts to promote Gaelic games for both boys and girls."

Others present at Croke Park were Tadgh

Kenny and Pat Fogarty, long-time stalwarts of Cumann na mBunscol Átha Cliath, Pat Culhane, National Child Games development coordinator and Sligo all-star footballer Charlie Harrison.

Launch of INTO Mini Sevens

Since the first signs of a stretch in the afternoons (why wait until the evening?), young players throughout the length and breadth of the country have been enjoying the INTO Mini Sevens in boys and girls football, hurling and camogie. For three decades, these competitions have been enjoyed by generations of children and their popularity shows no sign of waning. What other sport offers children the opportunity to play in Croke Park in August and September in front of packed houses, sharing the stage with the top teams in hurling and football?

Many top players treasure their first taste of the Croke Park experience. Free scoring forward Ollie Murphy of Meath, Kerry's Paul Galvin, Limerick's Niall Moran and Declan O'Sullivan of Kerry are just some of the legends of the game who played in the INTO Mini Sevens in Croke Park. Limerick All Star camogie star



Niamh Mulcahy, a primary teacher, played in the Mini Sevens in 2001. Paul Galvin played hurling, his first love, when he lined out in the Mini Sevens.

INTO president 2014/15 Seán Mc Mahon launched the 2015 INTO Mini Sevens at Annual Congress in Ennis. He

thanked all the teachers involved in Cumann na mBunscol who work so hard to ensure the success of this unique concept and thanked especially the many Dublin-based teachers who assist throughout the summer to ensure the smooth running of the games.

*Gerry O'Meara, Rúnaí
Cumann na mBunscol Laighin;
Tim O'Byrne, Leas-Rúnaí an
Coiste Náisiúnta; Seán
McMahon, INTO President
2014/15; Pat Culhane, GAA
National Child Games
Development Coordinator;
Tomás Ó hAiniféin, Leas-
Uachtarán, Cumann na
mBunscol and Edward O
Riordan, Cathaoirleach, Coiste
Laighin, with two young players
from Doora NS, Co Clare.*

NERI explodes the myths

Recently, Tom Healy, director of the Nevin Institute laid bare a number of economic myths that are regularly repeated and often not challenged in public debate.

Ireland has the most progressive tax system in the world

This statement neglects two important things:

- ✳ It measures tax that would be paid without a range of tax reliefs which tend to be availed off by higher-income households
- ✳ It neglects the actual tax paid by low-income households in VAT, excise duty and other taxes on consumption.

It is true, that better off earners pay proportionately more income tax. But this is counter-balanced by consumption taxes which take up more of poorer households spending and income.

The evidence that Ireland has a sharply progressive overall tax system is simply not there.

Income taxes along with taxes in general are higher in Ireland than elsewhere

Whatever way it's measured Ireland is certainly not above average compared to European Union member states (fig. 1). This point is illustrated by this example of a single person on the average wage.

Tax cuts are good for economic activity

This is one of those statements that are made with confidence as if the literature on the tax cuts is clear cut. Far from it. The evidence is under-whelming. Moreover, the evidence points, historically to countries with high levels of taxation and high levels of productivity as well as public services and industrial innovation.

Public spending in Ireland is high

Fig 2 shows this assertion doesn't hold up. Note Ireland's public spending 2009-11 included bank recapitalisation.

The 2008-2013 fiscal correction placed enormous tax burdens on people; it is time for some pay-back

The crisis saw increases in the amount of taxes paid by all households. But the overall adjustment was more severe on public services. Ireland's overall tax take is lower than in other countries. We get what we pay for in terms of social services.

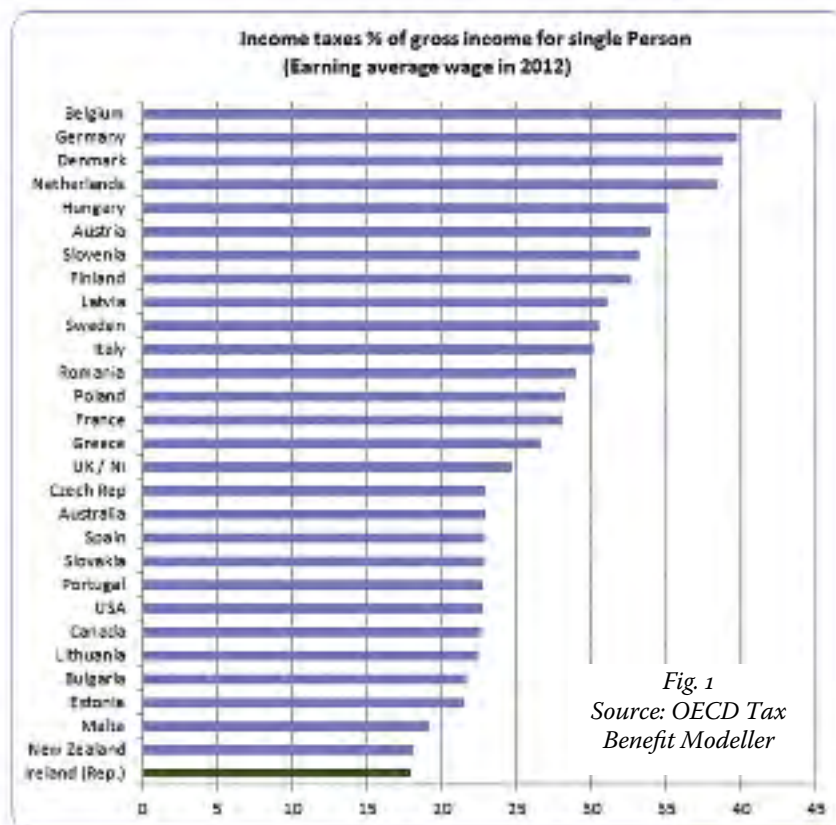


Fig. 1
Source: OECD Tax Benefit Modeller

The reasons for our recent economic calamities included out-of-control public spending

The problem in Europe was not run-away public spending. The biggest casualties (Greece apart) in 2009-2010 included Spain and Ireland which were well within EU fiscal rules before 2008. A property boom, lax regulation, capital flows to the periphery of the EU from the core all helped to magnify the post-Lehman crash in 2008.

The key to competitiveness is (i) low wage costs and (ii) keeping corporate taxes low

The evidence does not stack up that keeping wage low is a success factor nowadays in most European countries. Ireland's recovery in 2012-2014 had more to do with what was happening in pharma, IT and other areas of the multinational sector than what was happening to wages in these sectors.

True, a policy of keeping corporate

Year	EU28 Gov Spending	ROI Gov Spending
2004	46.7	33.3
2005	46.7	33.5
2006	46.2	34.1
2007	45.5	36.0
2008	47.0	42.0
2009	51.0	47.6
2010	49.9	66.1
2011	48.5	46.1
2012	48.9	42.2
2013	48.5	40.5

Fig 2

taxes low (some would say too low) has helped to encourage foreign direct investment (FDI). But many other factors also matter including skills, infrastructure, political stability and a long-term strategy for the Irish economy.

The full text of this article and supporting links to data can be found on www.nerinstitute.net/blog/2015/04/25/these-truths-we-hold-to-be-selfevident/

The Nevin Economic Research Institute (NERI) is a research organisation with a vision of the achievement of a better, fairer society. It aims to contribute the creation of an economy that works for society. It is supported by a number of unions affiliated to the Irish Congress of Trade Unions including the INTO.

Primary school wins national award

Caherline NS 'Shows Racism the Red Card'



Photo: Clodagh Kilcoyne

Caherline NS, Co Limerick won the primary school category of the **Show Racism the Red Card** Creative Competition awards with their anti-racism video.

The project was co-ordinated and planned by Bridget Lambert who worked with the pupils and other staff members to create the award winning video.

The pupils learned that they can actually make a difference in promoting equality and fairness by means of their video, which was a creative mix of art, song and performance. See the video at www.youtube.com/watch?v=eDfosxhlkDI

Further information about Show Racism the Red Card at www.theredcard.ie.

Blue Star Programme teachers win major European award

Following their nomination by MEP Sean Kelly, hundreds of Irish primary teachers who were involved with the Blue Star Programme were joint winners of the prestigious European Citizen's Prize. This prize is given in recognition of exceptional achievements in promoting better mutual understanding and closer integration between citizens of the member states.

The Blue Star Programme is an education initiative which aims to foster better knowledge and understanding of the European Union through classroom projects

and activities. Details were given in the September 2014 issue of *InTouch* and many schools got involved.

Included in the photo below, taken at the presentation of the European Citizens' Prize medal in February, are the pupils of Askeaton SNS, Co Limerick, Suzanne O'Keeffe, Blue Star teacher coordinator and Seán Kelly, MEP.

Further information at www.european-movement.ie/press-release-irish-blue-star-teachers-win-major-european-award



Bahrain Teachers' Association awarded significant international prize

Leaders of the Bahrain Teachers' Association (BTA) were awarded an international prize for trade union rights. The 2015 Arthur Svensson prize was presented to the association's leaders for their efforts to promote and strengthen trade unions and trade union rights in Bahrain. The BTA plays a key role in the struggle for independent democratic unions. The award provides recognition of the work that the prize winners do, in countries where union work is all too often dangerous. The prize money amounts to NOK 500,000 or approximately €58,000.

The association's president, Mahdi Abu Dheeb, and vice president, Jalila al-Salman were nominated for the prize by Education International (EI) and other affiliated education unions worldwide. The two leaders were arrested and tortured in prison for their involvement in the movement. The vice president has since been released but Mahdi Abu Dheeb is still in prison despite deteriorating health.

Ms al-Salman said the prize would help increase awareness of the BTA's effort in Bahrain.

El General Secretary Fred van Leeuwen congratulated the BTA's win saying the prize represents "a tremendous encouragement for the thousands of Bahraini teachers who still believe in a future where trade union rights and quality education for all would be a welcome reality".

Source: www.ei-ie.org/en/news



Jalila al-Salman (above) and Mahdi Abu Dheeb





UPDATES FROM THE TEACHING COUNCIL

CPD consultation with teachers

The Teaching Council would like to thank all those teachers who took the time to engage in the first phase of consultation on a national framework for CPD (continuing professional development) and share their views with us. Over 3,000 teachers contributed to the consultation. This means that the Council has re-

ceived valuable feedback from teachers that will be of great help to us in drafting the framework.

The Council welcomes further viewpoints and encourages all teachers to continue to engage as the framework is developed. Once drafted, the framework will be published for further consultation.

Renewing registration during the summer holiday period

The Teaching Council would like to remind teachers to be aware of their renewal date and to renew their registration as it falls due. About 21,000 teachers will be due to renew their registration with the Council during the summer months. The Council is legally obliged to remove a teacher from the Register should renewal not occur and this has serious implications for pay.

If registration falls due for renewal

during the holiday period teachers are advised to attend to registration renewal before departure on holidays.

Renewal due dates can be checked through the registered teacher login facility on the Teaching Council's website at www.teachingcouncil.ie.

A teacher wishing to renew in advance of receipt of renewal notice can contact the Council by phone and a member of staff will assist with renewal in advance.

Registration following a leave of absence or career break

Teachers who are planning to take a leave of absence or a career break are advised not to allow their registration to lapse during that period. According to DES Circular CL 10/2011, a teacher must be registered in order to be deemed eligible for a career break and must be registered prior to returning

to teaching service.

A teacher whose registration lapses and who wishes to return to the Register will need to re-apply for registration at least four months in advance. This means that a standard registration application form and Garda Vetting Form must be completed in all cases.

Registration with conditions

The Council is currently actively contacting the teachers whose conditions are due to expire this year. In February 2015, the Council wrote to teachers with the condition of History and Structure indicating the date of the next scheduled examination. The Council will be writing to teachers with conditions of Induction, Post-Qualification Employment (PQE) and Droichead during May.

Teachers who have received such a letter from the Teaching Council in relation to conditions are advised to act upon it. It is important that to address conditions within the specified time.

Teachers who have already addressed a condition in full, should send relevant documents to the Teaching Council. Details about the required documents may be found on the Registration Conditions page of www.teachingcouncil.ie. Further queries can be emailed to conditions@teachingcouncil.ie.

Contacting the Council

Tel: 01 651 7900 or 1890 224 224 (local). Monday to Friday between 09.00 and 17.00. Queries may also be sent by email to info@teachingcouncil.ie



Pilot of new model for allocating resource teachers

The DES has announced that a pilot of the new model for allocating resource teachers to schools will be put in place for September 2015.

The main features of the pilot will be:

- ✳ Approximately 50 schools (30 primary schools and 20 post primary schools) will participate in the pilot project.
- ✳ No participating school will experience

a reduction in their resource teaching allocation during the pilot.

- ✳ Schools which are due to gain allocations based on their profile under the new model will receive these increases.
- ✳ A representative selection of schools, including large and small, primary and post primary schools from both rural and urban settings in both advantaged

and disadvantaged communities is being used in order to ensure that as full a range of schools as possible is represented.

- ✳ Schools will be invited to participate in the pilot project and participation will be on a voluntary basis.

More information under Latest News on INTO website at www.into.ie/ROI

Teaching matters

Articles and opinions on primary teaching, with tips and ideas for the classroom

Getting involved with FÍS

Carrigaline create an award winning film

I have been a fan of the FÍS Film Project for many years. Last November I had the pleasure of taking the children in the ASD Unit I work in to the FÍS Film Festival Awards Ceremony at the Helix Theatre in Dublin. On the day we shared the overall prize, The Aileen McKeogh Award for Outstanding Achievement in Film Making with Behy National School from Co Mayo. Our movie was about an evil cow named Dr Cowton who is intent on turning every living thing in the universe into cows using his newly developed weapon, the Cow Ray.

For us winning was great but it was the process we undertook to create the movie that was the most beneficial aspect. It was a process that involved the creation of a comic and a book as well as a movie.

The Apple iPad was our tool of choice and almost all of the steps taken to create our final project were undertaken on this device. And we didn't need an iPad full of apps to do this. In fact we used just five simple apps to create our story, *Minecraft*, *Comic Life*, *Book Creator*, *iMovie* and for some fun an app called *Action Movie FX*.

We are huge fans of *Minecraft* in my class. It is essentially digital lego where the children can imagine and build just about anything they want. We have used it to do everything from re-building the seven wonders of the world to using it in maths for volume, area and perimeter. It has also been used in science and geography lessons. But occasionally one of the children will find a use for *Minecraft* that I didn't see coming. In this instance it was one of the children using it to tell a story.

An idea for a story had been on his mind but he found it difficult to write it. He wanted something a little more visual. He began building in *Minecraft* and then began acting out his story, taking screenshots along the way. These screenshots were then brought into an app for creating comics called *Comic Life*. From here he created a comic that was 65 pages long. His comic was then brought into the *Book*

Creator app and we used this to publish his comic to the iTunes store. *Book Creator* is our favourite app and has helped my class become internationally published authors. Their books have been downloaded 1,180 times in 19 different countries. All our books can be found by simply searching for my name (Cormac Cahill) in the iTunes Store.

We then used the comic as a storyboard and produced a film script based on it. We used an app for Apple Mac/PC called *Reflector* which allowed us to mirror the iPad screen onto our computer. This allowed us to record what they were doing on the iPad. Then the kids went to play, acting out scenes from the movie which we recorded. From here we exported our recorded clips to *iMovie* again and this time added voiceovers, music and a few special effects and we had a movie.

From start to finish the project really became a group effort with the children re-writing the script when we realised we had made the movie too long, to building and decorating the scenes. The original story had to be adapted as it was too much to tell in five minutes. The editing process helped the children to work out which elements of the story had to be kept and those we could leave out.

I would highly recommend taking part in FÍS. From creating videos of social trips to showcasing our work, video is a regular feature of our classroom. Getting involved in the FÍS Project is a great first step. Once you have gotten involved you will find uses for video in almost every lesson you teach.

Find out more and view winning films at www.fisfilmproject.ie.

CORMAC CAHILL, Carrigaline Educate Together NS, Carrigaline, Co Cork.



Stills from 'Power Out', Carrigaline Educate Together National School's award winning entry. The hero Steve arrives to confront Dr Cowton, inventor of the destructive Cow Ray

Eighty six years of primary school athletics

The Primary School Athletics, held in Morton Stadium Santry every year at the end of May, is a branch of Cumann na mBunscol and has been running for 86 years.

From humble beginnings on grass tracks with little, if any photographic evidence of the winners and competitors, to an event that now takes the better part of a year to organise, the games continue to evolve and expand.

Almost 300 schools take part in the games with close on 7,000 athletes attending over the seven days it takes to hold the event. Two thousand medals and dozens of trophies are awarded.

Many great athletes have graced the tracks that have served as a stage from which great careers in sport were launched: Jim and Brian Stynes, David Gillick, Paul Cullen, Michelle Carroll, Eamon Coughlan and many, many more. But the primary schools athletics does not serve only elite athletes.

Five years ago a race for children with special needs was introduced to give a chance to boys and girls who might not get a chance to hear parental roars of encouragement from the stands of Morton Stadium or Croke Park. Medals are awarded to all these athletes and the medal presentation is every bit as emotional as one would find on an Olympic podium.

It might come as a slight shock to learn that it was not until 1974 that girls were allowed to compete. Over 40 years on, every male athlete entered in the games now has an opposite female number, giving the games a 50/50 ratio of girls and boys.

Thanks to the coming of the digital age, there is now a huge collection of photographs that are taken every year and posted to the web. For the past six years video clips from all events of the games have been recorded and set to music which can also be seen on the website.



Less visible, are the countless teachers who work all year preparing the children for the games. Battling an overburdened timetable and very limited resources, they work tirelessly and voluntarily, to help the teams reach their potential. The week in Santry is a 'feelgood' one if ever there was one. The enthusiasm of the children is palpable; the support of the parents exudes pride in both the school and their offspring.

Last year a school banner competition was introduced in order to include any pupils who might not have made the final team but could demonstrate their artistic prowess in designing and painting a banner for the parade of schools on their competing day.

At the end of each years' games the committee looks at what might be improved upon and what needs to be changed. As a result the games have grown exponentially from their inception in an era where children had a much smaller role in society.

Today the games are the highlight of the sporting calendar for some schools and space awaits any school wishing to include it in theirs.

ANTHONY O'FLYNN, *St Joseph's NS, Terenure, Dublin.*



Arts in Education portal

A major step forward for the arts in education in Ireland took place in Dublin Castle on 19 May with the launch of the National Arts in Education Online Portal. The establishment of the portal was a major objective in the Arts in Education Charter.

The portal www.artsineducation.ie will build a community of practice within arts and education. It will provide a space where both artists and teachers can be supported and inspired. It will be a platform through which good collaboration practice in arts in education and arts education will be supported, developed and enhanced.

Submissions for the portal will be invited on an ongoing basis and templates and guidelines have been drawn up to help those who wish to make a submission.

The aim is to make the portal the key national digital resource of arts and education practice in Ireland.

Quality of content will be a key guiding criterion. When in operation, the portal will provide an unprecedented opportunity for young people throughout the country to engage productively with arts-in-education in Ireland.



At the launch

"Arts in Education practice enriches the lives of all those involved, from children and young people to artists and teachers. The arts are particularly powerful in nurturing and developing our minds and imaginations. I am delighted to support today's launch. The portal will be the key national digital resource for arts and education practice in Ireland."

Jan O'Sullivan, Minister for Education and Skills.

Approximately 400 people attended the launch, comprising current and former ministers, policy makers, school managers and leaders, teachers, artists, arts organisations, local authority arts officers, curriculum specialists and academics.

Contact details

Portal website: www.artsineducation.ie
Twitter: @ArtsEdPortal_ie
Facebook: AiEPortal
Email: editor@artsineducation.ie

Interested?

The closing date for the next round of submissions is 15 September 2015.



"The Charter is a landmark attempt at co-operative policy endeavour for the arts in education. The portal demonstrates the key principles of good collaborative practice and provides an unprecedented opportunity for young people throughout the country to engage productively with arts in education."

Professor John Coolahan, Chair of Arts Charter Implementation Group.



Michael O'Reilly, a regular contributor to InTouch and Anna Davitt, Foras na Gaeilge



Kids' Own Publishing Partnership is currently the Editor of the Arts in Education Portal. Based in County Sligo, Kids' Own is a national children's arts organisation and publishing house. Its ethos is about supporting every child's individual creative expression and developing a culture that values the arts in the lives of all children and young people. Kids' Own Team: Orla Kenny, Jo Holmwood, Emma Eager.

Finger lines. Image courtesy of Kids' Own



Sean Gallagher, Ciara O'Donnell and Patrick Coffey, PDST, at the launch.

Room 13 is a well established and renowned arts education programme with three key elements:

- ✦ A student run art studio.
- ✦ A student management committee.
- ✦ An artist in residence.

Following research into international Room 13 projects, the Room 13 Fingal Partnership was formed. The partnership wanted to establish art studios in primary schools in Fingal to provide children, teachers and artists with a space to exchange creative ideas, skills and experience. In Room 13, children are encouraged to take the lead, be creative and think for themselves.

Upholding the child-centred ethos of Room 13 International is most important. The studio itself is a space where students, teachers and the artist(s) can work alongside one another during break times, and other scheduled times throughout the day sharing investiga-

tions, findings and developments, or even drop in ad hoc on any given day to see what the artist is working on.

The studio compliments the formal curriculum and is most importantly a space for children to explore, discover and make art in a safe and supportive child-centred environment.

For more information on Room 13 contact **JULIE CLARKE**, Youth and Education Arts Officer, Fingal County Council, Grove Road, Blanchardstown, Dublin 15 or email julie.clarke@fingal.ie



Cut and drawing. Image courtesy of Helen Barry



Full concentration. Image courtesy of Helen Barry

What the teachers say

We consider ourselves privileged to have such a space within our school where pupils can go and 'make art' in a very different way to the classroom environment.

The pupils absolutely love Room 13. Scoil Bhride is a primary school and, therefore, operates within certain constraints. As a staff, we were curious about how the somewhat informal approach of Room 13 would work out. It has been interesting and uplifting to see that the pupils, in particular the senior pupils, have adopted a respectful attitude to the studio. Rather than taking advantage of the freedom offered within the studio and wasting the opportunity afforded to them, they have embraced this and used this in the spirit with which it was intended. They experiment, explore and enjoy the process rather than focusing solely on the end product.

RENEE MORAN, Visual Arts Co-ordinator in Scoil Bhride Cáilini.


As a class teacher, you try to encourage children to be as creative as possible. However, in a classroom setting this is not always feasible as, firstly, there are the time constraints of setting up the classroom for art and tidying up afterwards. Secondly, in the classroom it is generally more practical to focus on

one strand of the art curriculum at a time as it is easier to manage art supplies. This also means that the children tend to have to finish their art in a limited space of time before moving on to a new strand.

With Room 13, the art supplies are ready and waiting for the children. They know where to find everything they need and where to put them when they are finished. They're not afraid to get

paint on the floor or desks! They can spend as much time as they want on a project. In this way they are exploring all of the strands of the curriculum on their own terms, often mixing and blending media. They are less concerned with getting things 'wrong' and work more confidently and intuitively. **SINÉAD TOOMEY**, fifth class teacher, Scoil Bhride Cáilini, Tyrrelstown Educate Together NS.





Pursuing
my dream ...

to become a
primary school
teacher

*Maeve pictured at
her graduation
in 2012*

I am originally from a rural village called Spanish Point in Co Clare, near Miltown Malbay, on the route that is now known as The Wild Atlantic Way. I am the youngest in a family of four girls, two of whom are qualified primary school teachers. Both my father and mother have always been strong role models in my life, each coming from caring professions in teaching and nursing respectively. I, like most children I think, considered the career paths my mother and father chose. For me, nursing was never a suitable option due to my squeamish nature at the sight of blood. Teaching, however, always interested me. I love working with children and have always jumped at any opportunity to do so. I did some babysitting and au-pairing in my teenage years and later worked as a cúntóir (teaching assistant) for a summer course in an Irish College in Co na Gaillimhe.

Having attended a rural Gaelscoil at primary level, Scoil Iosef Naofa Mágh in Lahinch, my passion for the Irish language began young. I had intended to apply for primary school teaching in Mary Immaculate College when I was in my final year of secondary school, but my age stopped me. I believed I was too young to start my training to become a teacher at the age of 17. Time was on my side so I decided it would be in my best interest to gain some life experience before embarking on my desired career. I thought Irish would be the best subject for me to take in my undergraduate degree, as it is very important in education in Ireland. I applied for a Bachelor of Arts in Irish and Politics in University College Cork; little did I know I would become enthralled in my studies of political science. Having thoroughly

enjoyed my undergraduate studies in Irish and Politics, I went on to undertake a Master of Arts (MA) in Politics in the

“I love working with children and have always jumped at any opportunity to do so”

University of Limerick. At long last, I am now in a comfortable and happy position, ready to take on the demands of the primary teaching course.

While I thoroughly enjoyed my studies in Politics, gaining a broad perspective of political theory and practice during my MA, primary school teaching never left my mind. Now, at 23 years of age I have plenty of motivation and enthusiasm for

“I am very grateful and proud to have this opportunity to join the reputable teaching profession in Ireland”

study. Having gained a great deal of life experience and academic skill, I decided to just bite the bullet and apply for a post graduate course in primary education. I am happy to say I am finally fulfilling my dream in becoming a primary teacher.

Having observed two of my sisters undertake the primary teaching course, I feel as though I know what to expect and, thankfully, I have their support and guidance. I must admit I was nervous in the

outset to study again so soon after completing my Masters in Politics, however I just knew this course would be right for me. I am finally where I want to be, pursuing my dream to become a primary teacher. I am now a confident young woman with plenty of experience on my back; I know I can do this.

I believe I have a lot to offer in primary education; with the combination of my background in Irish, my interest in music and a range of outdoor activities. Having grown up in the home of the annual traditional music school Willie Clancy Summer School, I started tin whistle and fiddle classes at a very young age and continue to play both instruments today. I am an athletic person. As a child and adolescent I did water safety, played football with my local team in Miltown Malbay and did a lot of horse-riding. I now run a few days a week in order to keep fit and maintain a healthy lifestyle.

So now that I've paid my fees, started my course I'm on the road to fulfilling my ambition to become a primary teacher. My plan for the coming two years is to work hard, study and ensure that I maintain a balanced lifestyle. It is my hope that the coming two years will teach me more about education, about myself as a trainee teacher and about the career ahead of me. I am very grateful and proud to have this opportunity to join the reputable teaching profession in Ireland. I am sure there will be challenges along this road but I am confident I will get through it. Is maith an scéalaí an aimsir!

MAEBH HARRISON is studying to become a primary teacher.

Something old, something new ...

A number of years ago, 25 to be exact, I had my first article published in what was then *An Múinteoir* entitled 'Fiction in the Classroom: An Aesthetic Approach'. I had sent my draft off by post (pre electronic mail) in the hope that an edited version might appear in some future edition. I was taken by surprise – and chuffed – to see it printed in full in the following issue. The icing on the cake was that I was paid generously for it, which I never expected. In those days, if you were approached to submit an article for a journal such as *Oideas*, it was considered reward enough to see your name in print; it was, after all, an honour and privilege to be asked in the first place, as we thought.

In that article, I stated that reading aloud was the cornerstone of my approach to fiction in the classroom. I am now in my 30th year of teaching and my somewhat chequered career has brought me back full circle to the classroom, second class in fact. I have variously been an NCCA Primary English committee member, charged with the task of revising the 'New Curriculum' (1973), a facilitator 'rolling out' that revised curriculum in 1999-2000, a classroom teacher of various class levels and a learning support/resource teacher. I would love to be able to say that the aforementioned article was the first of many to be published, but life got in the way of further academia. Experiencing children's books through the eyes of my two children (now 13 and 19) was as much as I could undertake for some of those years and, of course, trying to bring children and books together in the context of mainstream and learning support/resource teaching.

In those days, I used to describe myself as a 'born again' in relation to children's literature: I had read voraciously as a child and then stopped reading for pleasure in secondary school, only to rediscover my 'inner child' at undergraduate level when I did a 'ped op' (pedagogical option) in Children's Literature. The term reincarnation is probably more apt now because of the ongoing cycle of my experience, continuing to rediscover the joy of reading aloud to successive classes and embracing the authors who are currently popular. This year we read *The Demon Dentist* by David Walliams, which reminded me very much of Roald Dahl's style of writing. The characters tend to be one-dimensional, which is not necessarily a criticism. Having the characters clearly delineated as good or bad from the outset simplifies matters for young children. The shades of grey (a phrase which I now dread using!) in terms of character can be teased out at a later stage. In the eighties, Dahl was criticised for this over-simplification by the 'purists' in children's literature circles. His characters tended to gravitate towards distinct poles: the benevolent adult such as Miss Honey in *Matilda* on the one hand contrasting with Miss Trunchbull, the horrific headmistress, on the other. Francesca Simon's *Horrid Henry* series employs an easy means of differentiating between characters; the likes of Moody Margaret and Rude Ralph simply declare their hands at the outset by wearing their hearts on their fictional sleeves, as it were. It's always interesting to see how parents are portrayed – just as *Matilda*'s and Henry's are found to be lacking, Enid Blyton in a generation much further back (dare I say my own?) used the technique of banishing the parents quite early in the narrative so that the children could get on with the business of having adventures. Uncle Quentin was a distant character, as was the Professor in C.S. Lewis' *The Lion, the Witch and the Wardrobe*. More recently, the parents of Barnaby Brocket in John Boyne's *The Terrible Thing that Happened to Barnaby Brocket* heartlessly abandon him to the fate of floating up into the atmosphere, thereby

liberating him to embark on a varied course of adventures, bringing him to many exotic faraway places and even to outer space.

Back to *The Demon Dentist* and the 21st century. I hope I will be forgiven for vilifying every dentist in the country – it has been worth it (from my point of view at least) to see my class revel in the gory details of how a new dentist in town, Miss Root, terrorises the children by leaving something horrible under each pillow instead of the customary coin donated by the tooth fairy. These 'gifts' – a bat's wing, snake, an old toenail – are reminiscent of the 'Double, double, toil and trouble' stirred up by the witches in *Macbeth*; Miss Root even has her own 'familiar', a cat named 'Fang'.

This year so far we've read extracts from the various *Judy Moody* books by Megan McDonald and other books in their entirety: *Ramona the Pest* by Beverly Cleary, *The Worst Witch* by Jill Murphy, *George Speaks* by Dick King-Smith, and *Ten In a Bed* by Allan Ahlberg. We've enjoyed picture books by Shirley Hughes and Tony Ross, short stories such as *The King of Ireland's Son* by Brendan Behan (illustrated by P.J. Lynch) and *The Selfish Giant* by Oscar Wilde – and many more that for me never lose their appeal. My most recent reading project began on World Book Day with *Harry Potter*: this generation of muggle children were not reared alongside the gradual unfolding of J.K. Rowling's magical saga but deserve nonetheless the chance to enter the hallowed halls and moving staircases of Hogwarts.

The 'something old' in the title refers not just to the time-honoured gems of children's literature but also to the mediator between those books and the child, that is the 'someone old' who after nearly 30 years teaching can be safely described as 'an elder lemon'. This elder lemon – having been squeezed by many years of educational cutbacks, not to mention pay cuts – still thankfully retains enough zest to read aloud to my class every day. Long may that last...

FIONA GARVEY, *Scoil Bhride Eglantine, Cork*.

«This generation of muggle children were not reared alongside the gradual unfolding of J.K. Rowling's magical saga but deserve nonetheless the chance to enter the hallowed halls and moving staircases of Hogwarts»

A once-in-a-lifetime adventure on the trans Siberian railway

I felt five years old again, in Mrs Deery's junior infants, trying desperately to remember the sound for each letter, tentatively blending them together and proud as punch when they turned into something that resembled a recognisable word. But then again, I don't think phonics had taken off in the junior infants of my youth, pretty sure that we learned our words by sight. Regardless, it was thrilling to hurtle through Siberia, stopping for ten minutes at a station, and decoding the Cyrillic alphabet to figure out where we were (usually with barely a minute left to appreciate our named location!)

The trans-Siberian railway was always a bit of an idyllic fantasy for me. Imagine the thrill of spending two weeks, cooped up in a cabin, watching the vast expanse of Russia pass by, moving through timezones and doing your bit for your carbon footprint! I made it through my leaving cert year – not by drinking and going out like a normal person – but by reading *Lonely Planet* guides and fantasising about the journeys I would take. In fact, the 'unseen piece' on my leaving cert paper, was an article about the trans-Siberian! I was a very happy camper. So, in 2009, when buying my round-the-world ticket, I left a big huge gap between Hong Kong and Helsinki. Foolish you might ask? Not knowing if I might be able to afford said train ticket, and not in possession of a Russian (Chinese or Mongolian) visa? Foolish indeed!

Well, with a bit of a loan from my better half, I did buy that ticket. And let me tell you, it's pretty difficult to get your hands on a Russian visa whilst travelling around Southeast Asia. The friendly Mongolian embassy in Vietnam was more than happy to put a pretty visa in our passports (probably delighted that anyone was going to visit Mongolia). The Chinese didn't make it too difficult to get theirs, but the Russians were another story. Do they even want tourists, I wonder? We found ourselves holding tickets (worth €5,000) but no Russian visas. With lots of begging and cajoling in Hong Kong, access was granted at the last minute. My poor blood pressure still hasn't recovered.



Slap bang in the middle of Ulaan Bataar, we found a Beatles memorial

So we found ourselves in Beijing, joining a motley crew, for a three week train journey through the Siberian Steppe. It was the start of June, and coming from Europe we met tour groups full of drunken, loud, gap-year students. We were a more cultured lot.

Our group of six consisted of myself and himself (Irish, finishing a year's travelling), a girl from Sydney with her Texan boyfriend (they had plans to return to Shanghai to college, were well able to talk themselves out of trouble, but had split up by the time we made it to Europe), a 21 year old from Melbourne (who bought a watermelon in China and spent two weeks trying to eat it with a spoon); and a theatre student from New York (who was just... a New Yorker). Together we had very little need of the provided tour guides, who couldn't figure out how a bunch of foreigners were happy to take in the sights of Beijing alone.

Our next stop was in Mongolia and, after five months travelling in Southeast Asia, Mongolia was everything we could have hoped for and more! Slap bang in the middle of Ulaan Bataar, we found a *Beatles* memorial. In the 'state department store' I found mousse and hair colour (Asians have straight hair, and I had taken to wearing a hat to cover the grey!) Our tour guide spoke impeccable English that he had learned from watching DVDs. We could almost smell Europe getting closer! We

were taken to the middle of nowhere, where we stayed in yurts, rode ponies, and met the local nomads.

We returned to our train

and trundled on. Once we crossed the border into Russia, everything changed. The train was stopped outside of Ulan-Ude so that a body could be moved off the tracks (just hurled into the ditch from what we saw). It was 6 June, and the first warm day in eastern Russia. Women and small girls were walking around in bikinis. Men wore as little as possible. Some were mad enough to swim in Lake Baikal, even though the water was barely above freezing. People were wearing shell-suits and scrunchies, 1987 eat your heart out!

It took five days, of non-stop travel to reach Moscow. There was a boiling water tap on each carriage, and let's just say – I haven't eaten a pot noodle since. The culinary highlight was when I learned to ask for an omelette and coffee in Russian, and was served just that in the dining car! So luxurious! Moscow was warm and sunny, with the locals drinking beer out on the streets. In St Petersburg we visited the art galleries (top tip: jump the HUGE queues and get in for free using the USIT teacher card at the Hermitage), and saw a teenage girl with a baby brown bear on a leash.

Crossing the border into Estonia was both thrilling and deflating. After all our hard work, fighting for visas and fretting about stamps, we were back home in Europe with little more than a cursory glance towards our passports. Our year off was coming to a close. The big adventure was over. The trans-Siberian may not have been as idyllic and exotic as I had expected but it had been once-in-a-lifetime adventure. It changed my perception of the world, and when I'm old and grey(er) I will think fondly of all those pot-noodles. I hope!

NANCY COGAN, B Ed, MA *Children's Literature*. Scoil Bhríde JNS, Donaghmede, Dublin 13.

Self assessment *Evaluating your own*

When I was asked a number of years ago to summarise the aims and objectives of the visual arts curriculum into a number of overall outcomes that could be used by a teacher both to evaluate the effectiveness of his/her own work, and also to assess the art produced by the children, the following list emerged. In this era of self assessment this might be very useful to teachers and might also be adapted to evaluating both music and drama lessons.

Firstly, I felt that any good art activity planned for any class should provide the children with the opportunity to become familiar with the **elements** of art. Secondly, a good art class should either introduce new **materials** and/or **techniques** to children or give them the opportunity to practice with familiar ones. Thirdly, an art experience should allow children to be creative, to explore their own ideas, to be the designers of their own work and to engage in art that is **process** based. Lastly the experience must provide children with an opportunity to be a **critic**, to look at and respond to their own art and to begin to familiarise themselves with the work of artists.

In this article I would like to describe four art lessons and experiences to you and ask you to assess each of them using the four outcomes listed above as evaluation criteria.



Lesson scenario one

Walk in the park

In autumn a senior infant class teacher takes a class to the local park. They look at and talk about the falling and fallen leaves and have great fun kicking through the piles of colourful leaves. A digital camera is used to record the trip. The class collect some leaves to bring back to classroom. Back in class they talk about the various colours that they can see and sort the leaves into various piles based on shape, texture, colour and type. The teacher then works as a scribe with the class to compose a short written account about the trip

which is then displayed with some of the photographs/used as the basis for a digital presentation.

Does this activity

- ✎ Develop understanding of the elements? Yes ☐ No ☐
- ✎ Introduce/explore materials/techniques? Yes ☐ No ☐
- ✎ Emphasise process? Yes ☐ No ☐
- ✎ Give time for looking/responding? Yes ☐ No ☐

✎ This list . . . might be very useful to teachers and might also be adapted to evaluating both music and drama lessons ✎



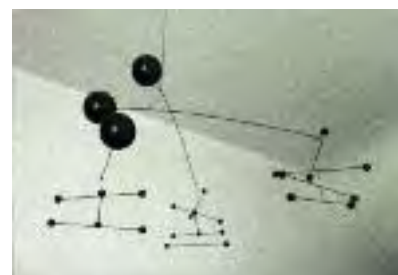
Lesson scenario two

Elements dress up day

In a third class the children are looking at the topic of clothes as part of their work in SESE. The teacher holds a circle time discussion on the topic of favourite clothes. She asks the children to come to school on the following day wearing clothes chosen from their own collections that show different colours, textures, shapes, lines, patterns, etc. The next day there is class discussion when each child is asked to describe the clothes being worn and to say which elements of art can be seen in them. The class holds a fashion show. As a follow up activity the children are asked to work in pairs and each child is asked to create a drawing of his/her partner wearing their special clothes and to focus on showing the elements that can be seen. These are then displayed and discussed.

Does this activity

- ✎ Develop understanding of the elements? Yes ☐ No ☐
- ✎ Introduce/explore materials/techniques? Yes ☐ No ☐
- ✎ Emphasise process? Yes ☐ No ☐
- ✎ Give time for looking/responding? Yes ☐ No ☐



Lesson scenario three

Homage to Calder

A sixth class are looking at the work of American sculptor, Alexander Calder. A discussion is held on the materials he used to create his famous mobiles. The class has already researched the artist on the internet and some images of his work have been printed out. The teacher divides the class into cooperative groups and asks each group to plan for the construction of a mobile listing the materials they will need and creating a drawing or sketch of the proposal. Each group is given a week to prepare, collect materials and edit designs. The following week each group begins work to complete their mobile. The completed mobiles are suspended from the ceiling of the school hall and parents and other classes are invited to see the mobile exhibition. Each group is asked to produce a group piece of writing for exhibition also.

Does this activity

- ✎ Develop understanding of the elements? Yes ☐ No ☐
- ✎ Introduce/explore materials/techniques? Yes ☐ No ☐
- ✎ Emphasise process? Yes ☐ No ☐
- ✎ Give time for looking/responding? Yes ☐ No ☐

Lesson scenario four

Introducing impressed print

A fourth class is being introduced to the technique of impressed printing. The teacher checks that the children remember how to use familiar materials such as printing inks and rollers and introduces the new material of polystyrene sheeting. She pro-

art lessons

ceeds to give a demonstration of how to create marks and lines on the poly blocks, how to ink them up and then create a print. The children are asked to create an interesting design and to then transfer this design to the block by simply drawing with a pencil. Each child is allowed time during the following week to work at the printing station to create a number of prints using his/her block. Later they are asked to write their own version of the instruction for this technique in their art journals.

Does this activity

- ✎ **Develop understanding of the elements?**
Yes ☐ No ☐
- ✎ **Introduce/explore materials/techniques?**
Yes ☐ No ☐
- ✎ **Emphasise process?**
Yes ☐ No ☐
- ✎ **Give time for looking/responding?**
Yes ☐ No ☐

What did you think?

The first scenario obviously ranks very highly in relation to the first criterion of developing awareness of the elements. There is opportunity throughout to discuss shapes, colours, textures, lines and patterns. There are opportunities to look and respond – to both the visual environment and to a visual record. Are there materials and techniques here? There are if we include the camera and if the idea that writing about an art experience is a skill. And not all art experiences have to involve the making of art but you might follow up the activity by asking each child to make a drawing of their experience – thus providing an opportunity to explore drawing tools.

The second scenario is specifically designed to explore the elements of art. Again the materials and techniques of drawing are being explored and there is a focus on process in that no sample drawings are provided. There are opportunities to look at and respond to both fashion items and to the resulting display of drawings.

The third activity begins with looking at and responding to the work of a famous artist. The elements of art will be discussed not only when looking at this work but also while planning the group mobiles, during their making, exhibition and display. A wide variety of construction materials, tools, skills and techniques would be explored during the actual construction of the mobiles and again there is a focus on the children designing and building mobiles that are a result of group process.

The final activity is an example of a lesson that begins with a focus on the children learning to use new materials and skills. Note the important fact that the teacher demonstrates the technique only and does not demonstrate the product i.e. she does not demonstrate an actual image. There is also an obvious focus on looking/responding with the use of art journals involved. The children are encouraged to create their own designs to use with the new technique so there is an obvious focus on process and the elements of art will be naturally explored by the children as they create their art prints.

To self assess therefore, write the letters ESPC where E = Elements, S = Skills, P = Process and C = Critic, at the end of your lesson preparation notes and if you can place a tick against each letter to indicate that your lesson included this outcome, you have cracked it with visual arts. It is

also possible to use the same four general outcome statements as the basis for an effective assessment tool to be used in assessing the art of the children, the products produced as a result of process

✎ **Does the child demonstrate an understanding of the elements of art in his/her work?**

✎ **Does the work of the child demonstrate mastery of particular skills and techniques?**

✎ **Does the work of the child demonstrate a confidence in using his/her own designs and ideas?**

✎ **Can the child look at and talk about his/her own work and the work of others with surety?**

Visual Art	Confident
Elements	<input checked="" type="checkbox"/>
Skills	<input checked="" type="checkbox"/>
Process	<input checked="" type="checkbox"/>
Critic	<input checked="" type="checkbox"/>

What you see above is a simple assessment tool based on this list of general outcome statements. Descriptors such as 'confident' can be added to the table if you wish or it could remain simply a visual record with marks made on a personal sliding scale. Avoid using descriptors such as 'good', 'fair' or 'poor' as these do not apply in visual arts and are often value judgements based on the teacher's personal taste.



The author, **MICHAEL O'REILLY**, has been working with PDST/ NCTE over the past year on new visual arts content for Scoilnet and on updating the I am An Artist website. The updated web site is now online, with a new Twitter feature at www.iamanartist.ie and the project will be featured at Feilte 2015 this September. He hopes to see you there.



School gardening notes for June

Nótaí Garraíodóireachta Scoile do Mhí An Mheithimh

Diary

The cornfield meadow looks stunning – a patchwork quilt of blues, reds, mauves, yellows and whites. Bearded ears of barley, a sober and welcome contrast amongst the riot of colour. Children fascinated with bee-lines on corncockle petals.

A constant coming and going of honeybees, bumble bees and hoverflies. The wildflower meadow, a wavy eye of contrast and colour, bee-buzz and butterfly bob. Clumps of ox-eye daisy stand out startlingly bold among the muted grass plumes.

Mary spotted a glistening frog in the damp lush undergrowth.



New potatoes

It's a time for harvesting vegetables in the school garden, a time for salad and potato parties and a time for ensuring that the beds have colourful plants in them over the summer



Ox eye daisies



Cornfield meadow



Small tortoiseshell on buddleia



Strawberries

General

All my previous *InTouch* articles are now available on www.schoolearthed.ie/intouch-pdfs.html as well as on the INTO website

Cookery

Make summer fruit smoothies. See www.growingschools.org.uk/Resources/Downloads/GrowingSchools_YearPlanner.pdf



Mange tout peas

Teachers

Junior infants Eat the mange tout peas as the pods emerge. When the plants are exhausted dig them up and cut them into small pieces for the compost bin.

Senior infants Shell the peas as they mature and throw the empty pods into the compost. When the plants are exhausted chop them up and put them in the compost bin.

First Pull up the beetroots and wash. Cut the stem to c.2.5 cm. To prevent it 'bleeding' don't trim the root or cut off the stem completely. Peel off the skin and shred into pieces which can be eaten raw in a salad or dipped in yoghurt. See www.wikihow.com/Prepare-Beetroot

Second Pull up the scallions and wash. Chop up the green parts and the white bulbs and add to a salad.

Third Dig up the new potatoes and wash thoroughly. Bring to the boil in lightly salted water. Simmer for about 10 minutes and eat.

Fourth Pull up the carrots and wash thoroughly. Eat them raw.

Fifth Get the children to predict which growing medium yielded the best results. Dig up the potatoes and weigh the amount in each bag. Make a chart of the results and display. Wash, cook and eat.

Sixth Pull the lettuce leaves and wash. Serve in a salad.



St Mary's Blessington in June

Living things

See: www.heritagecouncil.ie/fileadmin/user_upload/Publications/Education/Wildlife_in_Schools.pdf for a list of plants and animals suitable for each class.

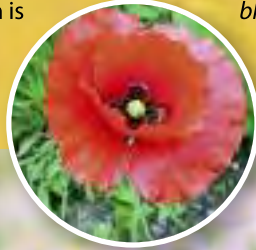
Literacy/Litearthacht

✳ **Salad/Sailéad:** A dish of raw vegetables served with small pieces of food such as cheese, ham, egg etc. It's usually served with a dressing. *Mias de ghlasaí amha curtha i láthair le píosaí beaga de bhia – cáis, liamhás, uibheacha agus araile. De ghnáth cuirtear blastán air.*

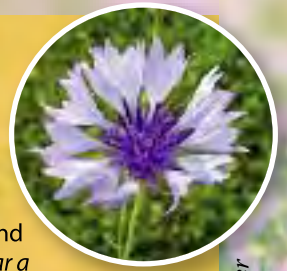
✳ **Scallion/Scailliún:** A small onion which is sometimes called a green onion. Both the leaves and bulb are eaten raw. *Oinniún beag a dtugtar*

'oinniún glas' air uaireanta. Itear na duilleoga agus an bheilb agus iad amh.

✳ **Cornfield meadow/Cluain ghort arbhair:** A flowery meadow consisting of annuals such as cornflowers, poppies and corn marigolds. *Móinéar/Cluain faoi bhláthanna a bhfuil bliantóga éagsúla (gormáin, poipíní, buíáin agus araile) ina measc.*



Poppy



Cornflower

✳ **A wildflower meadow/Cluain de bhláthanna scéine:** A meadow consisting of a mixture of perennial grasses and wildflowers. *Móinéar a bhfuil meascán d'fhéara ilbhliantúla agus de bhláthanna scéine ag fás ann. Buíochas do Marie Whelton (MIE) don aistriúchán*

Summer holidays

It's important to have plants growing in the beds over the summer so that they won't be covered in weeds when the school opens in September. Rake the beds and sow with annuals such as Nasturtium, Calendula, Clarkia, Nigella and Candytuft. Also plant sunflowers. See www.schoolearthed.ie/paddys-school-garden/video-sep-sow-annuals.html



PADDY MADDEN lectures on SESE in MIE. He will be organising the third annual mini-school gardening conference in MIE on 26 September 2015. Two other mini-conferences will take place on the same date in the Organic Centre, Rossinver and Gortbrack Organic Farm, Tralee.

This is Paddy's last article on school gardening for InTouch. We would like to sincerely thank him for his contribution of nature and school gardening articles since September 2010. We know they have been very popular with our readers.

An Léitheoireacht

Réimse leabhar nua

An Chomhairle um Oideachas
Gaeltachta & Gaelscolaíochta



Béirín na Picnice

Scéal gleoite do pháistí óga sna ranganna sóisearacha is ea *Béirín na Picnice* le Treasa Ní Ailpín, le maisiúcháin deasa ag Dómhnaíl Ó Bric. Tá deifir ar Bhéirín. Caithfidh sé dul chuig Picnic na mBéiríní. Níl a fhios aige



conas a rachaidh sé ann. Ach tagann a chara, Bláthnaid Eala, i gcabhair air. As go brách leo ag eitilt trasna an locha. Tá dlúthdhiosca leis an leabhar agus an scéal á léamh ag

MacDara Ó Conaola. Tá an scéal le fáil i bhfoirm Leabhar Mór chomh maith.

Úsáid sa Rang

- Pléigh clúdach an leabhair, déan réamhthuar, cuir ceist ar na páistí cad is dóigh leo a tharlóidh sa scéal.
- Tar éis an scéal a léamh, imir cluiche ag iarraidh ar na páistí an scéal a athinsint i gciorcal le cabhair na bpictiúr.
- Úsáidtear na nathanna 'Fan nóiméad', 'Níl am agam' agus 'Caithfidh mé deifir a dhéanamh' arís is arís eile sa scéal. Bain úsáid as na nathanna seo agus 'Déan deifir' go neamhfhoirmiúil le linn ghnáthchaint an lae sa rang chun na nathanna seo a dhaingniú i gcaint na bpáistí.
- Seinn an dlúthdhiosca agus iarr ar pháistí a bosa a bhualadh nuair a chloiseann siad focail ar leith ar nós Béirín/trasna/deifir/cleiti.
- Can Amhrán na Picnice ón scéal leis na páistí, cuir véarsaí sa bhreis leis an amhrán.
- Iarr ar pháistí liosta a scríobh de bhia a bheadh le hithe ag picnic.

Leabhair do Léitheoirí Drogallacha

Tá leabhair do léitheoirí drogallacha ar fáil ó Futa Fata, atá oiriúnach do léitheoirí ó 8-13 bliana. In *An Pictiúr Mór* tá Joe go hiontach ag an ealaín agus tá cumhacht ar leith aige mar go bhfaigheann sé a bhfuil uaidh má tharraingíonn sé é ...



rud nach n-oibríonn go maith i gcónaí. Sa scéal Sprioc Lá nuair a fhaigheann Barra amach trí thimpiste go bhfuil grúpa sceimhlitheoirí ar tí gníomh uafásach a chur i gcrích, socraíonn sé féin agus a chara, Lára, go gcaithfidh siad na fir a stopadh. Níl duine ar bith ag iarraidh a bheith mór le Rónán sa scéal *Galánta* ach tagann athrú ar chúrsaí nuair a bhaineann sé triail as lóis iarbhearrtha.

Tá moltaí maidir leis an leabhair seo a úsáid sa rang san ábhar tacaíochta a ghabhann leo ar shuíomh www.futafata.ie



An Cúigear Cróga

Is cuimhin linn ar fad an tsraith úrscéalta 'The Famous Five' a scríobh an t-údar Béarla Enid Blyton. Cur síos ar eachtraí cúigear páistí a bhí sna úrscéalta seo. Bhuel anois tá insint ar a gcuid eachtraíochta ar fáil i nGaeilge, a bhuíochas sin do na craoltóirí Máirín Ní Ghadhra agus Gormfhlaith Ní Thuairisg, atá tar éis *An Cúigear Cróga* a bhaisteadh ar an mbuón chéanna.

Úsáid sa rang

- Is fiú leabhair scríbhneoireachta pearsanta a bheith ag gach páiste inar féidir leo a gcuid smaointe faoin úrscéal a bhreacadh síos de réir mar atá an t-úrscéal á léamh.
- Déan plé ar theideal, clúdach tosaigh agus an blurba ar chúl an leabhair.
- Pléigh tuairimí na bpáistí maidir le hábhar an leabhair.
- Déan plé ar an údar agus ar leabhair eile de chuid an údair sin atá léite ag na páistí.
- Léigh an téacs go soiléir ar luas agus ar rithim nádúrtha na cainte. Is cuid



thábhachtach den phróiseas é múnlu na léitheoireachta ag an múinteoir. Beidh na páistí ag léamh an tsleachta céanna os íseal in éineacht leis an múinteoir – tacaíonn an taoiléitheoireachta le tuiscint an pháiste ar ábhar an scéil.

- Lig do na páistí focail, nathanna cainte nó frásaí nach dtuigeann siad nó atá speisiúil a bhreacadh síos ina leabhair scríbhneoireachta phearsanta.
- Tabhair achoimre ó bhéal ar an sliocht atá léite.
- Déan forbairt ar na straitéisí tuisceana, súil thapa, spléachadh, léitheoireacht leathan, grinnléitheoireacht, féin-cheistiú agus araile.
- Lig do na páistí tuar a dhéanamh maidir le céard a tharlóidh sa chéad chuid eile den scéal.

Samplaí gníomhaíochtaí iarléitheoireachta

- Is iriseoir thú. Cuir agallamh ar charachtar sa scéal. Réitigh na ceisteanna a chuirfidh tú ar an gcarachtar sin roimh ré agus leag béim ar chruinneas na teanga. Is féidir le do chara na ceisteanna a fhreagairt.
- Scríobh léirmheas ar an leabhar.
- Obair dhialainne. Is carachtar sa scéal tú. Scríobh i do dhialann na heachtraí agus na mothúcháin a bhí agat.
- Is tusa an príomh-charachtar sa scéal. Scríobh do dhírbheathaisnéis.
- Smaointí eile: Teo-ionad, pointí gramadaí agus poncaíochta a chíoradh, cuntas/tuairisc a scríobh.

Beart de cheithre leabhar atá sa tsraith *An Cúigear Cróga*, feiliúnach don aoisghrúpa 8-11 agus tá siad ar fáil ag www.cic.ie agus ó shiopaí leabhar.



Curtha le chéile ag
Brid Ní Dhonechadha
agus Máire Nic an Rí
faoi choimirce COGG.



Reviews

Music workbooks – beautifully presented

Music is Fun is a new set of guidebooks for music teachers and musicians. It is written by Sr Karol O'Connell, of Kylemore Abbey and a native of Midleton, Cork. Sr Karol has taught music for many years and holds a Masters degree in Kodály Music Pedagogy. The series comprises a teacher guidebook and pupil workbooks. Workbook One is aimed at the infant classes and is an introduction to rhythm, pitch, melody and composition. Workbook Two looks at inner hearing and sight singing and is suggested for first class. The series, which is based on the Kodály Concept of Music Education, is beautifully presented and laid out.

The curriculum suggests that the

teacher introduce music literacy by clapping a simple rhythm pattern from a selection of known objects comprising, for example, 'cat' (single beat) and 'kitten' (two half beats), dog/puppy etc. Sr Karol's workbooks depict single beats and half beats with large and small objects – for example, a large candle for a single beat and a small candle for two half beats. Perhaps in a future edition these pictures could be revised to bring them in line with the suggestion in the curriculum – a single syllable word for one beat (cat) and a two syllable word for two half beats (kitten). Sr Karol's series would be a useful addition to any school resource library to enhance music education and to

expand on the curriculum and any existing schemes in place.

Workbooks Three and Four are also now available. For more information check out the *Music Is Fun* website (www.music-is-fun.com).

Published by Kylemore Abbey Books.

Prices:

Music is Fun! Teachers' guidebook – €22.99

Music is Fun! Workbook one – €4.95

Music is Fun! Workbook two – €6.95.

Reviewed by **ORLA RYNG**, Glasheen BNS, Cork.



A vivid novel on 1916 for senior classes



Brian Gallagher has written a fast-moving realistic historical novel which takes the reader on a journey from Dublin in July 1915 to the aftermath of the Easter Rising. The two main characters are Emer, whose father is involved in the Irish Volunteers, and Jack Madigan who is the son of a

policeman. When the story opens the two children are friends and play with each other regularly. However, when Emer saves Jack from drowning, the friendship becomes much stronger. Later on as Dublin is engulfed in flames, we see how Jack calls upon Emer to help his father from almost certain death, even though such an action would normally run counter to every conviction which she holds dear.

We are given a very vivid account of the lives of ordinary people in Dublin. Through the character of Gerry, for example, we catch a glimpse of the abject poverty which was widespread at the time.

Many other issues are examined, e.g. the class divisions in Dublin a century ago, the role of women in the workplace and the attitude of nationalists to their fellow countrymen who chose to fight on the side of Britain in the Great War. The story has a very realistic conclusion. The reader learns what happened to the children as they move into adult life and the events of 1916 gradually fade into history. This book would be ideal for the senior classes as an introduction to the Easter Rising.

The O'Brien Press. ISBN 978-1-84717-631-8. Price €7.99 (paperback)

Reviewed by **DAN FINNAN**, Hibernia College.

Derry 1698 – the inside story

Behind the Walls is a historical fiction novel, set in the city of Derry in the year 1689. The book, written by Nicola Pierce, focuses on the historical period of the Siege of Derry. The siege involved a pre-emptive lockdown of the city gates and a violent defensive action which lasted from 18 April to 28 July 1689, during the Williamite War in Ireland.

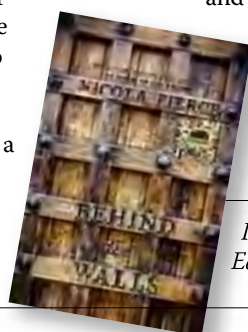
However, this novel is more than a mere history book or a retell. It is a well written and lively story about two teenage boys from the Protestant religion, Daniel and Robert,

who are caught up in the battle. They end up helping to close the city gates against the approaching Catholic army.

This book hooked me in from the first page and I think it would be very suitable for fifth and sixth class. Though the protagonists are male, I think female readers would also enjoy this universally relevant piece of historical fiction.

The O'Brien Press. ISBN 978-1-84717-646-2. Price €8.99 (paperback).

Reviewed by **ROZZ LEWIS**, Portlaoise Educate Together NS.



Nurney Number Ninjas

Sixth class pupils in Scoil Bhríde Nurney are taking part in the Junior Entrepreneur Programme (JEP), a not for profit programme for primary schools. They have developed a maths app called Nurney Number Ninjas. It is suitable for all ages and all levels. Find out if you have what it takes to become a Number Ninja! NNN is available on the app store for €1.99 and will soon be available on Android.




Finishing Touches


Resources for teachers, noticeboard of upcoming events and the Comhar Linn Crossword

NOTICEBOARD

Copy Date

 **Copy you wish to have considered for publication in the September issue of *InTouch* should arrive in Head Office by 10 August 2015.**

Conamara Summer School

 Inishbofin: An island experience.
Approved inservice for teachers, 6 to 10 July 2015.


Contact Leo Hallissey:
email leo.hallissey@gmail.com
Phone: 085 1154629
Web: www.ceecc.org

IATSE Conference

 Irish Association of Teachers in Special Education
IATSE Conference 2015
'Our School Community – Promoting Resilience and Wellbeing'
12 and 13 June 2015
All Hallows College, Drumcondra, Dublin
See: www.iatse.ie or contact: iatseconference2015@gmail.com

Research Study

BULLYING IN THE TEACHING PROFESSION

 A qualitative study on workplace bullying is being undertaken by an INTO member, entitled 'Bullying in the teaching profession; Teachers' experience following a complaint'. The study will look at the experience of teachers who have encountered this phenomenon and sought to resolve issues through the complaints procedure or otherwise.

The researcher is seeking to interview teachers who are, or who have been, subjected to or witnessed bullying behaviour. Participants are guaranteed anonymity and no names or identifying details will be used as part of this project.

The study hopes to contribute to the evolving discourse and seeks to improve the process of addressing complaints. While the study seeks to examine the testimonies of teachers who have made complaints or sought to address issues, contact from teachers who, for one reason or another have decided not to formally complain, would also be particularly welcomed.


If you have experienced bullying behaviour at school and are willing to participate in this research project, please make direct contact with the author at 10141375@studentmail.ul.ie.


Book Wanted

 **Orby Colouring Book for Sustainable Living**

Cost of book and postage will gladly be paid.
Please contact
cathym294@gmail.com
or 086 8676729

Reunions

 **St Patrick's College Drumcondra, class of 1990,**
25 year reunion to be held in October. Further details to follow.
Contact 1990stpats@gmail.com if you wish to help out.

 **Mary Immaculate College Alumni reunion.**
Save the date: Saturday, 26 September 2015 at 1.30 p.m. MIC.
This reunion is aimed at graduates of the years 1950, 55, 60, 65, 70, 75, 80, 85, 90, 95, 2000 and 2005.

A great opportunity to meet up with old friends and reacquaint yourself with the college.

Further information and to RSVP
Tel: 061 774786 Email: Alumni@mic.ul.ie

INTO STSG

 **INTO/STSG Separated Teachers' Support Group**

Next event:
Tour of the Patrick Kavanagh Centre, Iniskeen, Co Monaghan.
Date: Saturday, 13 June.
Time: Bus leaves Dublin at 12 noon.

There will also be a meeting in the Prince of Wales Hotel, Athlone, at 11 a.m. on 12 September.

Separated, divorced, widowed, lone parents from INTO, ASTI, TUI and IFUT welcome. Annual subscription: €20.
For further information contact:
Chairperson, Trudy Carroll Miller:
[0044-7931609315](tel:0044-7931609315)/[042-9383670](tel:042-9383670)
or
Secretary, Iseult Bourke at
[085-2394661](tel:085-2394661)/[5162069](tel:5162069)

Head Office Summer Closure

 INTO Head Office will close for summer vacation at 5 p.m. on Friday, 24 July and reopen at 9 a.m. on Monday, 10 August, 2015.

THE SOURCE...

Two pages of resources for the classroom, from school tours to helpful hints and useful links

Free STEM Resources: Young Designers' Tool Kit

Irish Design 2015 has developed a series of free STEM learning resources suitable for second to sixth class, the *Young Designers' Tool Kit* aims to inspire curiosity about design; encouraging children to think about how things work and how we use them. Explore the design of everyday objects through investigative activities of analysing, observing and discussing together with creative problem-solving activities of designing, inventing, adapting and constructing.

Download from:
www.learncraftdesign.com/learn/primary-resources



Free school tours and design activities

Irish Design 2015 offers free school tours of their exhibitions in the Design Hub Dublin Castle and at National Craft Gallery, Kilkenny – integrating curricula strands of visual art, SESE and maths within fun and stimulating learning environments.

Visit or www.irishdesign2015.ie/design-hub www.nationalcraftgallery.ie or contact events@nationalcraftgallery.ie

The Future of SPHE



The SPHE publication *The Future of SPHE: Problems and Possibilities* covers health promotion in schools, democracy, circle time, safe food, bullying, relationships and sexuality education, social and emotional development,

breakfast clubs, meditation, SPHE and the interactive whiteboard and supporting pupils with EBD.

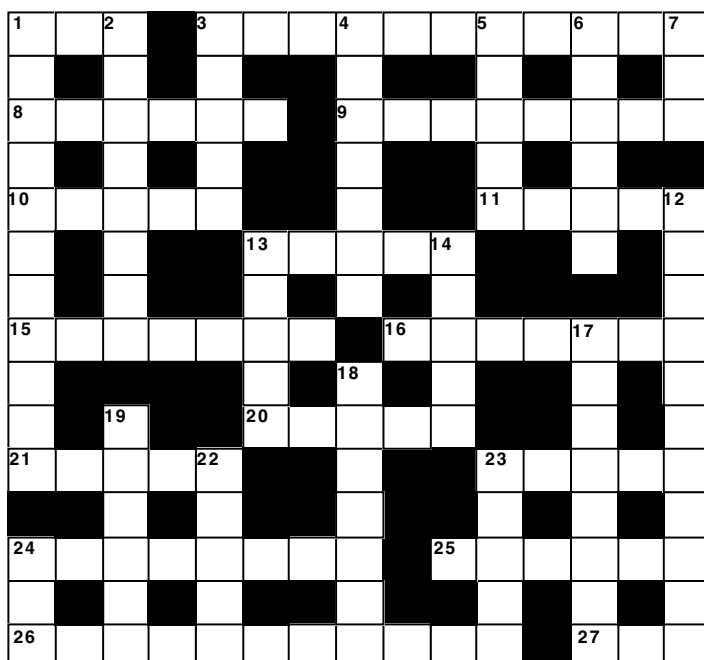
The publication is free to download from the SPHE network at <http://sphenetwork.ie>. Hard copies are available from sphenetwork@gmail.com for €10 (incl p&p).



Comhar Linn Crossword No 164

A draw for 2 x £100 will be made from all correct entries.

Simply complete the crossword and send it to InTouch, 35 Parnell Square, Dublin 1, before Friday 21st August



Across

1. There's many an article in the container. (3)
3. Inlet in West Cork that should be twinned with Pearl Harbour? (11)
8. Steadfastly maintain that its sin is misinterpreted. (6)
9. This icy deft might be responsible for Eve's scar. (8)
10. Great credit earned for part of one's sudoku dossier. (5)
11. Immobilise a crustacean quietly. (5)
13. Game to determine the movement of bishops, amongst others. (5)
15. Aware that he (Edward) gets loud near a college by the Shannon. (7)
16. It's a gemstone for a fairy, Dorothy. (7)
20. Nitrogen in part of the ship makes one show respect. (5)
21. Near the outskirts of Killimer, find sick little sea-creatures. (5)
23. Departing from how things are underfoot, of course. (5)
24. Most of old Istanbul is unchanging. (8)
25. African warrior groups, hot to be mischievous. (6)
26. It's mathematically significant, given a Togo/Ireland exchange. (6,5)
27. Consume the last of the flesh. (3)

Down

1. Cowardly raptor? (7,4)
2. Vertical fall that the vine does, perhaps. (8)
3. You can ring a sister from the desert here. (5)
4. It made one laugh to see that a sucker was in front. (7)
5. There's chaos in the part of the lush Avoca valley. (5)
6. Make Virginia ship a novice to a feudal type. (6)
7. The name she left behind - somewhere in Ballyneety. (3)
12. Final comment on how the bullet divides one's hair? (7,4)
13. A bird's utterance has provided many with a fortune. (5)
14. The time it takes to write letters. (5)
17. Tie fiend up for certain. (8)
18. A suitable beverage for a cowboy? (4,3)
19. Indicate that a sling is required. (6)
22. Ignited about this much. (5)
23. Cajun stew made with some chewing-gum (boiled). (5)
24. Many go up to find part of the machine. (3)

NAME:

ADDRESS:

Gordius - Comhar Linn In Touch No. 163

April/May 2015 Solutions

Across 1. Alb 3. Seismograph 8. Airmen 9. Attitude 10. Equal 11. Get up 13. Cleft 15. Crystal 16. Insects 20. Spike 21. Niece 23. Boche 24. Rheostat 25. Nausea 26. Maladjusted 27. Sit

Down 1. Academician 2. Burgundy 3. Shell 4. Sharpen 5. Grieg 6. Acuity 7. Hoe 12. Pass the salt 13. Crass 14. Tonne 17. Crocuses 18. Litotes 19. Reveal 22. Eased 23. Bland 24. Rum
Winners of Crossword no. 163 will be announced in the next InTouch issue

... and your Comhar Linn Crossword!



New module added to World War I exhibition at National Library of Ireland

A new module entitled 'Desperate Times, Desperate Measures', which examines Ireland's ongoing experience of World War I during 1915, has been added to the exhibition 'World War Ireland: Exploring the Irish Experience' at the National Library of Ireland (NLI).

The update includes engaging graphics, original objects and film, which tell the story of a year in which extreme means were employed in an effort to break the stalemate and bring the war to an end. The focus is on two major events which impacted on Irish lives overseas and at home: the Gallipoli Campaign and the sinking of the Lusitania.

The exhibition 'World War Ireland: Exploring the Irish Experience' was launched in November 2014. Since then, nearly 18,000 visitors have explored the exhibition's letters, diaries, newspapers, photographs, leaflets and posters from the NLI's collections.

A short but powerful documentary which accompanies the new module can be viewed at www.nli.ie/wwi.

Biodiversity field trip for Kilfinane students



Students from Kilfinane NS gathered along the banks of the River Loobagh in Limerick recently as part of a new environmental education initiative being administered by Limerick City & County Council.

StreamScapes Loobagh is aimed at promoting the aquatic and biodiversity resources of the River Loobagh Catchment in south County Limerick.

The initiative is backed up by a dedicated local environmental booklet which is being distributed to communities in the Loobagh catchment area.



Star site

No 52

Most viewed



Our Lady's Clonskeagh
ourladysclonskeagh.ie

Very up-to-date site with information across all aspects of the school. Nice Number Knowledge feature!

The most viewed resources on Scoilnet in the first two weeks of May

- 1 **The Irish Famine**
irishpotatofamine.org/flash.html
Interactive tour of the famine in Ireland.
- 2 **Handwriting Practise**
handwritingpractice.net
Create quick and effective handwriting worksheets.
- 3 **Bia**
scoilnet.ie/uploads/resources/11778/11409.pdf
Gnómhachtal eAgsUlla dirithe ar an tEama seo.
- 4 **Cén sort aimsire atá ann?**
ncte.ie/upload/scoilnet/cen_saghas_aimsire
Leabhar Labhartha do Ranganna Naíonáin – Rang 2.
- 5 **An Aimsir**
nicurriculum.org.uk/microsite/pl/irish/whatever_the_weather/word_bank
Pictiúir idirghníomhacha faoin aimsir.
- 6 **The Sinking of the Lusitania**
eyewitnesstohistory.com/snpwwi2.htm
Short page of notes and small images on the sinking of the liner.
- 7 **Toontastic**
itunes.apple.com/ie/app/toontastic/id404693282?mt=8
Colourful app that allows children to make their own cartoons.
- 8 **Tom Crean: Antarctic Explorer**
resources.teachnet.ie/anolan/2006
Life and times of one of Ireland's greatest explorers.
- 9 **Bia Blasta**
digitaldialects.com/Irish/Food.htm
Léigh an focal agus aimsigh an bia ceart ar an mbord.
- 10 **Inside Art**
eduweb.com/insideart/index.html
Interactive exploration of famous artists.

Ones to watch



Mini Basketball Videos
basketballireland.ie

Navigate to the schools' section for 18 video tutorials on the skills and techniques.

Songs in Irish
songsinirish.com

Extensive list of Irish traditional songs with lyrics.

How Much do you Know about your Nuts
scoilnet.ie/search/resource/entity/show/Lre/13402

Explores almonds, cashews and hazelnuts.