

intouch



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Catch up on Congress

Tips for travel with children

Northern news

Keeping InTouch

{ *Interactive dialogue with members, and key news items* }



GENERAL SECRETARY'S COMMENT

INTO - working on your behalf

The INTO's Annual Congress sets the key priorities of the union and is central to the democratic decision-making process. Over three days in Galway, INTO members debated and discussed the issues that are affecting them daily in their classrooms and schools. Pay equality, pensions, the challenges facing school leaders and workload were top of the agenda this year along with calls for a scheme of leave for reproductive-health-related matters, smaller classes, extra support for educational disadvantage and special education, and improved funding for schools. This issue of *InTouch* carries details of the speeches delivered and the motions adopted in Galway.

I am delighted that this Congress saw us secure a pathway towards pay equality. I will be keen to take advantage of this opportunity in the coming months.

It was wonderful to hear positive feedback from delegates who were attending Congress for the first time. At this year's Congress, a task force set up to look at ways that INTO can encourage and improve engagement with the union,

launched their report. Some of the group's recommendations are published in this magazine. The full report is available on the INTO website.

We showed our deep appreciation to our outgoing General Secretary Sheila Nunan, for her decade of committed service to the INTO.

Our lobbying activities play a key role in communicating our priorities to the government. We have had a strong and committed team of lobbyists working at a local level to make sure our TDs and politicians are clear on the issues that matter to teachers. INTO members will be meeting with their local politicians, in their clinics and as part of our national lobby day, ahead of Budget 2020 and we would love for you to get involved. Find out how on page 33.

I'm looking forward to working with, and on behalf of, members, as general secretary in the year ahead.

John Boyle

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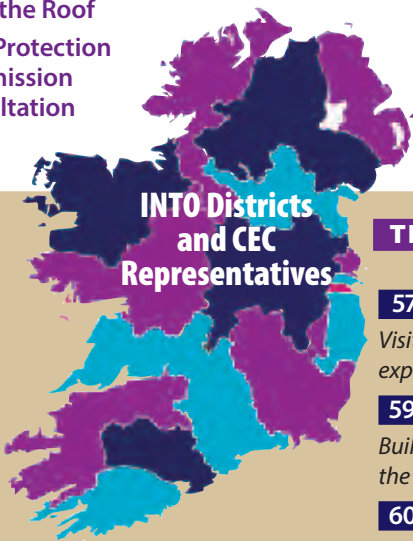
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INTO Diary 2019/20 and School Year Wall Planner

The 2019/20 school year wall planner is being distributed with this issue of InTouch. A copy is included for every member plus one for the school staffroom. A downloadable pdf of the planner is also available on the INTO website in the 'School Year' section.

The INTO diary for 2019/20 will post to current members in

September. New members will receive their diary with their new member's pack once their application has been processed. As well as a calendar section, the diary contains information, salary scales and useful contact details.



10 things you should know

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

Homelessness motion gets cross-party support

John Boyle, INTO General Secretary and Saoirse Brady, Legal and Policy Director, Children's Rights Alliance (CRA) met with Thomas Byrne, TD following a Private Members' Debate in the Dáil on the impact of homelessness on pupils in schools. The motion, proposed by Fianna Fáil, gained cross-party support.

The debate follows on from a report commissioned by the CRA entitled *Home Works – A Study on Educational Needs of Children Experiencing Homelessness and Living in Emergency Accommodation*. The research reported that schools are often a safe haven for children experiencing homelessness providing much needed stability,

support and socialisation for children. In addition, it was highlighted that teachers make their best efforts to support children who are experiencing homelessness despite an absence of targeted resources.

Following the debate, INTO General Secretary Designate John Boyle and INTO Official Maeve McCafferty met with Minister Joe McHugh to further discuss the issue.

The INTO, Focus Ireland and the CRA are working closely to find ways to better support pupils who are experiencing homelessness and their teachers.

You can read the text of the motion here <http://bit.ly/HomelessnessMotion>



INTO agrees process towards pay equality

INTO acknowledges that new entrants to teaching from 2015 are paid equally to colleagues who entered the profession prior to the cuts, as a result of the agreement reached in September 2018.

Our members ultimately rejected that offer from government as it would have left their colleagues, who entered the profession between 2011 and 2014, facing future financial losses of up to €19,000.

INTO undertook a national consultation with our members in the aftermath of the ballot which included hosting a national conference in Dublin. This consultation clarified that whilst members accepted that colleagues entering the profession from 2015 are paid equally, they were not prepared to stand by whilst colleagues who had entered the sector between 2011 and 2014 faced further financial losses in future years.

Following this consultation, the union's central executive committee authorised the union's leadership to enter into further negotiations with government, focused solely on the 2011 to 2014 cohort. At the same time, the executive determined that a resolution would have to be found in the

successor agreement to the Public Sector Stability Agreement, in order to finally bring an end to pay inequality.

Speaking at INTO Congress in Galway, INTO General Secretary Designate John Boyle said:

"Arising from recent negotiations, Sheila Nunan, outgoing general secretary of the INTO, has this afternoon informed delegates attending INTO Congress in Galway, that a process has been agreed with government, finally setting a pathway towards ending pay inequality. This process, which takes the form of a statement of intent by government, acknowledges the need to find a resolution on pay equality and other outstanding pay issues by way of a pay review process or in the context of the next public sector pay talks."

"Earlier today, the central executive committee considered the new development and has decided that INTO members will utilise this new process which has now been agreed with government."

"INTO's motion on pay equality, adopted at Congress 2018, asked the union to secure an agreement that had

"the capacity to achieve a resolution of all aspects of pay inequality".

"INTO is confident that today's announcement provides a pathway to pay equality which will deliver for our 2011 to 2014 cohorts, while enabling us to focus on other outstanding pay issues including a now twelve-year-old principals' pay award and a general pay rise for teachers who have not received a pay rise since 2007."

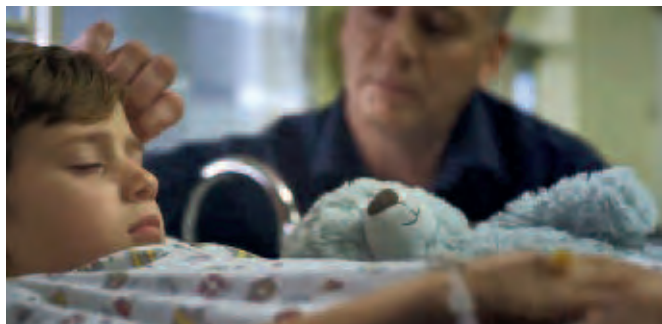
Wording agreed with Government:

"On the issue of new entrant salary scales, certain unions have indicated that they have outstanding issues of concern following the agreement brokered in September 2018. The management side understands that these outstanding matters will be given full consideration either by 1) any pay review mechanism agreed by the parties or 2) in the context of the next round of pay talks.

It is recognised that the positions of each of the parties concerned on these matters must be given due regard in endeavouring to reach a mutually agreed resolution."

Support sick children

Purchase your ticket for INTO's members' draw



Please support the INTO's charity partner, the Children's Medical and Research Foundation at Our Lady's Children's Hospital, Crumlin, by purchasing a ticket for our annual members' draw. Tickets have been posted to your INTO staff

representative and cost €10 each.

The proceeds from the 2019 draw will continue to assist with funding the Inflammatory Bowel Disease (IBD) research project. IBD is a term for two chronic relapsing conditions, ulcerative colitis (UC) and Crohn's disease (CD).

Payment and ticket counterfoils must be returned to INTO Head Office on or before **Thursday, 13 June 2019**. The draw will take place on **Friday, 14 June 2019** and results will be uploaded to the INTO website immediately afterwards. Cheques and postal orders to be made payable to INTO CMR Fund. If you wish to pay using a debit/credit card, please contact Georgina at 01 8047745.

If you require further tickets or have any queries, please contact Georgina at (01) 8047745 or gglackin@into.ie

Many thanks for your support and good luck!

PRIZES

- ✦ **1st prize – Toyota Auris**
- ✦ **2nd prize – €4,000**
- ✦ **3rd and 4th prizes – €2,000**
- ✦ **5th and 6th prizes – €1,500**
- ✦ **7th, 8th, 9th and 10th prizes – €1,000**
- ✦ **Plus: 10 x €100 staff representatives' prizes**



Free mortgage and tax advisory seminar for INTO members and their families

With the success of previous seminars held, INTO are delighted to confirm we are running a series of FREE joint seminars for INTO members and their families.

The seminars will take place at 7 pm in the following venues:

- Teachers' Club, Parnell Square, Dublin 1 on Thursday, 16 May
- Midlands Park Hotel, Portlaoise on Thursday, 23 May
- Clayton Hotel, Galway on Thursday, 30 May
- Strand Hotel, Limerick on Thursday, 6 June, and
- Landmark Hotel, Carrick-on-Shannon on Thursday 13 June

The seminars will cover the following

topics:

- Tips on mortgage applications
- First time buyers, moving home or investment properties
- Saving money by changing mortgage providers
- The solicitors role in buying or selling property
- Ownership options
- The importance of drafting/updating your will after purchasing property
- Tax reliefs available for property owners
- How to reduce your tax bill on rental income
- Understanding your tax obligations
- Gifting or inheriting property
- Tax tips

- Offers exclusive to INTO members

The above information is provided in conjunction with our partners/colleagues at EDUC Mortgages, ITAS Accounting and Summit Law.

To register for this seminar, please email gglackin@into.ie or ring (01) 804 7745 and quote your INTO membership number or school roll number.

itas Accounting
Irish Tax and Accountancy Solutions

EDUC
MORTGAGES

A proud year as president

In his address to delegates at Congress 2019 in Galway, INTO President Joe Killeen welcomed delegates to his home county, reflected on some of the key moments from his presidential year and highlighted key priorities for the INTO.

National Lobbying

Mr Killeen praised the work of INTO lobbyists throughout the year in bringing INTO's priorities to the attention of our politicians. He said, "Activists were trained on the ground, armed with the facts and figures to make our case. We pinned down every politician in the land, in their local clinics throughout the country. We made our case through each and every member."

Equal Pay

The president highlighted that pay equality remains a top priority for the INTO. "Each and every one in this union, on this executive, and indeed every official working for our union believes in pay equality. The notion that anyone who believes in trade unionism would feel differently, is wrong. As president, I have had a unique opportunity to see the passion and determination running through our union to deliver on this campaign and right a great injustice... Negotiations may take time but our argument for equal pay for equal work will win out in the end." He praised Tomás Horgan and Claire Keegan who put their names behind the campaign and brought a claim before the Labour Court and the European Court of Justice. "Whether through negotiation, court challenge or industrial action, INTO will stand with our members until the blot of inequality is obliterated."

Class sizes

Speaking on class size, Mr Killeen said, "We know only too well, as teachers, how profoundly challenging it is to teach larger groups. We have 100,000 children



in classes of more than 30 pupils. Now is the time to, once and for all, cap class sizes at 20 students, ensuring teachers and schools, and more importantly, children, will never again be crowded out of Irish education." He said, "We will continue to campaign on class size until every child has the room to bloom and every teacher the room to teach and teach to the best of their capacity."

School leaders

Mr Killeen emphasised the critical importance of leadership positions in schools. "I speak to you as a teaching principal. Over the years I have seen first-hand the level of work increasing but the support lessening... Principals in Irish primary schools are overworked, underpaid and struggling under never-ending administrative work, schemes and initiatives." He noted advances made, including the establishment of the Primary Forum to support the planning and sequencing of change, but said "The challenge in the coming year is to build on these achievements and continue to make this forum work to address those issues which undermine the effectiveness of our schools."

School funding

"Securing adequate funding for our schools remains a core objective of the

INTO," said Mr Killeen, "Our primary schools fare badly when it comes to funding compared to post primary and third level... One euro per pupil per day will not run a school and provide the standard of education we want to deliver... We will be stepping up our campaign this year and I hope we will secure a significant increase in funding which will liberate our teachers to focus on their primary duty – the education of our pupils."

Disadvantage

"I strongly believe we need to support our pupils from disadvantaged backgrounds, both urban and rural," said Mr Killeen. "School is a refuge for so many of these children... The DEIS review must be completed and its recommendations acted upon. Our teachers are losing patience and our pupils are running out of time."

Brexit

Mr Killeen spoke about the many concerns that INTO members have expressed. "Will I be able to cross the border to teach in my school? Will my car insurance be valid? Will my health insurance apply?" He told delegates that he travelled to Brussels earlier in the year and sat down with key decision makers involved in the Brexit negotiations. He said "I'm proud of the work we have done in raising our members' concerns with those at the top."

Closing

In closing, Mr Killeen praised the work the INTO does on issues of global solidarity. He thanked his colleagues, north and south, and all the members who have supported him this year. "It feels particularly special to have served as president on our 150th anniversary. I celebrate the countless members who kindled the flame and improved our conditions of service so dramatically over these 150 years. Thank you!"



We need to value all our teachers in equal measure

Minister for Education and Skills, Joe McHugh TD

The Minister for Education and Skills, Joe McHugh TD, addressed delegates at Congress on Tuesday 23 April in Galway.

In front of a crowded room, Mr McHugh began by thanking the INTO and members for being honest and upfront about the issues facing the education system. "The only way I can deliver as Minister for Education and Skills is through knowing, seeing and believing what is happening on the ground."

The minister discussed the various challenges facing the education system, including the influence of external factors such as Brexit. "We are living at a time of enormous change on this island, Brexit looms large."

Speaking about north-south co-operation, Mr McHugh went on to discuss the importance of protecting the "valuable and rich cross border links between education and different institutions." He announced the intention to create more cross border opportunities for schools, allowing them to engage on societal issues and build relations with one another. He spoke of the importance of the INTO as an all-Ireland organisation in protecting and strengthening these connections.

He paid tribute to Lyra McKee the journalist from Northern Ireland who was fatally shot in April during rioting in Derry. He spoke about our duty and responsibility to make sure the peace process isn't taken for granted, and the need to really drive this message home for the next generation. "As teachers you play an irreplaceable role in showing them that [...] they can be part of a better future, a future that Lyra McKee campaigned for."

Minister McHugh announced that a symposium on small schools is scheduled for June. As a former pupil at a rural school, Mr McHugh spoke about the important role small schools play in their communities as a "part and parcel of the very fabric of rural life." He acknowledged the vulnerability of small schools and vowed to work with the INTO to address the challenges they face. Mr McHugh spoke of the importance of ensuring small schools have a sustainable future, allowing them to contribute to communities for generations to come.

The minister acknowledged the need to support school leaders, and spoke of



the challenges teaching principals face, in combining teaching with the demanding role of managing and leading schools. Mr McHugh listed one of his key priorities as giving teaching principals one day per week to facilitate leadership and management responsibilities. He committed to continuing to work to build on the increase in release days provided in recent budgets.

Minister McHugh spoke of the need to "value all our teachers in equal measure" and of the unfinished business of pay equality. "I'm glad that the measures to improve progression on scale agreed last year, have now taken effect. This has been reflected in the recent salary payment to post 2011 entrants." Mr McHugh addressed the issue of new entrants salary scales and acknowledged concerns: "I know that the INTO has outstanding issues of concern following the agreement brokered in September 2018, these outstanding matters will be given full consideration." Mr McHugh accepted that many teachers he met working around the world had identified pay as a major barrier to returning home to teach, and acknowledged the work of teachers and the INTO in progressing this issue over the years.

Minister McHugh acknowledged the difficulty some schools are experiencing in recruiting teachers, particularly in sourcing substitute teachers. He announced a new initiative to create six substitute teacher panels in North and South Dublin, Cork,

Galway, Kildare and Meath. 18 teachers will be hired on full-time contracts with two to three teachers assigned to each panel. Each teacher will be based in one school and rotate around up to 15 other schools as part of a substitute cluster.

The Minister also announced a new project to support and promote the learning of Irish through other subjects. "The theory and practice of content and language integrated learning is proven to work." Pupils will have the opportunity to learn a subject other than Irish through the medium of the Irish language. The project will be piloted first as Irish through PE. "Whether the classroom is using music, arts, drama or PE, this is an important juncture in ensuring that Irish becomes relevant."

He ended with a tribute to Sheila Nunan who is retiring as general secretary of the INTO after 10 years at the helm. "You have been a tireless advocate for trade union members and the movement, you led through the worst recession in the country's history and did it with a determination and tenacity to do the best for teachers, for the education system, and most importantly for children in our schools."



[Listen to the full speech on the INTO Vimeo account.](#)

Striving for a just education system

General Secretary Designate's response

In his response to the minister, the INTO General Secretary Designate John Boyle, focused on the theme of a "just education". A just education system for our pupils and for our teachers.

Workload

Mr Boyle noted that the minister, early in his tenure, took onboard teachers' concerns about workload "We have been vocally opposed to the excessive pace of change and increasing workload in schools," he said, "...in your first two days on the job, you listened to our concerns and took the welcome decision to re-schedule implementation of the primary mathematics curriculum and paced the commencement of the Admissions to Schools Act. The Primary Education Forum must urgently tackle the causes of teacher burnout, which is impacting on our members' working lives, social lives and family lives and impairing our ability to deliver for pupils." Mr Boyle emphasised the need for the forum to be "more than a talking shop."

Supply panels

Welcoming the minister's announcement of a pilot scheme of supply panels, Mr Boyle said, "We campaigned for the re-establishment of regional supply panels of teachers. Your announcement today that you will be reintroducing these panels as a pilot scheme is a very welcome move and will ensure children are taught by a qualified teacher whilst substitute teachers receive decent pay and contracts."

A just education

Speaking about "a just education," Mr Boyle said, "A just education system is one that focuses on ensuring that all students have the opportunity to develop their skills and abilities based on their values and their communities' values. A just education system is one that does not assume the same means or the same ends for every student. A just education system will remain beyond our grasp until we value the work of teachers and trust their professional judgement."

Pay equality

He highlighted the "unfinished business" of pay equality saying that "teachers too are entitled to work in a just education

system. Teachers who qualified in 2011, 2012, 2013 and 2014 must be paid equally to everyone else...every single INTO member, whether directly affected by pay inequality or not, is outraged by its continuation in 2019."

He continued to say, "Minister, you recently stated you would be flying to the Middle East this Summer to bring our best and our brightest home. I'll tell you what. Get your cabinet to announce that pay inequality and the moratorium on promotions will end next year and you'll solve two problems- teacher retention and climate change – you'll be able to cancel that long haul flight and more importantly the jumbo jets full of teachers going to Doha, Dubai and Abu Dhabi will no longer be needed."

School leaders

Mr Boyle told the minister that "equality for primary school leaders will be the next battleground for the INTO" noting that "the salary injustice perpetrated against our newer entrants is pre-dated by that affecting our primary school leaders." He called for parity of pay between primary and post primary school principals and a restoration of middle management positions in our schools. He warned the minister "I'm putting you on notice. If we don't see movement on this issue in budget 2020, we intend to draw up a list of duties, which are increasingly impossible to carry out because of the lack of promoted posts, with a view to directing teachers not to undertake these duties without further restoration."

School funding

The general secretary designate told the minister that primary schools needed investment. He said, "Undervaluing 4 to 12-year-old children by under investing in primary education is guaranteed to result in future societal problems. Early intervention is key. That's why we need massive investment in primary. It's time for politicians to fund our primary schools

properly. The first step has to be the restoration of the primary capitation budget to €200 per pupil, with 20% annual increases thereafter."

He also called for better supports for

DEIS schools "We have come a long way with our plans to address social inclusion, but alas there are still far too many homeless children and pupils experiencing educational disadvantage without the scaffolding and supports to overcome its effects. We need to see more schools benefitting from DEIS, and the schools within DEIS, who serve acutely

disadvantaged communities, need additional supports, beginning with lower class sizes. Children in Bonnybrook should have the same opportunities as children in Donnybrook. Justice is about investing at least as much in primary pupils as post-primary pupils. Justice means paying the same capitation grant for children in primary and secondary schools. Justice means giving the same technology grant to two 500- pupil schools, rather than giving an extra €5000 to the secondary school."

Class size

Finally, Mr Boyle called on the minister to address the issue of class size, saying "We still top the European ladder of class size shame Minister. A good teacher is the greatest resource a child can receive. Children in Ireland's primary schools are being short-changed because of the overcrowded classes their great teachers have to teach ... We have a great opportunity to change this in the next five years. It's simple Minister – hold on to our primary teachers as the number of pupils drops. This will allow you to bring Ireland's class sizes to the bottom of the ladder, below EU and OECD averages. In October's budget you can also easily undo the terrible damage done to small schools from 2011 to 2013. We will gladly engage with you on a variety of approaches to support rural schools, which are close to both our hearts.





So long, Sheila!

INTO Vice-President Mary Magner led tributes to outgoing General Secretary Sheila Nunan on her retirement from the INTO.

At the INTO Congress in Galway, Mary Magner paid tribute to Sheila Nunan for her outstanding and valuable service to INTO over many years, making history as the first ever female to hold the role of INTO general secretary. Mary said "Sheila, you have been a leading light, a beacon for INTO. Thank you for setting an example for us all. Thank you for your ceaseless dedication to our members, whom you have served so faithfully over 25 years. Thank you for your genuine interest, concern and generosity to us all."

Deputy General Secretary Noel Ward also paid tribute to Sheila. Although he remembered Sheila from her early involvement with the INTO, when she was secretary of Tallaght branch of the INTO 30 years ago, it is in the last ten years working closely with her that he has really come to know her. He said, "It is in working alongside a person, especially when navigating choppy waters, that you really get a sense of their abilities, qualities and values. And Sheila, as general secretary, was not a lucky general! Her election coincided with the most dramatic economic nosedive in our history. But cometh the hour, cometh the woman."

He recalled the challenges Sheila has faced as leader of the INTO at a time of tension and cutbacks and said, "Throughout it all, Sheila led the fight to protect the education service and to roll back the losses."

He said that two key impressions of Sheila have stood out for him. "The first was her focus on the big picture... Sheila always knew the crisis would pass; she kept her focus and her equanimity amid the turmoil, knowing that today's decisions had to stand the test of tomorrow and beyond."

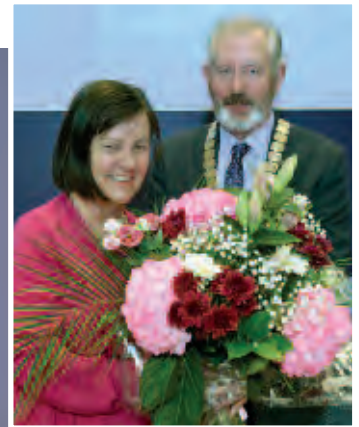
The other impression concerned Sheila's yardstick for all actions – which approach, popular or not, was in the best



interest of INTO members?... It meant never, ever prioritising image over substance, always viewing responses and actions through the lens of members' longer-term interests.

Those strengths arise from having good values. It is one thing to communicate well, to have an ability to debate with power and panache. Grounding those abilities in strong belief in INTO's (and the broader trade union's) mission set the compass for Sheila to work towards her goals through the crisis, withstanding pressures to deviate from her conviction about the way ahead."

Noel praised Sheila's effectiveness as a leader and her contribution to "numerous rounds of working groups, launches, INTO training, lobbying, consultations and conferences." He said, "I can testify that she is highly regarded among other teacher union leaders. Her standing in the wider union movement is reflected in her presidency of the Congress of Trade



Unions. She has, you will know, done INTO proud in all of her engagements. She takes her work seriously, and she does gravitas, but with a twinkle in her eye.

Sheila's commitment to fairness in dealing with others and in reforming society, added to great energy and focus, has served INTO well."

He wished Sheila well saying, "we valued your company as well as your leadership. Your second family in the INTO will miss you, but know that we will look out for you, we will remember that you steered us through the storm, and that we were the better for having you at the helm."

Mary Magner closed her remarks with, "May the sun's rays warm your face on your next journey. May the dreams you hold dearest be those which come true and the kindness you spread, keep returning to you".





INTO president and vice-president 2019/20

Feargal Brougham – new president of the INTO

The new president of the Irish National Teachers' Organisation is Feargal Brougham, principal teacher in St Paul's SNS, Ayrfield, Dublin 13.

Feargal was born and reared in Raheny in Dublin. He attended Scoil Ide and Scoil Neasain primary schools. He travelled into Colaiste Mhuire, Parnell Square, for his secondary education and studied for a BEd at Colaiste Mhuire, Marino.

On graduating from college in 1989 he faced an uncertain future. Unemployment among newly trained teachers was very high. Substitute work was scarce and poorly

paid. He spent the next two and a half years as a librarian for the Dublin City Council.

The employment situation for newly qualified teachers improved due to the work of the INTO and he managed to get a permanent teaching position in Mary Queen of Angels Boys School, Ballyfermot. Feargal spent eight years teaching in Ballyfermot with the exception of a year working in United Arab Emirates.

In 1999 he moved back north of the Liffey to take up a post as a learning support teacher in St Paul's SNS, Ayrfield, Dublin 13. In 2015, he was

appointed principal of this school.

From 2009 - 2015 Feargal represented teachers in north county Dublin on the INTO Central Executive Committee. From 2017 he served on the union's Benefit Funds Committee.

Feargal is married to Caroline Farrell and lives with their three children, Megan, SORCHA, and LÚC in Marino.

Feargal passionately believes that education can play a crucial part in creating a more just and equal world, especially for the most marginalised in society for whom he has campaigned throughout his professional life. During his year as President, Feargal intends to work tirelessly in helping achieve pay equality for all teachers, to improve resources for both urban and rural DEIS schools, to further assist schools to improve their ability to include pupils with special needs and to promote global citizenship education.



Mary Magner – new vice-president of the INTO

The new vice president of the Irish National Teachers' Organisation is Mary Magner, a native of Castletownroche in North Cork and living in nearby Killavullen. She represented North and East Cork as well as Cork City North on the INTO executive since 2011.

Educated in Castletownroche NS and Loreto Convent Fermoy, Mary became a graduate of St Patrick's College, Drumcondra, in 1982. She began her teaching career in inner city Dublin teaching in St Gabriel's School in Aughrim Street before returning to Co Cork where she taught all class levels in many urban and rural schools before securing a position in St Patrick's BNS, Mallow, in 1995.

Since then Mary has pursued a MEd. in ICT in Education in Mary Immaculate College, Limerick, and further studied a post-graduate diploma in SEN in University College Cork. She became both an acting teaching principal and an administrative principal in St Patrick's BNS and was also a Resource Teacher for SEN children in the school. Mary is currently principal teacher in Scoil Chroí Íosa,

Blarney since 2014 and is a trained mentor and executive coach, mentoring newly appointed principals with the Centre for School Leadership. Mary is also a member of the Association for Coaching.

Mary's first introduction to INTO was as a member of Dublin City North Branch. From the outset Mary became an active union member, willingly participating in a 3-day strike in the early '80s for teachers' rights to employment and decent salaries. Mary has served as Staff Rep, leas-Cathaoirleach and Cathaoirleach of Mallow Branch and as Secretary of District 16. During her time on the INTO executive, Mary has been involved in several INTO committees including the Learning Committee, Trade Union Training, the Principals' Forum Review Committee, Pay Equality Project

Team and is currently Cathaoirleach of the Task Force on Participation. She also represents INTO on the Board for Early

Childhood and Primary of the NCCA, recently advocating the slowdown of pace of curriculum change.

Married to John, they have three children, James, Marie and Sean. Mary is an avid cyclist and hill-walker and especially enjoys adventure travelling and photography."

"I am privileged and honoured to take up the role of Vice-President of the INTO and I pledge to work steadfastly to improve working

conditions and incomes for all our members. I am keen to encourage active grassroots participation and I commit to ensuring that our Union continues to be a cohesive, powerful lobbying force."



Resolutions adopted at Congress 2019

Pay Equality

Congress:

- (a) acknowledges the CEC's ongoing commitment to restoring pay equality for all members;
- (b) demands that the CEC continues to negotiate a clear pathway which will achieve pay equality for all members;
- (c) reiterates that the INTO's first priority in pay negotiations is pay equalisation especially to redress the position of the cohorts of entrants in the years 2011-2014, where new entrant pay changes had particular impact;
- (d) condemns the State's failure to commit to payment of the outstanding pay parity award for principals and deputy principals and other third-party awards and demands that these outstanding awards be paid as a matter of priority;
- (e) recognises that teachers require a general pay increase and demands that such an award be made under the next pay agreement;
- (f) further demands:
 1. early discussions to examine the adequacy of current pay arrangements in regard to proposals in the Public Service Pay Commission Report of August 2018; and
 2. an immediate return to the norms of collective bargaining and industrial relations processes, to replace the current prevalence of unacceptable legislative sanctions and penalties.

Pensions

In light of the substantial decline in pension arrangements since 2004, especially in recent years, both North and South, Congress:

- (a) deplores in particular the substantial reduction in pension benefit for teachers taking up employment following the introduction of a career average system for calculating pensions in January 2013 (ROI) and April 2015 (NI);
- (b) further deplores that retirees in receipt of a coordinated pension are treated less favourably than retirees in receipt of an uncoordinated pension;
- (c) demands that all service previously given by qualified teachers in substitute or temporary positions be recognised for pension and

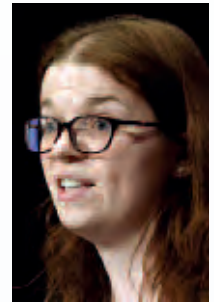
incremental pay purposes;

- (d) instructs the CEC to devise a strategy for both reversing reductions in entitlements and preventing any further diminution of benefits; and
- (e) directs the CEC to propose that the ICTU convene a major national forum to address the issues surrounding pensions and to ensure access to schemes that will provide an adequate pension in retirement for all workers, in the public and private sector.

Leadership

Congress:

- (a) instructs the CEC to highlight and prioritise the issue of principals' and deputy principals' terms and conditions of employment;
- (b) reiterates the leadership resolution of Congress 2018;
- (c) condemns the failure of the PSSA to fully address the issue of the 2008 pay award to principals and deputy principals, particularly in the context of Increasing workload for principal teachers;
- (d) demands that the issue of increased pay for school leaders be dealt with by the next public service pay agreement;
- (e) further demands that:
 1. all school staff be included in the calculation of the allowance payable to principals and deputy principals;
 2. the threshold for the appointment of administrative deputy principals be reduced to 16 mainstream class teachers;
 3. provision be made for release time for all post holders;
 4. all teaching principals be allocated a minimum of one release day per week;
 5. all principals be paid the appropriate allowance as secretary to the board of management;
 6. an increase in administrative support for boards of management to enable them to carry out their duties;
 7. INTO research and explore the cost of implementing a step down facility for principal teachers as recommended in the *INTO Report on Teacher Workload and Work-*





Congress resolutions continued...

- Related Stress* (2015); and
(f) calls on the CEC to use all means possible, up to and including industrial action, to achieve these demands.

Workload

Congress:

- (a) deplores the incessant bombardment of new initiatives/procedures/ frameworks/ strategies being foisted upon all primary schools;
- (b) notes the motion passed at Congress 2018 regarding:
 1. ever expanding list of initiatives;
 2. teacher workload;
 3. ongoing under-resourced curricular changes;
 4. the teaching and learning in schools;
- (c) demands that the CEC inform the DES of the detrimental effect these are having on:
 1. the teaching and learning in schools;
 2. the mental health and wellbeing of those involved in teaching;
- (d) further demands:
 1. that the progress of the independent study into teacher workload, as agreed at Congress 2018 be published as soon as practicable; and
 2. a reduction in initiatives which impose extra, unacceptable workload upon schools.

Reproductive Health

Congress:

- (a) acknowledges the work done to date by the Equality Committee to gather evidence of members' reproductive health related issues as they interact with their work and their current leave entitlements;
- (b) calls on the CEC to:
 1. evaluate the evidence of members' reproductive health issues as they interact with their work and their current leave entitlements;
 2. investigate best practice in other jurisdictions;
 3. draft a Statutory Leave for Reproductive Health Related Matters Scheme for Teachers proposal, that would include miscarriage or threatened miscarriage regardless of term, ectopic pregnancy, fertility screening, fertility treatment and other reproductive health related matters;
 4. seek support from other unions and reproductive health related organisations and bodies for such a scheme;

5. open negotiations with the relevant government department to realise the Statutory Leave for Reproductive Health Related Matters Scheme for Teachers; and
6. report to Congress 2020 on progress made to realise this Congress resolution.

SEN

Congress:

- (a) notes that an annual mechanism exists to report school leavers, who have a SEN diagnosis, to the NCSE;
- (b) demands that a similar annual mechanism be established to report new SEN diagnoses and other identified learning, emotional, social, behavioural, language and sensory difficulties as referred to in Circular 13/2017 to the NCSE, to ensure that schools receive their correct SEN teacher allocation and instructs the CEC to enter into negotiations with the DES and NCSE with a view to agreeing such a mechanism;
- (c) further notes that a mental health issue is a special educational need under the EPSEN Act (2004);
- (d) deplores the lack of timely assessment and admission of children in distress by HSE Primary Care, CAMHS, Assessment of Need, HSE Early Intervention Team and HSE School Age Team;
- (e) further demands that:
 1. the union actively liaise with DES, HSE, NCSE, NEPS, CAMHS and other relevant bodies to decrease waiting lists for assessment and significantly improve access to appropriate therapies; and
 2. schools are provided with sufficient specialised services for children presenting with mental health issues to meet their ongoing needs.

Class Size

Congress:

- (a) notes that class size in Irish primary schools continues to be well above international averages, specifically table D2.1 in the OECD report "Education at a Glance 2018" which shows average class size in Ireland at 25 with an OECD average of 21 and an EU average of 20 pupils;
- (b) reaffirms that reducing class size is a priority for the INTO;
- (c) further notes that in the light of falling enrolments in primary schools from 2019 onwards it is possible to reduce class size with minimal or no additional

cost to the State;

- (d) believes that it is essential for educational reasons to reduce class sizes but also to ensure that student teachers currently in college have realistic employment opportunities on qualification;
- (e) demands that the Minister for Education and Skills and the Government commit to reducing primary school class sizes to the EU average within the coming five years by way of annual revision of the staffing schedules;
- (f) condemns the:
 1. failure to reduce class size in DEIS schools in recent revisions of staffing schedules and demands that the preferential class size provisions for such schools be restored and maintained;
 2. exclusion of INTO from the Steering Group on Teacher Supply, and its associated bodies, established under the Department of Education and Skill
- (g) instructs the CEC to negotiate with the DES for the establishment of regional supply panels to cover all approved absences and approved release times from classroom duties; and
- (h) further demands that the Minister and the DES, in planning teachers supply, also ensure that maximum employment flexibilities are in place in order to facilitate teachers who require such flexibilities and in order to enhance job opportunities for graduating student teachers.

School Funding

Congress:

- (a) notes the failure of the current capitation model to meet the most basic needs of schools;
- (b) reiterates its demand that capitation per primary school pupil be raised to €296 as is paid to voluntary secondary schools;
- (c) rejects the DES Excellence Funds Scheme as a funding model;
- (d) calls on the CEC to negotiate for:
 1. the additional capitation grant payable to pupils enrolled in special classes also be paid in respect of pupils with diagnosed special educational needs enrolled in mainstream classes;
 2. the size of the premises be taken into account as well as the number of pupils attending, in order to allow school buildings to be run



adequately;

3. the payment of grants to be in line with the academic year and/or termly instalments to allow for clear financial planning and budgeting;
4. the Minor Works Grant to become a permanent fixture in the annual school grants calendar;
5. the ending of the practice of paying non-teaching staff, such as school secretaries and caretakers through BOMs, and the establishment of civil service grades for such employees to be paid directly by the DES;
6. the removal of the cap of 500 pupils for the payment of the ancillary services grant;
7. an adequate annual ICT grant to protect the investment made by the DES in schools' technological infrastructures be paid to schools.

DEIS

Congress:

- (a) condemns the utter lack of progress made by the DEIS Review Group;
- (b) notes that the successive improvements made to the general staffing schedules since 2016 did not apply pro-rata in DEIS schools;
- (c) demands:
 1. that the DEIS Review Group addresses all elements listed in the Congress resolution of 2016;
 2. the roll out of DEIS for schools be transparent and directly in line with current data on disadvantage as per Census 2016;
 3. that the School Completion Programme be placed back under the auspices of the DES;
- (d) further demands that the original urban Breaking the Cycle schools retain a maximum class size of 15:1 in infant to second classes; and a maximum class size of 18 pupils be introduced in senior classes; and
- (e) instructs the CEC to instigate a public campaign by September 2019, along with other vested parties, to highlight the impact of social inequality within our schools.

Small Schools

Congress:

(a) demands that the:

1. CEC negotiates with the DES to ensure that all primary schools are staffed with a minimum of two full-time classroom teachers;
2. appointment figures for schools of P+2 and P+3 mainstream classroom teachers (MCTs) be returned to 49 and 81 respectively on the primary staffing schedule;
3. substantial additional supervision hours carried out by teachers in two-teacher schools be fully recognised and remunerated in addition to the current supervision restoration deal; and

(b) recognises the particular challenges to the mental, physical and emotional wellbeing of the teachers in these small schools.

Assault

Congress:

- (a) notes with concern the results of the Education Trade Union Group of the Northern Ireland Committee of the Irish Congress of Trade Unions' survey in relation to levels of violence in schools, published on 20 March 2019;
- (b) further notes the growing number of assaults, both verbal and physical, by pupils and parents on teachers which go unreported across the school system;
- (c) welcomes the zero-tolerance approach to assaults on workers in other public service workplaces; and
- (d) calls on the CEC and Northern Committee to work with those unions involved in the education sector along with the employing authorities in both jurisdictions, to establish, through agreed and robust procedures, a zero-tolerance policy on assaults in schools to protect all workers in schools across this island.

Substitute Cover

Congress demands that substitute cover be provided for all approved teacher absences.

School Reorganisation

Congress demands that the Minister for Education and Skills consult with the education partners, at an early date, in order to put in place agreed templates and guidelines, to assist in the process of planning for, consultation about, and implementation where appropriate, of school reorganisation, to include reorganisation of vertical schools to become junior/senior schools, amalgamations and divesting.

HSCL

Congress:

- (a) notes with concern the changes being imposed on School Completion Projects and the changes being imposed on the role of HSCL teachers by TUSLA EWS;
- (b) rejects the TUSLA EWS SCP Intake Framework as unworkable and unnecessary;
- (c) affirms the role of principals in the allocation of personnel to all positions, including HSCL;
- (d) notes the decrease in time allocated by HSCLs to home visits and the increase in time allocated to paperwork and administrative duties as outlined in Partnership in DEIS schools: a survey of home-school-community liaison coordinators in primary and post-primary schools in Ireland (2018); and
- (e) calls on the CEC to:
 1. consult with TUSLA, EWS, principals and HSCLs to develop an alternative Intake Framework that is acceptable to principals and HSCL teachers;
 2. demand that the management of HSCL be restored to the BOM; and
 3. negotiate for the lifting of the five-year limit on teachers working as HSCL thereby returning the autonomy of the principal to allocate duties within their own school.

Special Education

Congress:

- (a) acknowledges the strong contribution of primary teachers to the education of children with special educational



Congress resolutions continued ...

needs across the continuum of special schools, special classes and mainstream schools;

(b) demands, in order to support schools with the additional workload associated with the organisation of provision for pupils with special educational needs:

1. a reduction in the number of teachers required in special schools from 15 to 10 to appoint an administrative deputy principal;
2. an additional 20 release days per annum for teaching principals in schools with special classes;
3. the restoration of posts of responsibility to enable schools to allocate a teacher with responsibility for the coordination of support for children with special educational

needs at school level;

4. the provision of therapy supports to all pupils requiring such support, regardless of whether pupils attend special or mainstream schools;
5. provision of a comprehensive programme of professional



development and learning in special education for all teachers throughout their careers;

6. that teachers with qualifications and expertise in special education be appointed to the NCSE Regional Support Service for Inclusion to provide support, advice and professional development and guidance for teachers in both special and mainstream schools;
7. the provision of guidelines regarding challenging behaviour and physical restraint, to support teachers to respond to and prevent crisis situations; and

(c) calls on the DES and the NCSE to enter into discussions with the INTO regarding the definition of Complex Special Educational Needs.



Motions passed in private session

Pay deal

Congress demands:

- (a) that in light of the confusion that prevailed around the current pay deal and its subsequent rejection, that the CEC be empowered to inform members accurately about any pay deal on offer; and
- (b) that after careful consideration of its advantages and disadvantages, issue a recommendation to members.

Standardised Testing

Congress:

- (a) notes current DES policy that the results of standardised tests in reading and mathematics in 2nd, 4th and 6th classes be submitted to the DES annually at the end of May;
- (b) acknowledges that standardised tests are part of a suite of approaches to assessment used by teachers to assess their pupils' progress in learning and to inform teacher planning;

(c) condemns society's current obsession with standardised test results as the main indicator of pupil achievement; and

(d) calls for the updating of all standardised tests normed on Irish populations.

PSSA

Congress:

- (a) notes that the membership have voted to reject the PSSA on two separate occasions;
- (b) welcomes the 'Agreed text by Parties to PSSA' as presented by the General Secretary at Congress 2019; and
- (c) further notes that the management side have acknowledged that outstanding issues will be given full consideration.

CPD

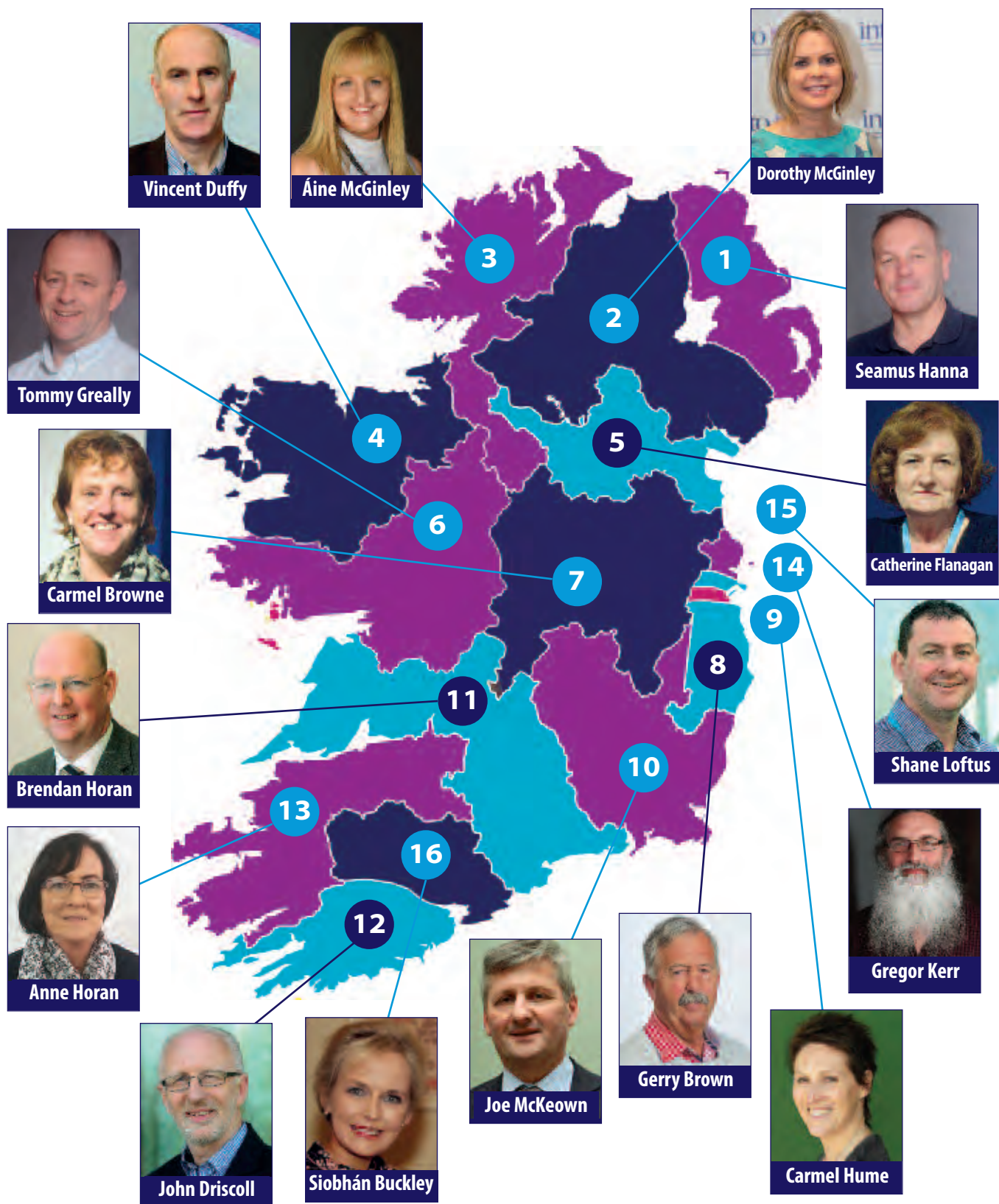
Congress:

- (a) reiterates policy passed at Congress 2016 which demanded that "any effort

made by the Teaching Council to introduce a mandatory element of CPD for the purposes of registration be rejected outright by this Organisation by all means necessary up to and including industrial action";

- (b) welcomes the November 2018 statement from the Teaching Council that "CPD should be both encouraged and incentivised and... that renewal of teachers' registration will not at this time be subject to engagement in CPD"; and
- (c) instructs the CEC to enter into discussions with the Teaching Council and DES to:
 1. ensure that proposals regarding the rollout of Cosán are based on the promotion of, rather than imposition of, engagement in CPD; and
 2. secure a permanent agreement that the renewal of teachers' registration will not be subject to engagement in CPD.

INTO Districts and CEC Representatives



Districts:

- | | | | |
|---|--|---|-------------------------|
| 1 Antrim, North Down. | 4 Sligo, Mayo. | 8 Wicklow, parts of South Dublin. | 12 South Cork. |
| 2 Derry, Tyrone, Fermanagh, Armagh, South Down. | 5 Cavan, Monaghan, Louth. | 9 South Dublin City and West County Dublin. | 13 Kerry, Limerick. |
| 3 Donegal, Leitrim. | 6 Galway, Roscommon. | 10 Carlow, Kilkenny, Wexford, Laois. | 14 North Dublin City. |
| | 7 Longford, Westmeath, Offaly, Kildare, Meath. | 11 Tipperary, Clare, Waterford. | 15 North County Dublin. |
| | | | 16 North Cork. |

One INTO, north and south

INTO Northern Secretary Gerry Murphy looks at the differences between INTO north and south of the border.

The INTO is a broad church, north and south, and it is essential that the public face of the INTO is one that is identifiable to members and familiar with its members' circumstances across the island.

There are a number of differences between the two jurisdictions that the INTO has become adept at exploiting to the benefit of members. Our experiences across two education systems support how we represent our members – A teacher in Ballymena may be assisted with advice gained from the experience of representing a teacher in Dingle and vice versa. Learning gained by officials dealing with the Department of Education and Skills in Dublin is often transferable to the situation of an official in the north negotiating with the Department of Education in Belfast.

In addition to encompassing every shade of political opinion and social grouping, the INTO has two additional categories of membership in the north not present in the Republic. The first is post-primary teachers, either from grammar/selective schools where pupils have completed a selection test known as the 11-plus, or non-selective schools, where children who choose not to sit a selection test, or who haven't achieved the required grade, transfer to automatically after primary school. The second category is teachers in nursery and pre-school settings. These two categories make up a significant part of the northern membership and are full participants in our functioning as an effective voice for teachers.

Our operating environment differs from that in the Republic too. In the north, the INTO is one of five recognised teacher unions competing for membership among the entire teaching workforce. We are continually adjusting to take account of changing circumstances and in response to the activity of other trade unions. We prefer to play to the INTO's established strengths which are providing leadership in professional matters and in securing positive terms and conditions. This is evidenced by INTO officials holding the leading positions in numerous bodies across the education

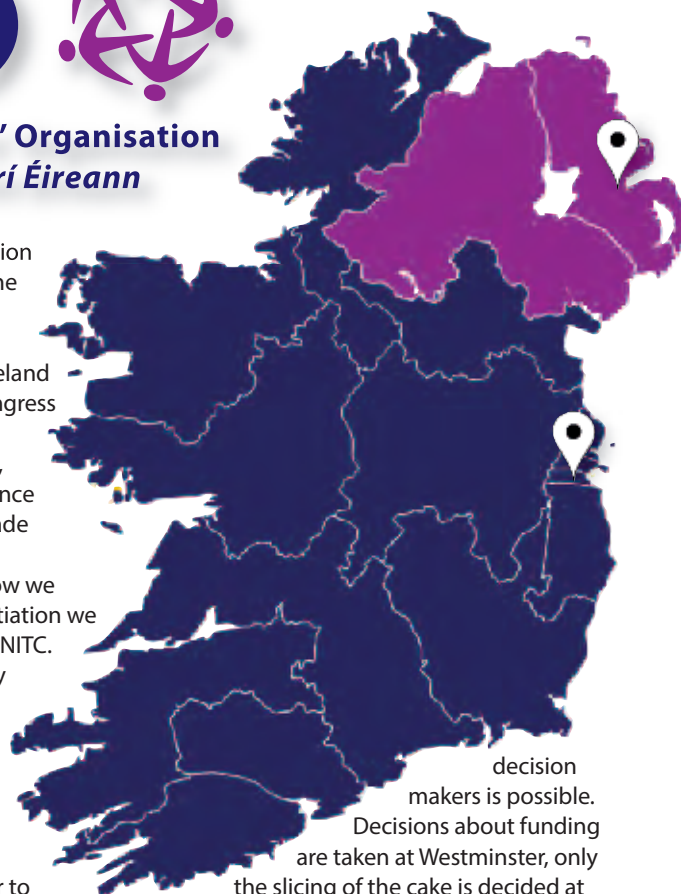


Irish National Teachers' Organisation
Cumann Múinteoirí Éireann

system and wider trade union movement. In particular, the leadership of the Northern Ireland Teachers' Council (NITC) and the Northern Ireland Committee of the Irish Congress of Trade Unions (NIC-ICTU) currently rest with the INTO, demonstrating the confidence INTO enjoys among our trade union brothers and sisters.

Another difference in how we operate is that every negotiation we undertake is as part of the NITC. The negotiating machinery means that the five recognised unions have to bring joint claims and these are then subject to a joint negotiation. The challenges of such an approach are quite familiar to members in the Republic, as public-service-wide agreements relating to pay and terms and conditions of employment have become the norm in the last number of years. However, the INTO in the Republic still holds the right to negotiate professional matters concerning primary school teachers, whereas in the north this is undertaken jointly by the five teacher unions under the auspices of the NITC.

A final contextual difference between INTO north and south is the manner in which our education systems are funded both centrally and at school level. The education system, and the public service as a whole, in the north is funded from the Treasury in London, with the money administered via the Department of Education in Northern Ireland. This limits the ability of the INTO to directly influence the total amount of money available to education, unlike in the Republic where direct access to the



decision makers is possible. Decisions about funding are taken at Westminster, only the slicing of the cake is decided at Stormont. At school level, the budget is delegated to the board of governors and administered by the principal. This significant degree of autonomy is accompanied, not only by a commensurate level of accountability, but requires principals to take difficult staffing decisions on occasion. Budget autonomy is one of the biggest drivers of excessive workload in the north.

This is just a brief sketch of some of the differences in our education systems across the island. A more complete study and analysis of them is probably best suited to a doctoral thesis. But what is clear is that the INTO has evolved over the last 100 years into an organisation that the majority of teachers on this island believes best represents their outlooks and values. This has been achieved in difficult circumstances and is something we all have a duty to promote and protect.

GERRY MURPHY, INTO northern secretary

Sub register – far from perfect

Tommy McGlone, senior official, says that the Northern Ireland Substitute Teacher Register (NISTR), has streamlined the process of getting substitute teachers but it is far from perfect and too often abused.

The Northern Ireland Substitute Teachers' Register (NISTR) was established in 2008, when employers were advised that only subs on the NISTR register should be employed in schools. Eleven years later, it remains a free service for subs and, while not without flaws, the centralised booking system has removed the haphazard nature of arranging qualified teaching cover. It serves both subs and schools well.

The INTO provides a strong trade union voice for substitute teachers and continually highlights the problems faced by this section of our membership. The INTO supports a centralised system where all subs must be booked online via NISTR and advocates for this free service to be the only means of engaging substitute teachers in all schools. The union continues to push for greater recognition of teachers' rights for those subs covering absences for longer than six months and is acutely aware that many long-term substitute teachers are not receiving pay during school holidays and are financially penalised for being ill. NISTR currently advises principals, school leaders and

boards of governors that the use of NISTR is only appropriate to provide immediate, unplanned, short-term cover for a period not in excess of six months. When it is known that an absence will last no more than six months the substitute teacher must be sourced through NISTR.

However, NISTR is very clear about vacancies that are anticipated to last for longer than six months, and this is where INTO members can suffer. When a teacher is required to cover for principal release, irrespective of the number of days, this vacancy should be publicly advertised and the person appointed can then be afforded permanency and the employment rights that come with that. Similarly, substitute teachers employed to cover all new posts that are temporary in nature (e.g. long-term ill health, maternity, secondment or career breaks) and expected to last for a minimum of six months, should be employed only after the position has been publicly advertised, and they should be appointed in accordance with the relevant teaching appointment scheme. This gives substitute teachers similar rights to their

permanent colleagues. Appointments of this nature should include payment for July and August. These contracts should not cease at the end of June and should match the contract of the person for whom the sub is deputising.

The INTO cannot endorse the continued employment of teachers for longer than six months on a daily or weekly basis. NISTR is there to protect teachers' rights and, in order for the register to be used as it was intended, it is important that, where substitute teachers are being employed beyond six months, without justifiable reason, the matter is raised with the INTO so that the activity can be regulated.

Substitute teachers need to be able to avail of the beneficial work already undertaken by the INTO in relation to paid leave for illness and social necessity, which was agreed before the collapse of Stormont. The ultimate aspiration for the INTO is a full employment model for all qualified substitute teachers, similar to the panel system in the south.

TOMMY MCGLONE, INTO senior official

Wishing Sheila Nunan all the best

During her tenure as general secretary, Sheila has been involved in many campaigns on pay, terms and conditions and professional matters in both jurisdictions. She has always been very encouraging and supportive of INTO members in the north and her time as general secretary will be fondly remembered by members in Northern Ireland.

At this year's Northern Conference, Sheila was presented with a picture on behalf of the members to acknowledge, in part, her efforts on their behalf and as thanks to her for all her years of effort on our behalf.

Members in the north wish Sheila all the best in the next chapter of her life.

Right: INTO General Secretary Sheila Nunan receiving a presentation from INTO Northern Secretary Gerry Murphy



Saturday morning learning

Great feedback from Mid-Career Review workshop

A very successful training event for INTO members was held on 23 March in the Riddel Hall, Stranmillis, Belfast. 80 Teachers gave up their Saturday morning to attend the first ever INTO Mid-Career Review workshop. In planning the event, it was thought we would be lucky to have 30 people at the event but such was the interest of the INTO members in the North in the workshop that the number was increased to 80 with a waiting list.

At 9.30 on a lovely sunny morning in the Riddel Hall's enclosed courtyard, members received presentations from Margaret McGuigan of the Careers Service NI and Maggie Bates of the Open University. Alan Tolson from Platinum Financial gave a presentation on Phased Retirement.

Following the coffee break, there was a 2-hour session on reviewing your career with Stephen Wray from Inspire. Feedback from members indicated a

high degree of satisfaction with the workshop, with the Careers Service and Phased Retirement presentations deemed to be particularly relevant.

The event was very ably chaired by Kevin Daly, the incoming chairperson of the INTO Northern Committee. Kevin, a careers teacher and INTO Career Learning Rep brought a wealth of experience to the day from a variety of perspectives.

The workshop finished at 1.30 with a very nice lunch and lots of chat. Some teachers had to be encouraged to go home at 2.30!

As a number of members also indicated their desire to attend the workshop but were unable to do so for various reasons, INTO will be organising a similar event for members in the next academic year. Check out the INTO website, bulletins and Printout in September 2019 for details.

Lori and Zita honoured at Northern Conference

Northern members and northern staff wish INTO officials, Lori Kealy and Zita Bolton, all the best on their retirement from INTO head office.

Zita joined INTO in 1982 and Lori in 1986. Their commitment to INTO over the years has served as an inspiration to us all. Both colleagues were invited to Northern Conference and presented with a small token of our gratitude and we extend every best wish to them both for the future.



INTO Northern Secretary Gerry Murphy with Lori Kealy



INTO Northern Secretary Gerry Murphy with Zita Bolton

Date for your diary: Belfast Pride parade

Join the INTO on Saturday 3 August 2019

Following the success of INTO's first float at Belfast Pride 2018, the steering committee is working toward an even bigger and brighter float for 2019! Please follow our progress on the INTO website and other social media. Further details will be issued to

branches and activists in due course and we hope as many members, friends and family as possible can attend on the day – please put the date in your diaries!

Contact us at lgbtnei@into.ie



INTO Learning Summer Programme 2019

INTO Learning is offering eight online courses and one face-to-face summer school. Registration for these courses is

open on moodle.intolearning.ie. Further details on all courses at bit.ly/INTOSummerProgramme

Moving from mainstream to LS/RT

This online course will enable participants gain an understanding of the role of the special education teacher (formerly LS/RT) particularly for those teachers moving to this role for the first time. The course will also explore the current system, a variety of learning difficulties, diagnostic and screening tests as well as good practice in supplementary teaching.

ICT in SESE and STEM

This course explores the use of ICT to enhance teaching and learning in the areas of Social, Environmental and Scientific Education (SESE) and Science, Technology, Engineering and Mathematics (STEM). It will provide a hands-on experience of online resources for science, history, geography, maths and basic programming.

Maths problem-solving: a process, not a product!

This course focuses on a process-led approach to maths problem-solving across all class levels. It includes an exploration of mathematical language, maths thinking and problem-solving strategies.

Learning through play

This course explores the concept of learning through play including the pedagogy of play, the role of the teacher and the benefits and challenges of play in the classroom. The course will include videos of play as a pedagogy in action in Irish classrooms.

Tá an scoil samhraidh Cumarsáid, Comhlúadar & Craic ar siúl Dé Luain 1 – Dé hAoine 5 Iúil le costas €100. For this course, participants can register online or using an application form downloadable on the INTO website – see below.

Cumarsáid, Comhlúadar & Craic

Tá an scoil samhraidh seo dírithe ar mhúinteoirí bunscoile atá ag iarraidh feabhas a chur ar a gcumas labhartha agus dá réir ar a gcumas chun an teanga a theagasc nó teagasc tríd an teanga ag gach leibhéal sa bhunscoil. Beidh ceardlanna/gníomhaíochtaí ar ábhair éagsúla mar shampla: amhránaíocht agus filíocht. Beidh siúlóidí agus turas ar oileán chomh maith le h-imeachtaí oíche.

All online courses will run from Monday, 1 July to Monday 22 July and cost €35.

Global Citizenship Schools: justice, sustainability, equality and human rights

This course explores the concepts of justice, sustainability and equality at a local, national and global level through the lens of human rights. It seeks to enhance teachers' confidence and competence when teaching global citizenship and supports INTO Global Citizenship School.

Leadership and wellbeing

This course explores the concept of school leadership and leading wellbeing in our schools. Participants not only gain an understanding of leadership styles but also an understanding of current wellbeing policies and strategies, of workplace stress and of skills and communication approaches to support, enhance and lead wellbeing across the school.

NEW

Literacy through the arts

This exciting new course explores how a school's discrete literacy programme can be supported and extended using the arts: drama, visual and musical arts. The approach integrates best practice in literacy pedagogy into arts lessons. It will also explore bringing a story to the stage from a creative writing and oral language development perspective including video footage of the process.

NEW

Our environment, our lives!

This course will equip teachers with the necessary knowledge and skills to effectively teach pupils about pertinent environmental issues. The course will explore the concepts of environmental auditing, biodiversity and interdependence, climate change and climate justice, environmental sustainability, and how positive proactive attitudes can be developed.

NEW

Improving participation

The INTO Task Force on Participation publishes recommendations for increasing engagement.

A resolution at Congress 2018 noted that attendance at INTO branch meetings was 'unacceptably low' and called for recommendations for improving engagement and participation. On foot of that motion, the INTO established a task force, with members from every district, to consider how levels of engagement and participation can be increased. The task force's report was launched at Congress 2019 in Galway.

Key findings:

Engagement varies

The task force acknowledged that INTO members may be more or less involved with the INTO depending on their personal circumstances at various stages of their career. Engagement can be passive or active. Members who don't attend branch meetings may keep up to date on current issues by reading *InTouch* magazine, looking up the INTO website or attending conferences or seminars. The task force was of the view that the dynamics of engagement and participation have changed and many members view the union as more of a professional service that doesn't require active participation within INTO structures.

Belonging in your branch

When young members attend meetings regularly they connect more with the work of the INTO and other INTO colleagues. Their participation can be inhibited by unfamiliarity with issues or union procedures or by more experienced voices and views being allowed to



dominate debates. The task force, therefore, recommended that multimedia presentations on the structures and procedures of branches and districts be developed and that priority should be given at conferences to members who have had no previous attendance at conferences.

Supporting staff reps

The task force recommended increasing supports and training for staff representatives, including the creation of an online portal for staff representatives and providing/continuing training at local and regional level. The task force suggested expanding the online support course for staff reps to include a discussion forum facility to enable greater networking and support. It also recommended that each branch

appoint a branch organiser to liaise with staff representatives and encourage participation in branch activities.

The *Report of the Task Force on Participation*, including all recommendations, is available to download in the members' area of the INTO website.



Going on career break?

INTO members taking a career break for the 2019/20 school year can take out career break membership at a cost of €30 for the school year. This is relevant for teachers who avail of INTO member-only policies, such as the Cornmarket Salary Protection scheme, as you must remain an INTO member to maintain these policies. To avail of career break membership, you

can send a cheque or postal order, along with your name, address and payroll number to the Membership Section, INTO, Vere Foster House, 35 Parnell Square West, Dublin 1. Alternatively, call Carmel at 01 8047780 to pay by card.

INTO members taking a career break, who plan to do substitute work during the school year, should not avail of career

break membership, as an INTO subscription will be deducted automatically from their salary. If you are subbing, however, you should notify INTO's membership section to ensure that your correspondence, including your *InTouch* magazine, is sent to your home address, rather than your school. You can do this by emailing membership@into.ie.

Different Families, Same Love

competition returns for May 2019

The INTO LGBT+ Teachers' Group are delighted to announce the return of the Different Families, Same Love competition for May 2019.

To mark International Family Equality Day (IFED) and International Day Against Homophobia, Transphobia and Biphobia (IDAHOBIT) they are asking teachers to take action in their classrooms between 5 and 17 May to celebrate the diversity of people and families in Ireland and to address homophobic and transphobic bullying in schools.

Prizes

- iPad for your class
- Raffle for One4All voucher for all participating teachers
- Hamper of books
- Lots of runner up prizes!

Who can enter?

This competition is open to all primary schools and special schools.

Categories

- Junior: Infants to 2nd Class
 - Senior: 3rd to 6th Class
- Tá fáilte faoi leith roimh iarratais ó Ghaelscoileanna agus scoileanna Gaeltachta.

How to get involved?

Competition entries, like our families, can take many forms so you and your students can choose to create individual, group or class projects based on the theme 'Different Families, Same Love'.

Entries will be judged on creativity, originality, relevance to the theme and how well the learning was shared with wider audiences.



Steps to Success!

1. Browse the recommended resources at www.into.ie/lgbt/Competition/
2. Explore the theme 'Different Families, Same Love' with your class
3. Share your learning with others (school/families/wider community)
4. Download and complete the entry form
5. Send the entry form and evidence of your project (photos, videos, mp3, children's artwork etc) to:
Post: Different Families, Same Love Competition, INTO Equality Officer, Irish National Teachers' Organisation, 35 Parnell Square, Dublin 1
Email: lgbt@into.ie

INTO sympathises with family of Frank X. Buckley

INTO head office staff were saddened to hear of the death of Frank Buckley who shared his beautiful collection of paintings with the Organisation. Frank Buckley was a regular and welcome visitor to the INTO head office and was delighted to hear of compliments paid by visitors to the artwork on display. He was a good friend of the INTO and recognised the valuable contribution of teachers.

In 2013, Frank arranged the transfer of a collection of paintings and prints (Frank X. Buckley Collection) to the care of the

INTO. In his letter to INTO General Secretary, Sheila Nunan, Frank said:

"I am mindful of the great opportunity and responsibility of our primary school teachers and those who support them in promoting the development of the children of Ireland and their creative thinking and imagination. The visual arts play an important role in that pursuit. I would hope that these works of art will contribute to the inspiration of those whose task it is to inspire our young."

INTO extends our sympathy to Frank's husband, Michael, and all of his family.



Our Lady Immaculate SNS named Global Citizenship School

Pictured: Feargal Brougham, INTO vice-president, unveiling a Global Citizenship School plaque in Our Lady Immaculate SNS, Darndale.

Have you activated your new 2018/20 Membership Plus Card?



Your 2018/20 INTO Membership Plus Cards were posted to staff representatives during Autumn last year to distribute to INTO members directly.

The Membership Plus Card gives you access to **over 1,500 offers and discounts** for you and your family to enjoy meaning there is something for everyone with **significant savings** in a short space of time.

You can enjoy great savings on **meals out** with family and friends, checking out the latest blockbuster **movies**, **keeping fit** at the gym, your weekly **grocery shop**, making memories with

the **family**, getting away for a **hotel break**, enjoying some fresh air on the **golf course**, looking good in a **new outfit**, relaxing on the sofa with a **treat night takeaway** and so much more.

Ensure you have activated your new Membership Plus 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.

Please take time to read the information on the **How To Use** page on the Membership Plus website and read the terms of each offer to ensure you receive a warm welcome at the venues.

New Discounts with your INTO Membership Plus Card

The Membership Plus Team are busy adding new offers to the Membership Plus website and mobile app each week – many of which have been suggested by you.

On the right are some of the offers recently added – for the full list of offers, visit the Membership Plus website or download the mobile app!



W5, Ground Espresso Bars, Titanic Hotel

Days Out Offers

Pearse Lyons Distillery, Dublin

W5, Belfast

Eating Out Offers

Bubble Waffle Factory, Dublin

Burritos & Blues, Cork and Dublin

Ground Espresso Bars, Blanchardstown

Mao, Dublin

The Kitchen at Jurys Inn, 5 Locations

Wowburger, Dublin

Hotels and Travel Offers

Breaffy House Resort, Castlebar

Clayton Hotel, Ballsbridge

Dream Apartments, 3 UK Locations

Jurys Inns, Across Ireland and UK

Leonardo Hotels, 3 Scottish Locations

Radisson Blu Hotel & Spa, Cork and Sligo

The Morgan, Dublin

Titanic Hotel, Belfast

Health, Beauty and Fitness Offers

Anytime Fitness, Kilmainham

Devine Fitness, Donaghmede

Essence Spa, Cork

Zest Fitness, Dublin

Shopping Offers

Paperblanks, Dublin

Topline Archers, Ballina

Where would you like to save?

Has the hottest new restaurant opened down the road from you or maybe your favourite place to go shopping isn't yet in Membership Plus? By suggesting a venue, you help Membership Plus grow in the way which benefits you the most. Once received, our venue team will contact the suggested company and

once we secure an offer we will add it to Membership Plus.

You can submit your suggestions by logging onto the Membership Plus website or email suggestions@membershipplus.ie with as much information about the venue(s) as possible!

Money Back Guarantee ...

In the unlikely event that you do not receive the published discount, please send a receipt of the transaction to Membership Plus within 28 days. Provided you have used your Membership Plus card correctly, we will be happy to reimburse the discount.

Budget time again...

Time to tell our TDs what we need!

INTO has started work towards lobbying on education issues for Budget 2020 (scheduled in October 2019).

As in previous years, INTO will lobby at local (constituency) and national levels. The national lobby day is planned for June.

Local lobby training

During May, INTO will conduct a series of lobby training sessions around the country. Attendees will include activists nominated locally and members who commit to participation in this important work.

With key priorities including class size, better supports for school leadership and school funding, INTO lobbying must be

effective and widespread in the run-up to Budget 2020.

Constituency-level lobbying of TDs is a critical part of INTO's pre-Budget work. It is complemented by the June national lobby. Details of the lobby training events are as follow:

- Tuesday, 14 May – Clayton Hotel, Sligo
- Wednesday, 15 May – Clayton Hotel, Ballybrit Galway and Newpark Hotel, Kilkenny
- Tuesday, 21 May – Clayton Silver Springs, Tivoli Cork and Crowne Plaza Hotel, Dundalk
- Wednesday, 22 May – Clayton Hotel, Liffey Valley, Dublin

Each training session will commence at 5 pm and conclude with a buffet dinner

not later than 6.30 pm

Interested in helping with lobby work?

Although numbers are limited and those nominated by CEC for national lobbying have places reserved, INTO invites members who are interested in active participation in this lobbying work to register for attendance at the session nearest to you.

To register, please email gglackin@into.ie with your name and indicate which session you wish to attend, not later than Friday 10 May.

Grants from INTO Political Fund

INTO has a political fund from which grants may be paid towards the expenses incurred by members who are candidates in elections.

INTO rules provide that an application from a member for a grant must be made by that member in writing prior to the election. The amount and payment of any grant from the fund is at

the discretion of the Central Executive Committee (CEC).

It has been the practice of INTO to support, from this fund, members who are running for office and to do so regardless of party affiliation in order to recognise participation in the democratic electoral process. Any grants are also subject to legislation regarding

political donations and are subject to full disclosure to the Standards in Public Office Commission.

Applications, which will be presented to the CEC for consideration, should be made to the General Treasurer's Office (INTO, 35 Parnell Square, Dublin 1) or by email to the general treasurer (nward@into.ie).

INTO meeting with IPPN



Pictured in back row from left to right: Damian White, IPPN; John Boyle, INTO general secretary designate and Deirdre O'Connor, INTO assistant general secretary. Front row from left to right: Pauric Clerkin, IPPN; Feargal Brougham, INTO president and David Ruddy, IPPN president.

A holiday spent helping in Ethiopia



My name is Geraldine Campion and I am a primary school teacher in San Carlo SNS, Leixlip, Co Kildare. My sister Patricia is also a primary teacher, teaching in Scoil Mhuire GNS, Lucan, Co Dublin. In December 2016, a family friend presented us with the opportunity to volunteer in Addis Ababa, Ethiopia during the Easter break. As we are both primary teachers, we were very interested in volunteering in a school or an orphanage working with children. We were fortunate to be placed in contact with Sr Lutgarda – the director of the children's home Kidane Mehret, which is on the same grounds as the school of the same name. The orphanage caters for children from newborns up to the age of 16/17.

We wanted to raise as much money and gather as many resources for the orphanage and school as we could and so our fundraising efforts commenced in January 2017 – cakes sales, a bowling evening and online donations via GoFundMe. We are very thankful to all who contributed. We would especially like to thank the pupils, staff, parents and extended communities of our two schools San Carlo SNS and Scoil Mhuire GNS for facilitating the cake sales. Further to this, we were very fortunate to be in receipt of the Solidarity Fund from the INTO, as we are both union members. Again, we are very thankful to the INTO for their contributions. Collectively, through all these efforts and kind donations, we raised almost €6,000 and we are delighted to say that every cent was donated either directly to Kidane Mehret or used to purchase much needed educational supplies.



Before our Easter trip, Sr Lutgarda provided us with a list of items which were in shortage and a priority for the children in their studies. Some of our funds were used to purchase much-needed books, pencils, pens, copybooks, erasers, pencil sharpeners, colours etc. We also delivered English school books and story books that had been donated to us by family and friends. We would also like to thank O'Brien Press for their kind donations of brand new books. The children in the orphanage were so delighted with all the school supplies and the school at Kidane Mehret were equally thankful for the English story books and copybooks.

During our time at Kidane Mehret we spent the majority of the time helping out at the orphanage. It was Easter break at the school and so Sr Lutgarda arranged for us to work with the older children to improve their oral language. We also worked in the mornings in the kindergarten teaching the younger children. We put some of the supplies we brought such as the colouring books, colours, pencils and paper to good use here. In the afternoon we spent some time caring for the babies and the toddlers. It was a great experience to get to know the children and the very hard working staff in Kidane Mehret.

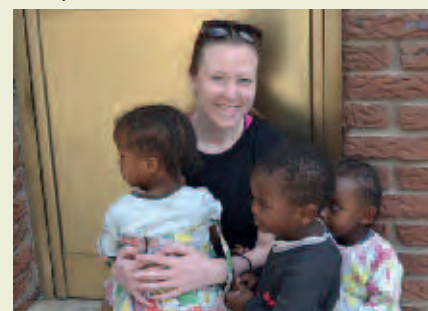
We have recently been in touch with Sr



Lutgarda and she has informed us that the funds we donated were put to good use – the construction of a long-awaited computer room to assist the children in the home with their studies.

To find out more about Kidane Mehret there is some information on the following website: www.fcj-kmch.org/. Sr Lutgarda told us when we were there in April 2017 that they are always looking for people to come to the orphanage to offer any help, support, skills or donations that they can. There are contact details on that link if you wish to get in touch with Kidane Mehret or Sr Lutgarda. We have very fond memories of our time in Kidane Mehret – a truly unforgettable experience. And once again we would like to thank the INTO Solidarity Fund for their contributions.

GERALDINE CAMPION, San Carlo SNS, Leixlip, Co Kildare and PATRICIA CAMPION, Scoil Mhuire GNS, Lucan, Co Dublin.



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Cambodian delegation visit Dublin



The morning of 2 April started with a visit to INTO head office by the delegation from SeeBeyondBorders (SBB) to discuss and plan ongoing support from the INTO for the SBB projects in Siem Reap and Battambang provinces in north west Cambodia. SBB's Colm Byrne, Sophen Phan and Sovoeun Chhout met Noel Ward, treasurer/deputy general secretary and Feargal Brougham, INTO president. Other INTO officials discussed ideas and exchanged information. Síne Friel, INTO official presented on social media and communications and Alison Gilliland, senior official on INTO Learning.

Colm Byrne

Colm qualified as a primary school teacher in 2003 and spent ten years teaching in Donabate/Portrane Educate Together NS in North County Dublin. DPETNS is an Ashoka Changemaker School.

In June 2014, Colm moved to Cambodia and began working with PEPY (Promoting Education Empowering Youth), based in Siem Reap. While there, he established and oversaw all elements of a partnership between PEPY and schools in Ireland. In July 2017, Colm joined SeeBeyondBorders and is their director of development. His responsibilities include human resources, communications and building partnerships. He believes in empowering others through education. Check out the SBB website for more information and volunteer opportunities www.seebeyondborders.org/.

Sovoeun Chhout

Sovoeun joined SeeBeyondBorders in November 2013. Previously, he worked for three years as a secondary school teacher, teaching English and Khmer subjects at Romcheck secondary school in the rural area of Siem Reap province. His role is mentoring mentor and mentee teachers, supporting them to develop professional capability in order to provide quality teaching and learning at schools. He is due to complete his bachelor degree in English in 2014.

Sophen Phan

Sophen has worked in the educational sector in Cambodia since 2004. Sophen started his career as a qualified lower



left: Sophen Phan, deputy director SBB, and Sovoeun Chhout, SBB, with Alison Gilliland, senior official, INTO and Feargal Brougham, INTO president.

below: PEPY staff and students



secondary school teacher, teaching English for two years at a school on the Thai-Cambodian border before being promoted to deputy director of the school. Sophen joined SeeBeyondBorders in June 2011 as education program co-ordinator, and in 2017, he was promoted to the new role of education technical manager. Sophen is responsible for the design and management of SeeBeyondBorders' award-winning Teach the Teacher program in Cambodia.

Cambodia Ireland Changemaker Network

Later that afternoon, an impressive gathering at the DCU St Patrick's Campus in Drumcondra participated in the inaugural event of the Cambodia Ireland Changemaker Network. The theme of the event was 'Education is Power'. The event was organised to mark the annual visit from Cambodian educators and students to Ireland.

A panel of speakers was invited to talk about different aspects of education and development, including the visitors from Cambodia representing two amazing NGOs focused on education. These included four Cambodian visitors from PEPY and the two Cambodian representatives from SBB, who each spoke of their personal stories and the change to their lives, and those of both

their families and communities through the power of education. Also joining the panel was John O'Brien, INTO senior official and global solidarity co-ordinator, who spoke on behalf of the INTO, outlining the story of the INTO's solidarity work and their continued support for teachers in Cambodia and their quest to develop and grow their own education system. Other speakers included Breda Murray, principal, Darndale NS; Tim Reilly, deputy director, Vietnam and the Mekong Sub-region, Irish Aid and Ciaran Herr, a director of Horseware Ireland, a Louth company that operates in Cambodia and supports SBB. One of the highlights of the evening's proceedings was the official launch of the Changemaker Network, marked by Fergus Finlay, former CEO of Barnardos, who spoke eloquently of his memories of his experience of the Irish education system, both good and not so good, but also of the overwhelming evidence of change that education can bring, not only to an individual's life but to a society as a whole.



The CambodIreland Changemaker Network

PUTTING SDG4 AND SDG17 INTO PRACTICE SINCE 2015

Pasture to Plate

Winners of Agri Aware's local produce recipe competition announced

The winners of the Pasture to Plate recipe competition, organised by Agri Aware, were announced recently. The initiative aims to promote healthy eating and seasonal cooking as part of a healthy, balanced diet. Primary school pupils were asked to put a spin on a traditional Irish dish or to invent a new recipe. The competition encouraged pupils to use as much Irish produce as possible, with a particular focus on local ingredients. The winning schools got a visit from a chef who brought their recipe to life. A producer and local farmer also visited to highlight the 'farm to fork' journey of their food.

The competition is part of a year-long project by Agri Aware to promote the Common Agricultural Policy (CAP) called 'Many hats, one CAP'. The project aims to teach consumers about the role of farming and the agri-food sector in their lives. Pasture to Plate is sponsored by the Irish

Farmers' Association, Restaurants' Association of Ireland and the European Union.



6th class gardening club, Scoil Mocheallóg, Kilmallock with teacher Sinead Clifford; local producer, Maurice Gilbert (Ballyhoura Apple Farm); local chef, Tom Flavin; and local farmer, Shay Galvin




1st class pupils from St Joseph's, Gorey with local butcher, Alan Redmonds; local farmer, James Kehoe (IFA); and local chefs, Faïen Riquet and James Cantwell with pupils from 1st class, St Joseph's, Gorey.




Rang 3, Scoil Realt na Mara with local chef, Terry McCoy; local producer, John Hagan (County Crest); and local farmer, Padraic McMahon (IFA)


Winning recipes

 **Risotto with bacon and cabbage** Rang 3, Realt na Mara National School Balbriggan Rd, Townparks, Skerries, Co Dublin.

 **Local and lovely** Limerick black pudding and apple, potato patties with salad leaves and a honey mustard dressing 6th class gardening club, Scoil Mocheallóg, Kilmallock, Co Limerick

 **Collective recipes from** 1st Class, St. Joseph's, Gorey, Co Wexford

 **Meatloaf** Students of White Class, Our Lady of God Counsel Special School, Inishmore, Ballincollig, Co Cork.

 **Rossie's Lamb Ragout** 4th class, Ballybay NS, Kiltoom, Athlone, Co Roscommon.

 **Mullingar Meatloaf** served with traditional colcannon and local honey roasted vegetables 3rd and 4th class Sonna National School, Slanemore, Mullingar, Co Westmeath.

Learning with the head, heart and hands

Irish Primary PE Association hold 16th annual conference in Kilkenny

The Irish Primary PE Association (IPPEA) held its 16th annual conference in Kilkenny on Saturday, 9 March. The theme for this year's conference was 'Learning with the head, heart and hands in physical education.'

Delegates took part in workshops that highlighted how learning can be promoted in the psychomotor (physical), cognitive (head) and affective (heart) domains within physical education and how learning across these domains can support children to live physically active lifestyles. Workshops ranged from 'Creative Dance Tales' and 'Teaching Social Skills in Physical Education' to 'Hop Skip

and Jump into Athletics'. Notes for all of the workshops are available in the

members' section of the IPPEA website www.irishprimarype.com.



Housing as a legal right

Petition asks government to take action

Raise the Roof is asking people to sign a petition calling for a legal right to housing in Ireland. The right to housing currently exists in more than 81 countries worldwide and would help ensure that everyone can access decent quality accommodation suitable to their needs.



In October 2018, a majority of political parties and TDs supported and passed a motion demanding action on evictions, a major programme of public housing and the creation of a legal right to housing. Raise the Roof is calling for that motion to be implemented in full.

Raise the Roof is a campaign group of trade unions, political parties, students' unions, housing agencies and community campaign groups that have joined forces to demand action on the housing crisis.

You can show your support for this campaign by adding your name to the petition at: bit.ly/2GDWiy.

Top of the class for technology

St Thomas' Senior National School, Jobstown recently held a celebration to mark being named a Digital School of Distinction. As part of the celebrations, pupils in the school showcased how ICT is used in the school to enhance teaching, learning and assessment. Demonstrations included the use of green screens, virtual reality and digital storytelling tools.

Digital Schools of Distinction is a programme that aims to promote, recognise and encourage excellence in the use

of technology in primary school. Schools can get more information at www.digitalschools.ie



Matthew Campbell and Antoinette Reid from St Thomas' SNS



INTO President Fergal Brougham with some of the cast of Evita, staged by the Teachers' Musical Society. Well done to everyone involved in organising what was another great show.

What do your pupils think?

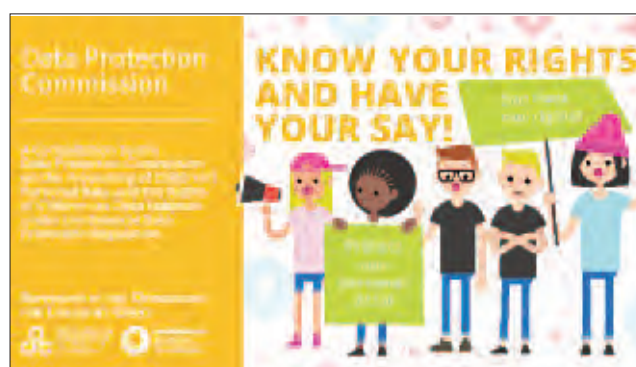
Views on social media and data privacy sought

The Data Protection Commission (DPC) is running a public consultation on children's data protection rights in a social media context, and we want to hear from your students! At the end of January, the DPC sent out emails to all schools in the country inviting them to take part in this consultation. We have created a pack of lesson plan materials (lasting approximately two hours) that aim to assist teachers in facilitating a discussion with their students (aged 8 to 17) about personal data and data protection rights in a social media context. We are inviting schools to then relay the opinions expressed by students on the various issues back to the DPC via six feedback posters. All of the information and materials you need can be found here on our website: bit.ly/2ZwOHTY.

By getting involved in our consultation, you will be giving your students the opportunity to have their voices heard on very important issues relating to their data protection rights. Furthermore, your school will be actively helping to shape a new piece of guidance that the DPC will be creating especially for

children and young people on their data protection rights.

We would love to hear from as many students as possible and will be accepting submissions from schools until the end of the school year. If you have any questions at all, please contact childrensconsultation@dataprotection.ie.





Committee changes in Cumann na mBunscol

The new Coiste held its first meeting on Friday, 5 April where Cathaoirleach Liam Magee set out plans for a busy year ahead.

Liam Magee from Fermanagh is principal of St Columban's Primary School in Belcoo. Liam has vast experience at local and provincial level. He has served on National Committee as treasurer of Cumann na mBunscol from 2011 to 2016 and was elected as uachtarán in 2016, a role he filled with distinction for the last three years.



Liam Magee,
cathaoirleach of Cumann
na mBunscol

Full list of officers of the Coiste Náisiúnta

Uachtarán: Mairéad O Callaghan (*Corcaigh*)
Cathaoirleach: Liam Magee (*Fermanagh*)
Leas Cathaoirleach: Fidelma Sheridan (*An Cabhán*)
Rúnaí: Gary Farrell (*Ard Mhacha*)
Leas Rúnaí: Jim Fennelly (*Cill Chainnigh*)
Cisteoir: Micheál Mac Thiarnáin (*Liatroim*)
Oifigeach Chaidrimh Poiblí: Joe Lyons (*Luimneach*)
Development Officer: Tim O Byrne (*Port Láirge*)
Mini Sevens Officer: Gerry O Meara (*Baile Átha Cliath*)
Central Council Delegate: Tomás Ó hAiniféin (*Ciarraí*)

Mairéad O Callaghan succeeds Liam as uachtarán and is the first woman to fill that role. Mairéad teaches in Glenville NS in Watergrasshill, Co Cork where she is deputy principal. Like Liam, she has experience at all levels of Cumann na mBunscol.

Mairéad served as runaí of Sciath na Scol for a total of 17 years before becoming rúnaí of the Coiste Náisiúnta, a position she held from 2014 to 2019.

Mairéad also served as cisteoir of Coiste na Mumhan from 2013 to 2018.

Mairéad's proudest achievement was winning an All-Ireland senior club medal for ladies football with her club, Watergrasshill.

Mairéad has served as chairperson of the Cork Ladies' Football Board and, during a spell in the USA, was chair of San Francisco Camogie and Ladies' Football Club.

At present, she is once again rúnaí of Sciath na Scol in Cork.



Mairéad O Callaghan,
newly elected uachtarán

Fidelma Sheridan is well known to INTO Congress delegates as cathaoirleach of Standing Orders Committee. She was elected as leas cathaoirleach of Cumann na mBunscol at the 2019 AGM, succeeding Tomás Ó hAiniféin who is now the Cumann na mBunscol delegate on Central Council of the GAA, a role filled for the past five years by Jim Fennelly.

Fidelma teaches in St Patrick's NS, Loch Gowna, Co Cavan where she is deputy principal. "The school is in the parish of Lough Gowna and Mullinalaghta – we are the less famous half of the parish!" she says.

Fidelma became active in Cumann na mBunscol over 22 years ago. She was assistant secretary for many years before becoming the chairperson in 2011, a role she occupied for seven years.



Fidelma Sheridan, leas
cathaoirleach

JOE LYONS, PRO, Coiste Náisiúnta, Cumann na mBunscol.

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Retirements

Pictures from branch and district functions to honour retiring members



Dublin South County

Retiring members of Dublin South County branch pictured with John Boyle, INTO general secretary designate; Donncha McGinley, district secretary and Sheila Nunan, INTO general secretary.



Craobh an Earagail

Back row L to R: Fiona Nic Pháidín, branch chairperson; Áine McGinley, CEC rep District 3; Dáithí Mac Roibert, branch secretary and John Boyle, INTO general secretary designate. Front row L to R: Catherine McClafferty, Fionnuala Weed, Bernie Ní Dhuibhir, Sadie Marie Curran and Nancy Ní Mhaoilmhichil.



Craobh Chualann

Retiring members of Craobh Chualann pictured with Anne Farrelly, branch secretary; Sheila Nunan, INTO general secretary; Donncha McGinley, district secretary and John Boyle, INTO general secretary designate.

Tallaght

Retiring members of Tallaght branch pictured with John Boyle, INTO general secretary designate; Donncha McGinley, district secretary and Sheila Nunan, INTO general secretary.



Tuam

Back row L to R: Aidan Burke, branch secretary; Mary Kelly; Nuala O'Hara; Ann Molloy; Anne Lewis; John Dunne; Mary Higgins; Maureen Reilly; Mary Trayers; Joan MacDonnell; Tommy Greally, CEC rep. Middle row L to R: Sally Flynn, Carmel Keating, Cecilia O'Grady, Joe Killeen, INTO president; Margaret Burke; Bernadette Flaherty; Catherine Brennan. Front row L to R: Mary O'Mahony, branch recording secretary; Siobhán Lynskey, branch chairperson; Susanne Keady; Irene Nolan, branch vice-chairperson.



Guide to filling vacancies

InTouch guides you through contracts of indefinite duration (CIDs), panels and how schools should fill vacant positions.

How do I fill a permanent vacancy?

A permanent vacancy should be filled by appointing a teacher in the following order of priority:

1. CID-holding teacher already in the school/Appoint a temporary teacher already in the school who may be entitled to a CID using the permanent vacancy as the viable contract.
2. Appoint a teacher from the main panel.

3. Appoint a teacher from the supplementary panel if the main panel is clear.

4. Appoint a teacher via open competition if all panels are clear.

When advertising a permanent vacancy, both www.educationposts.ie and www.staffroom.ie can be used. The vacancy must be advertised on at least one of these sites.

More details on the appointment of teachers to permanent vacancies can

be found in Appendix D of the *Governance Manual for Primary Schools 2015-19*.

The relevant circular for staffing in the 2019/2020 school year is *Circular 0019/2019*. Vacancies should have been notified to the patron by 21 March 2019. Permanent vacancies must be filled before 4 November 2019. Fixed-term vacancies cannot be filled until the DES is satisfied these posts are not required for redeployment purposes.

Contracts of Indefinite Duration

What is a CID?

A CID, or contract of indefinite duration has the same employment status as a permanent post.

A teacher may be entitled to a CID when they have in excess of two years' continuous service in the same school and a 'viable contract' in year three.

A viable contract is a permanent position, a contract covering a career break or secondment or a Special Education Teacher (SET) position. A position arising because of a job-sharing arrangement, is not considered a viable contract in year three.

Applying for a CID

You can apply for a CID by filling out Appendix H of the Department of Education and Skills *Circular 0019/2019*. For further details see *Circular 0023/2015* and the Department of Education and Skills FAQs

Panels (main and supplementary)

What are the panels?

The two types of panel are the main panel and the supplementary panel. Each panel area has a main panel and supplementary panel.

The panel areas are organised as follows:

- Catholic Church (on diocesan basis)
- Church of Ireland (on diocesan/united diocesan basis)
- Each Religious Order has its own panel
- Educate Together (national panel)
- An Foras Pátrúnachta (national panel)
- Special National Main Panel

What is the main panel?

The main redeployment panel is used to redeploy surplus permanent/CID teachers whose position is no longer sanctioned in a school. This may happen as a result of falling enrolment or the loss of a post. Where a teacher is

to be redeployed, the Main Panel Application Form should have been submitted to the DES by 21 March 2019. Permanent teachers who are due to be redeployed can choose to defer going onto the main panel to take up a temporary contract in their school, to go on career break/secondment or to job share. CID-holding teachers due to be redeployed must take up any temporary positions that arise in their school.

What is the supplementary panel?

This panel is used to give priority to non-permanent teachers for permanent appointments. This panel comes into operation once the main panel is clear. The criteria for getting on the supplementary panel are based on a teacher's service as measured by salary scale point. This panel does not guarantee teachers on the panel a permanent position.

Home Sweet Home

Understanding home insurance can be tricky. InTouch asked JLT Ireland, providers of the Teacherwise scheme, to guide us through some of the key things we should know. Here's what they told us.



Value correctly

Not only do people undervalue their buildings and contents but they can over value them too. A good tip when deciding on your buildings sum insured is to go to the Chartered Surveyors of Ireland website www.scsi.ie which, will give you a guideline to the rebuilding cost for your property in your area. We speak to a lot of customers who believe that they have to insure their home for the value of their mortgage which is not the case.

Make a list and check it twice

When it comes to contents cover, you should do a room by room checklist of your contents, which is effectively anything that can be picked up and taken out of your home, to ensure you have an adequate sum insured. It's important to remember that fixtures such as fitted kitchens and wardrobes are part of your buildings sum insured.

Added extras

Some policies don't cover accidental damage and may charge you an additional premium for the benefit so be aware of this. All of JLT's policies

A home is most people's biggest investment so it is essential to get the best advice.

automatically include accidental damage cover.

All risks cover

Specified all risks cover is taken out to cover valuable items outside the boundaries of your home, everything from an item of jewellery to electrical equipment such as cameras and laptops. This means that if you lose or damage this item outside of the home, the value of the item, less the policy excess, is covered. For high-end items, like jewellery for example, the insurer may request an up to date valuation in order to provide cover depending on the items value.

In many respects, home insurance is an

individual thing and no two policies are the same. A home is most people's biggest investment so it is essential to get the best advice. You can speak to one of JLT's qualified advisors to go through your policy with them. The Teacherwise team can be contacted on 1890 700 745 or 01 2026000 and will take the time and effort to ensure you have a policy that will meet your specific needs. You can also find out more, or make an enquiry, on our dedicated INTO members website www.jltonline.ie/into/.

GRAHAM MCELHINNEY is head of personal lines at JLT Ireland. JLT Ireland are providers of the INTO-approved 'Teacherwise' home and travel insurance products.



Travel with children?

Trish McCluskey shares her top tips

Travel doesn't have to stop when children arrive. Although it may seem daunting at first you can still travel with your little ones and with some preparation and planning you may even enjoy it! I've travelled with my daughter since she was a few months old. Now aged 10, we have travelled to 37 countries together; from Iran and Syria to Mexico and Malaysia. After all of our travels together I think that these are all the tips you'll ever need for travelling with kids.

Plan ahead

Less is definitely more when it comes to travel with kids. It's a good idea to not overload your itinerary and to let kids choose an activity. Ease off on some of the normal family rules during a holiday, whether that means allowing unlimited screen time on flights or unlimited ice cream for the duration of the trip. As long as everyone knows things will go back to normal when you get home, what's the harm? Organise child-friendly accommodation perhaps that's a family friendly resort or a great Airbnb; choose somewhere you'd be happy to hang out and where sleeping will be easy.

Pare back when packing

Do not over pack. Extra luggage adds to the stress of a family holiday. You need to pack smart for everyone. Packing cubes are a great space-saving way of packing and having a different colour packing cube for each person makes it

even easier for packing and unpacking. Plan outfits before you go to avoid taking too many clothes. Little ones that can carry a mini backpack can have their toys and plane snacks in their bag. The less you take the less you have to drag around the airport. Any bulky baby equipment can usually be hired at your

You can definitely give kids culture and have a holiday at the same time. You are not doomed to sprawling, soulless resorts until they are teens.

destination and you can usually do laundry in your hotel.

Flying high

Add extra time to get through the airport when travelling with children. You need to account for toilet and possible tantrum stops. You are much more likely to stay calm as you navigate the airport with your little ones if you aren't pressed for time. On the flight it's a good idea to bring familiar pre-packed snacks to settle your little

one.

Entertainment is essential for a stress free flight. Make an activity pack before leaving with some jigsaws, a colouring book and a small toy. On a long haul flight try booking an overnight flight so your little one will hopefully sleep for the duration of the journey.

Destinations on destinations

You can definitely give kids culture and have a holiday at the same time. You are not doomed to sprawling, soulless resorts until they are teens. One idea is to take a cooking class where you and your child can learn to make a local dish. Many hotels and resorts can organise this or you can contact a local cookery school ahead of your trip. Visiting a local market is another great way for kids to see a different way of shopping from the usual supermarket run. Cookery classes often involve a trip to a local food market to buy the ingredients. Seek out some local music and dance (watch a flamenco performance in Spain, take a tango lesson in Argentina). Visit neighbourhoods where families live.

Paying a visit to playgrounds in these neighbourhoods or taking part in weekend activities where your children will get to mix with the locals can be a great experience.

And don't forget to relax and enjoy yourself!

TRISH MC CLUSKEY. Travel blogger and teacher based in Galway. www.travelwithtrish.com

Tributes



Sr Helen O'Connor

Croom National School community deeply regret the death of our much esteemed colleague Sr Helen O'Connor.

Sr Helen, a native of Knockfierna, graduated from Mary Immaculate College in 1981. Sr Helen was a member of the Sisters of Charity of St Paul the Apostle. She taught in Kilmallock NS for a number of years. In 2003 she joined the staff of Croom NS. During her time here she worked in a variety of different settings. As HSCL co-ordinator she endeared herself to parents and could always be relied upon to give them sound practical advice. Her favourite class was most definitely first holy communion class. She prepared the children with the greatest devotion for first penance and first holy communion ensuring that every child had a day to remember.

The highlight of Sr Helen's school year was the Christmas concert. Every child

was a star. Her enthusiasm permeated the whole staff. We hold in her memory a lovely crib which she donated to the school.



Sr Helen's EPV days were always booked to coincide with Listowel Writers' week. She participated in creative writing classes and imparted her love of books and writing to the children in her care. She took pleasure in putting together a set of story sacks which are still in use in our school today.

Sr Helen is deeply missed by her brothers William and Tony, sisters in laws, nieces, nephews, grandnieces, grandnephews, her community of St Paul in Kilfinane, board of management and colleagues of Croom NS and a wide circle of friends.

Ar dheis Dé go raibh a hAnam dílis.

Staff of St Mary's NS, Croom, Co Limerick

Edel Davis

Edel Davis was a truly gifted teacher who fulfilled her vocation every single day. She had a natural empathy for children who, in turn, loved her for her kindness, her warmth, her passion for learning and her compassion. She taught sixth class and was a confidant, friend and role model to every pupil in their last year in primary school. Entering her classroom on any school day, her default position was on her knees beside children, making sure they understood the lesson, or sitting on her stool, surrounded by eager learners.

She was central to all school activities, and for many years looked after the school's athletics team, overseeing several successes in the Offaly Cross Country Championships, as well as the Colin Dunne Primary Schools Track and Field Championships. Credit Union quizzes, green flags, school concerts and plays always demonstrated Edel's major contribution.

As a colleague, Edel was the ultimate

team player. She was a great friend to everyone on staff and was especially welcoming to newcomers. She was great fun to be around on staff nights out when her laugh was memorably infectious!

Edel passed away in her 38th year. Her funeral was attended by hundreds of mourners and guards of honour were provided by amongst others, hundreds of past and present pupils, beloved school colleagues, Ballinamere/Durrow GAA and the children from Durrow NS where her children are pupils.



Our loss is great, but for her family, it is incalculable. We offer our deepest sympathy and our thanks for the opportunity to share life's path with a truly wonderful colleague and friend.

Solas na bhflaitheas agus leaba i measc na naomh duit, Edel.

Colleagues and friends of Scoil Shinchill, Killeigh, Tullamore, Co Offaly

Fiona O'Reilly

The community of Scoil Bhride was deeply saddened by the unexpected passing of our principal and friend, Fiona O'Reilly, after a short illness. As founding Principal of our school, Fiona expertly led its development from a three-teacher school in 2005 to a thirty-nine teacher school in 2016.



Fiona embraced this challenge and worked tirelessly on behalf of the students. No problem or challenge was insurmountable. She was steadfastly positive, innovative and inspiring. She encouraged the staff to embrace new ideas and to engage with new projects. Fiona was a skilled mentor and she was particularly interested in guiding and inducting newly qualified teachers.

Fiona was a person of deep faith and had a strong sense of justice and equality. She was strong in her resolve to ensure that the values and ethos of the school were respected. The nurturing of each child's potential was central to her vision for the school. She had a special interest in the education of children with additional needs. Without hesitation, Fiona embraced the setting up of three classes for children with ASD and ensured that the classes were well resourced. Fiona's great love of music was evident in her support of the school choir and her membership of Ballycane Church Choir. She initiated the sixth class musical which has become an important occasion in our school calendar.

Fiona supported her colleagues both professionally and personally. To her principal colleagues, Fiona was the heart and soul of their group. To the parents and students, she was the smiling face at the door in the mornings, full of energy and with a zest for life.

We miss Fiona's dignified calming presence in our lives, her sense of fun and her hearty laugh echoing through the corridors. As we move forward with our lives, her presence as mentor, colleague and friend remains with us.

Our thoughts and prayers are with Fiona's mother Mary, sisters Máire and Órla, relatives and friends.

Ar dheis Dé go raibh A hAnam dílis

Community of Scoil Bhride, Oldtown, Naas, Co Kildare

Life

⇒ *Tips on health, wellness, travel and finance* ⇒

Paradise awaits: Seychelles

Mahé, the main island in the Seychelles is one of those pinch-me places. A destination I had never anticipated going because I thought it was one of those places that was horribly expensive, reserved for lotto-win lists. However, I found myself Seychelles bound on my recent midterm and wanted to share the details in case you're in the mood to make a lotto-win trip without the lotto win.

How do I get there?

Flights to Mahé, via Doha, cost about €800 per person with Qatar Airways, depending on the time of year. It is worth bearing in mind that I went in February, which is the end of the rainy season, so do anticipate some showers. And, by showers, I mean torrential downpours. Temperatures run in the high 20s to low 30s but factor in the real feel heat and it rockets up to close to 40 degrees. When I say pack your sun cream, I mean it. You will be using that factor 50 even if you don't usually have it within 50 feet of you. Trust me!

Where to stay?

Taxis are pricey on the island, much like meals and excursions, so getting there is just the beginning of the wallet damage. I found a beautiful hotel called Eden Bleu on Eden Island, 10 minutes from the airport. It's a four-star hotel and comes with a pool and on-site restaurant so you don't have to stray far to graze. Eden Island is a new build and accommodates tourists with the Eden Plaza mall on site. It has restaurants, a supermarket, spa, medical centre, shops and a bank. Plus it's close enough to the port for easy access to day-trip ferries. An

added bonus to Eden Bleu is that they offer a free daily shuttle to Beau Vallon beach so you can get a taste of poolside chills and sandy beach stretches all in one day. A week's accommodation in Eden Blue Hotel for two people, b&b, costs just under €2,000 in February and I would recommend this hotel. There are many more expensive hotels and cheaper options but it's likely you will need to hire a car while on the island to get to your apartment or villa (unless you fancy forking out for taxis every day) so that will add to your costs.

What's there to do?

Of course you can do absolutely nothing but grab a sun lounger, turn every 20 minutes like a rotisserie chicken and catch up on your reading. Nothing wrong with that. I do also love to explore when I travel, so the Seychelles was no exception. No matter how much research I did, all day trips to see the other island cost at least €120pp plus. So resign yourself to the fact that, if you want to explore and see what there is to see, then you are digging into your pocket again. I booked two day trips. One was to the Moyenne Island turtle sanctuary and the other was to Praslin and La Digue to see the protected coco de mer plant and the most photographed beach in the world; Anse Source d'Argent. Both are absolutely worth the money and memories so, if you do nothing else while on your trip to the Seychelles, do these two. Of course you can do snorkeling and deep sea fishing excursions. There is also a zip lining park somewhere in the centre of the island, in the jungle, if that's your bag. In 40 degree heat, it's not mine.

What to eat?

French Creole cuisine heavily influences the diet on the island. You can find a lot of western food and the hotel restaurants always cater to the tourist tastes with the usual fare like steak, chicken, pastas, mezze plates and sandwiches. For that pleasure you are going to pay. Most mains cost from €18/20 – €30+. If you like sampling local culture then Creole cuisine is where to start. On our day trips we were treated to Creole barbeque, which included mango and papaya salad, grilled whole fish and chicken curries, sweet potato mash, fried and battered fish and fresh breads. I heard of the famous Marie Antoinette restaurant whose menu hasn't changed much since 1970 offering traditional Seychellois dishes that have made its name; parrot fish deep fried, aubergine beignets, delicious chicken curry and fish stew as well as tuna steak and apple salad. If you order ahead of time you can get fruit bat and octopus.

The warm, blue waters and soft white sand is every bit the daydream come true. Leaning coconut trees and the lapping of water does wonders for the soul. The Seychellois people are kind, welcoming and so friendly. As a tourist I didn't feel pestered to buy anywhere. If the Seychelles is on your bucket list I would encourage you not to put it off. It can be made affordable and worth the 14 hour journey but, if I am very honest the Greek islands offer just as beautiful a vista, crystal seas and sandy beaches for less money.

CIARA MC NALLY teaches in Greystones, Co Wicklow. For more detailed itineraries check out her website www.mysuitcasesdiaries.org.

Be barbecue ready

At Foodoppi HQ we are looking forward to longer sunny evenings and warmer weather. Our sticky honey chicken drumsticks and asian slaw are fast to prepare so you won't have to sacrifice too much time in the kitchen. They can be eaten at a BBQ, are perfect for a picnic or make a delicious lunch on the go.

Sticky honey chicken drumsticks

Serves 4.

Ingredients

- ✳ 8 chicken drumsticks
- ✳ 2 tablespoons rapeseed oil
- ✳ Salt and pepper

Glaze

- ✳ 5 tablespoons honey
- ✳ 2 tablespoons rice wine vinegar
- ✳ 2 tablespoons fish sauce
- ✳ 2 tablespoons soy sauce
- ✳ 1 tablespoon sesame oil
- ✳ 1 lemon – juiced

Method

- 1 Preheat the oven to 200°C/Fan 190°C/Gas 6.
- 2 Season the chicken drumsticks and lightly brush

with oil. Place in a roasting tray and cook in the oven for 20 minutes.

- 3 Mix all the ingredients for the glaze together in a bowl. Take the chicken out of the oven and pour the glaze all over.

Make sure each drumstick is coated with glaze. Return the chicken to the oven and cook for another 20–25 minutes. Keep turning the chicken every few minutes while cooking to ensure an even glaze.

- 4 Once cooked, remove from the oven and allow to rest. These can be eaten hot or cold and served with a salad. These can also be cooked on a BBQ.



Tip

Cooking with meat on the bone is always more succulent and tastier.

Crunchy Asian slaw

This Asian slaw packs a series crunch and, depending on your kitchen knife skills, can be made in minutes. It can be served with just about anything.

Ingredients

- ✳ ¼ head red cabbage
- ✳ 2 carrots
- ✳ 1 packet mangetout
- ✳ 1 red pepper
- ✳ 2 spring onions
- ✳ Handful coriander leaves
- ✳ 50g roasted peanuts – optional
- ✳ 2 tablespoon toasted sesame seeds – optional

Dressing

- ✳ 3 tablespoon rapeseed oil
- ✳ 1 tablespoon sesame oil
- ✳ 2 tablespoons rice wine vinegar
- ✳ 2 tablespoon honey
- ✳ 1 tablespoon soy sauce
- ✳ 1 tablespoon sweet chilli sauce
- ✳ 1 garlic cloves – crushed

Method

- 1 Mix all the dressing ingredients.
- 2 Remove the outer leaves of the red cabbage. Finely shred the red cabbage. Peel and grate the carrot. Wash, then thinly slice lengthways, the red pepper, mangetout and spring onions. Chop the coriander. Place all the vegetables into a large bowl. Pour dressing over and toss together until well coated.
- 3 Sprinkle with roasted peanuts and sesame seeds. Serve in a warm tortilla drizzled with peanut dressing or eat with honey chicken drumsticks.



Foodoppi is a creative educational platform which takes an extraordinary approach to food and STEM education that has proven to be an effective way to foster positive relationships with food while exciting children about learning and gaining STEM skills. AISLING LARKIN has a degree in Education from Trinity, spent 10 years working in a DEIS school in inner city Dublin, has a first class MSc in Food Product Design and Culinary Innovation and set up Ireland's premier children's



cookery school at the Cliff at Lyons a few years ago. LOUISE LENNOX is a top chef and food broadcaster on TV and radio here in Ireland and has a background in nutrition and children's food media production. Aisling and Louise joined forces a few years ago and created Foodoppi.

foodoppi

GAA 5 Star Centre Initiative for Primary Schools

The GAA has rolled out Phase 1 of its new national development initiative in 300 primary schools across the 32 counties this year – the 5 Star Centre. GAA Director of Games Development and Research, Pat Daly, highlighted that “the initiative aims to ensure that every child gets 60 minutes of moderate to vigorous activity per week throughout 26 weeks of the school year. In doing so, it will enhance the development of children’s movement abilities and well-being so that children experience fun, friendship, fairness, freedom and, ultimately, develop their fitness.”

To become a GAA 5 Star Centre, primary school teachers organise a range of activities for all children to participate in, with GAA personnel acting in a support capacity. The diverse range activities include Have a Ball, Fun & Run, Strike It, Catch & Kick, Skill Challenges and Go Games. A new game called Fun & Run, involving a team of batters/kickers and fielders, is suitable for all age and ability levels. It is particularly suited to meet the needs of people with disabilities, people from socially deprived and ethnic minority groups who often perceive themselves to be excluded from mainstream GAA activities. GAA personnel also provide training to teachers to enable them to organise the activities, including a 90-minute practical workshop.

GAA President, John Horan, is delighted with the progress of the initiative to date: “The GAA 5 Star Centres have the potential to make an enormous contribution to the health and well-being of Ireland’s children. We want every single boy and girl in Ireland to have had positive introduction to our games by the time they finish primary school. This initiative is a means of achieving this. As a school principal, I understand how Gaelic games has such an influential



Carmel Power, principal of Killinure NS, Limerick

role in the culture of the vast majority of schools nationwide. Without the contribution of primary school teachers, the GAA would not be the wonderful organisation it is today. We want to recognise this significant voluntary effort through our new 5 Star flag, which we hope will be a symbol of how proud schools are to promote our games and our culture. By the end of June, it is expected that children will have engaged in over 2 million hours of physical activity during this school year.”

One of the schools working on becoming a GAA 5 Star Centre this year is Killinure National School, in Boher, Co Limerick. Principal Carmel Power said that, “we signed up and have been running it since September. The online sign-up process is quick and easy. We had a planning meeting with Limerick GAA Games Development

Administrator, Peter Nash, who explained what the programme entailed and how he could contribute. Peter also provided training for teachers after school, which we used as some of our Croke Park hours. It is good to have some supplementary coaching input from Peter and from volunteers from the local club, Murroe-Boher. But we see this programme as a teacher-led initiative. We believe that the 5 Star Centre is a way of facilitating self-sufficiency and sustainability in our promotion and development of Gaelic games and wider physical activity in the school.”

“The children love the wide range of activities the programme offers. It not only includes the full spectrum of Gaelic games, but fundamental movement skills development and the non-contact game of Fun & Run. The 5 Star Centre is a great way of



encouraging teachers and pupils to be more physically active, thereby contributing to their health and well-being. Every class does at least 6 hours of any activity they wish over six weeks. In addition, one or more of the classes does 26 or more hours across the school years. 74 hours of activity was our target. What we have found is that we have doubled this. We include lunch-time yard games where 5th & 6th pupils, under teacher supervision, organise activities – Strike It and Catch

& Kick – for the younger pupils. We also play lots of Go Games after school.”

“The GAA 5 Star Centre is the complete package for any school beginning the journey of developing physical literacy, as well as for those trying to enhance their established sport and physical activity programmes. We will be proud to have a GAA 5 Star Centre flag flying above our school and will definitely be

continuing the programme next year.”

Phase 2 GAA of the 5 Star Centre national pilot will be rolled out across primary schools on a phased basis from September 2019. Should schools like to participate, primary school teachers/principals can submit an Expression of interest until the end of July at learning.gaa.ie/5Star or contact a member of their Co GAA Games Development staff via learning.gaa.ie/staffcontacts for more info.



**TEACHERS SIGN UP AT
LEARNING.GAA.IE/5STAR**

Teaching matters

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



Travel through time at Craggaunowen

You can travel through the centuries, from the Bronze Age to the modern day, at Craggaunowen in Co Clare. Jean Wallace shares some of the rich history of this attraction.

Back in the bronze age

The Bronze Age started in 2000 BC and marked a time when people became experts in making metal objects. In mixing copper with tin the harder bronze alloy was created. Knives, axes and swords became stronger as blacksmiths cast this new metal.

Indeed Bronze Age axes would have been used in the construction of Crannógs.

The people who lived in these dwellings would have occasionally worn gold decorations – the precious metal was expertly manipulated into cloak pins, bracelets and hair decorations.

The Crannógs at Craggaunowen were built by renowned archaeologist, John Hunt, who donated the site to the state to ensure that generations would be able to explore and investigate them.

Into the Iron Age

The Iron Age followed the Bronze Age, commencing around 400 BC. The Soay sheep at Craggaunowen are descended from an ancient breed that would have

roamed Ireland during the Iron Age.

These sheep don't require shearing. They shed their own coat each summer which was collected and woven by the women of the time to create warm cloaks for the winter.

In the Iron Age Ireland was thickly wooded and marshy. Wooden roads were made out of layers of trees, brushwood, earth and stones. These helped travellers to traverse the boggy lands. Part of an Iron Age road lies at Craggaunowen, excavated from the Corlea Bog, in Co Longford, in 1985. It was relocated to Co Clare in 1985.

Early Christian period

Craggaunowen includes a ring fort. Ring forts were the housing estates of ancient Ireland. There are over 40,000 examples throughout the country. The forts were circular and surrounded by an earthen bank or stone wall and crucially a ditch for safety. Some of the homes would also have souterrains or underground areas where the inhabitants could hide or make

a swift escape if under threat.

Medieval masterpiece

Hundreds of years later people would have lived in towers and castles for safety. Craggaunowen Castle was built in 1550 by John McSíoda McNamara. It stands securely on an outcrop of rock with a lake to one side and a moat on the other. The upper rooms would have been the safest and where the family would have lived. It was in use into the 17th century but then became obsolete as weaponry became more sophisticated and people no longer needed to 'hide out' in castles.

Visitors to Craggaunowen today can explore the reconstructions of these ancient dwellings, from Crannógs to ringforts to medieval castles giving us a valuable insight into life through the ages in Co Clare.

JEAN WALLACE, Shannon Heritage. To arrange a visit to Craggaunowen or any of Shannon Heritage's attractions, contact jean.wallace@shannonheritage.com or 061 711222.

Subject
SESE (History)

Strand
Continuity and change over time

Strand Unit
Homes and houses
Housing and urban developments

Pre-school to Primary

Building positive relationships to support the transition

The National Council for Curriculum and Assessment (NCCA) has recently published reporting templates called *Mo Scéal* along with a suite of materials to support children's transition from preschool to primary school. We are very grateful to the group of primary schools and preschools in counties Galway, Tipperary, Limerick and Laois who piloted the templates as part of the NCCA's Preschool to Primary School Transitions Initiative.

Positive relationships

Research highlights the value of building positive relationships locally between preschools and primary schools. The schools and preschools involved in the Transitions Initiative had many ideas on how to do this, and you will find those suggestions in joint transition activities for preschools and primary schools, which you will find on www.ncca.ie/earlychildhood. Your school may already be working with local preschools to support children's move to junior infants. Perhaps the practitioners and children in those preschools visit your school during the summer term, or maybe the preschool is on the same site as the school and joint activities and events are organised.

Contact between the school and the preschool, for example visiting each other's classrooms, will help the teacher to learn about the kinds of experiences and environments the children have met with before they come to school. This information can help with:

- making the classroom layout similar to the preschool with interest areas – blocks, dress-up, junk art area, reading/quiet corner, or providing a cosy area/pop up tent with a bean bag and blankets where children can chill out.
- having some books, activities and routines that the children are familiar with from preschool, as well as introducing new ones.
- thinking about visual supports e.g. photos of the preschools children have come from, a family wall with photos of each child's family and pets, a photo of the teacher on the door so children know which classroom to go to, labels in the children's home languages.



You will find these and other ideas on the website in suggested activities for schools to support a positive transition to junior infants. The *Mo Scéal* templates can be a helpful addition to these shared activities, where schools and preschools are working together in the interests of the children.

Sharing information

Research tells us that sharing information on children's prior learning can help them with the transition to school. The *Mo Scéal* templates are based on the themes of *Aistear, the Early Childhood Curriculum Framework*, and *Aistear* is familiar to many teachers of infant classes. The templates have sections for the parent, the child him/herself and the preschool practitioner to share information with the teacher. The completed *Mo Scéal* reports share the child's story as a learner as she/he moves to school. *Mo Scéal* is similar to the Education Passport that supports the transfer of pupil information from primary to post-primary school, but it is important to note that the *Mo Scéal* templates are not a requirement. Instead, they are a resource which preschools and schools, with parental consent, can use to share information.

Using the information

The information in the reports about the

child's interests, strengths and challenges will give the teacher insights into the child's

learning and experiences from home and from preschool and will be useful in the initial weeks of junior infants. This information can help the teacher plan for:

- continuity in learning approaches and experiences for the child.
- differentiated learning opportunities suited to the child.
- topics and projects linked to the child's interests and needs.

Mo Scéal templates are available in English and Irish, and along with related materials, are available at www.ncca.ie/earlychildhood.

Schools, preschools and families working together support children's learning and helps to make the move to school as positive an experience as it can be, and *Mo Scéal* is there to help.

DR JACQUELINE FALLON, Director, NCCA National Council for Curriculum and Assessment



The Hairy Toe

This traditional American folktale is in rap form. A number of drama activities listed below give rise to a number of opportunities for in-role writing which can be humorous, opinionated, vivid, visual, personable and original.

The Hairy Toe

Once there was a wom-an who went out to pick beans
And she found a ... hairy toe!
She took the hairy toe home with her.
Yeah!

And that night when she went to
bed, the wind be-gan to moan and
groan.

Moan! Moan! Groan! Groan!

A-way off in the distance, she heard a
voice cry

'Who's got my hairy toe? Who's got
my hairy toe?'

The wom-an scrooched down, down,
down

Way down in her bed! Way down in
her bed!

And a-bout that time the wind ap-
peared to hit the roof, the leaky
roof.

The wind growl-ed a-round the
house like some big an-i-mal

The wom-an scrooched down further
un-der the covers

And pulled them tight a-round her
head

The voice had come nearer, al-most
to the door now.

Then! In an awful voice it said:

'Who's got my hairy toe? Who's got
my hairy toe?
YOU'VE GOT IT!!!'

Traditional American folktale (abridged)

- Line 'Away... cry' in Verse 1 (solo high voice).
- Distribute various lines in Verse 2 to solo/pairs/groups.
- All shout last line.

Phase 1. My 'To-Do' List!

Setting the scene – the day before the action.

1. Creating the lists. Divide the class in half. One half, out of role and in groups of three writes the creature's to-do list of chores for an ordinary day. Include new information (for example, the creature is very vain so include plucking his eyebrows, admiring himself in the mirror etc). The other half, similarly, create the old woman's to-do list. Include new information (for example, the old woman is cranky and a little hard of hearing).

2. 'And action!' Students mime the activities as the teacher reads aloud the lists.

3. Prioritise! Prioritise! Prioritise! Each student, still in role, creates a list of three priority jobs for later which she displays on the wall.

Phase 2. Back to the Story

Note: We do not know how the toe landed in the bean field.

1. Retracing our steps. Add a sound. In a circle, students recreate the sequence of events from finding the toe (daytime) to

'You've got it!' (night time). Include

sounds from weather: animal sounds e.g. bullfrogs, crickets, 'gators'; and human

sounds e.g. woman humming, creature growling.

2. Dramatic moment. 'You've Got It!' Sculptor and Sculpture (pairs). A 'sculpts' B into statue of the creature at final line 'You've got it!' using oral instructions only. Sculptors stand back and watch the statues come to life, making strange sounds and moves. Next repeat but this time B (now the sculptor) sculpts A into statue of the woman. Finally, together A and B bring the moment to life for 30 seconds.

'Who's got my hairy toe?'

3. 'You need a doctor!' 'Oh no, I don't! Oh yes you do!' Teacher announces that the woman notices yellow liquid oozing out of the hairy toe. Half the class writes (in role as the cranky old woman) a short speech insisting that the creature to go with her to the city to find the toe



Choral Verse

1. Rap. Click fingers on the underlined words.

2. Distributing lines:

- Line 'Who's got my Hairy Toe?' in both verses (solo low voice).

Subject
English

Strand
Writing

Strand Unit

Competence and confidence in using language

An extended and integrated drama and in-role writing project suitable for middle and senior classes

surgeon. The other half of the class writes (in role as the creature) his short speech outlining his fears about his toe. Pairs (creature and woman) improvise the argument face to face.

4. Write the scene. In pairs, (creature and woman), write a six line dialogue using playscript format e.g.:

- WOMAN: By heck, I'll get ya to the city if I have to push ya all the way there myself.
- CREATURE: Give me back my hairy toe!!! Grrr!

Phase 3. 'To The City!'

1. Bundles. 'What should we bring?' Pairs (out-of-role) create a list of belongings they need for the journey to the city. Include how they will preserve the toe until they get to the surgeon.

2. Onwards and upwards! The creature and old woman write (and then share) his/her own diary entry incorporating these headings:

- Describing my deep need to go on the journey.
- What might happen if we don't leave immediately.
- Our plan of action.
- Obstacles we might meet along the way.

3. Obstacles on the journey: Groups of three or four (including the creature and woman) are each given one of the following first lines which is the basis for a short improvisation. Brief the creature to be vain and cowardly. Brief the woman to be cranky and impatient.

1. We are never going to cross that river.
2. Look at that alligator. Run!
3. You take the old woman and I will take the big creature.
4. Stop feeling sorry for yourself.
5. If we don't make it, I just want to say one thing.
6. Stop right there!
7. I wouldn't eat that if I were you.
8. Go on! You can do it!

Phase 4. 'Wait a Minute' Action Replay

1. 'The Director's chair'. Teacher appoints a director who sits in a Director's chair. He/she, with the class, looks at one 'improv' at a time (from the previous activity). The class gives suggested directions to the director on how to improve the quality of the drama as well as how to improve the behaviour of the characters in the improvisation. Ultimately, the director and the teacher agree/have the final say on changes.

2. Flashback flashforward. The revised and improved crafted scenes are run in sequence. The director can have fun by calling out 'faster', 'slower' or 'pause'. An experienced class might be asked to perform their work as 'comedy', 'tragedy' or 'melodrama'.

Phase 5. 'At the Hospital – Procedure for Attaching the Toe'

1. The case conference. First, the teacher in role as the toe surgeon, is hotseated by the class (out-of-role). He/she infers the various medical roles needed for the operation. Next, students brainstorm these roles e.g. the anesthetist, the toe surgeon, the theatre nurse. Groups of four or five adopt a role. Finally, the case conference is held the day before the extraordinary procedure. A press release is announced on why this procedure is so groundbreaking.

2. Layout of the operating theatre. Students, out-of-role, redesign the classroom as if it is the operating theatre. They place pieces of paper to 'map out' the imagined place. (Scalpel)

3. The journalists. The teacher reveals that some journalists have 'got wind' of the groundbreaking procedure. Appoint three or four students to set up camp outside the hospital. Create a Conscience Alley activity where they decide if they sensationalize (or not) the breaking information about the creature.

4. Operation. 'Nurse, scalpel please' (not for the faint-hearted). Spend plenty of time setting up this whole class improvisation which may only last a few minutes. Include the concerned old woman at the creature's bedside. Allow the improvisation to take on an unusual twist e.g. the anesthetist might run out of gas, the creature might jump off the operating table. Afterwards, each student writes an in-role monologue starting with the words: 'What a fiasco!'

Phase 6. 'Home Sweet Home'

1. 'How can I ever repay you?' The creature and the old woman, now fast friends, arrive back at her cabin. At this point, the students can speculate on why the hairy toe arrived at the bean field. Returning to the present, the students can decide what happens next. For example, a leaky roof. Together, pairs compile a step-by-step approach to fixing the leaky roof (or students' suggestion).

2. Thank you letter. Each student writes an in-role thank you letter outlining how he/she was transformed after the journey (include key moments). Then, each reads the other's letter while listening to the music *You've Got a Friend in Me* from the film *Toy Story*.

3. Back to my to-do list. Both return to normality by reading aloud their original list of three priorities on the wall (see Phase 1). They mime these while humming *You've Got a Friend in Me*.

HELEN HALLISSEY, The Association for Drama in Education Ireland



Subject
Drama

Strand
Drama to explore feelings, knowledge and ideas, leading to understanding

Strand Unit
Exploring and understanding making drama

'HTML Heroes' wins European media literacy award

Webwise's newest education programme: HTML Heroes: An introduction to the internet – has received a European media literacy Award at a recent European media literacy conference in Brussels where it was named the most educative media literacy project. Launched for Safer Internet Day 2019, HTML Heroes is a free digital media literacy programme designed to support primary level teachers as they introduce digital technology and the internet to the classroom. Webwise.ie/html-heroes/.

Using Scoilnet's collections to teach thematically

With almost 21,000 curriculum-tagged resources now in its database, one of the big challenges for Scoilnet is how to make teachers aware of specific resources that might be useful at a particular point in time. The creation of 'collections' helps meet this challenge by enabling resources to be grouped on a thematic basis with the choice of resources selected by the in-house team at Scoilnet.

Three of the more recent collections to be created were:

The Great Irish Famine

bit.ly/scoilnetfamine

The centrepiece of this collection is a 22 page PowerPoint presentation covering all aspects of the famine. The page also includes links to the UCC-developed mapping resource that enables teachers

engage pupils through maps and data.

Primary Gymnastics

bit.ly/scoilnetgym

This collection is based around a set of video demonstrations and skills cards that were developed by the PDST PE team to support teachers in safely teaching a variety of rolling techniques and progressions within gymnastics.

The Beatles

bit.ly/scoilnetbeatles

A collection that tracks the formation, success and eventual break up of one of the world's most successful bands. The page includes activities, quizzes and information resources designed to support teaching in SESE history and music.

Safer Internet Day 2019 Awards winners announced



We are in Ctrl Pupils of St Brigid's National School (Winners Best Picture) with their Safer Internet Day posters.

Safer Internet Day 2019 saw 145,000 students across more than 550 schools in Ireland participate. Inspired by the work being done in schools around Ireland on internet safety, Webwise launched the very first Safer Internet Day Awards to recognise the range of different events and positive actions taking place to promote internet safety. Webwise are delighted to announce the 2019 winners and highly commended entries. Overall

winners will receive a drone for their school and highly commended schools will receive an instant camera. Well done to all the winning schools.

Safer Internet Day 2019 Awards Winners:

- Safer Internet Day Art Award: St Brigid's National School, Castleknock, Dublin;
- Best Use of Technology Digital Citizen - Moneystown NS, Bray Co Wicklow;
- Best Picture: St Angela's National School, Castlebar, Co Mayo;

- Best Video: Christ the King Girls School, Cabra, Dublin;
- Best Music: Scoil Assaim, Raheny, Dublin.

PATRICK COFFEY and JANE MCGARRIGLE, PDST



Celtic Crosses of Glasnevin Cemetery



Glasnevin Cemetery is home to one of the largest and most impressive collections of Celtic crosses in the world. Schools, tourists and the general public visit Glasnevin Cemetery on a daily basis to learn about many key figures that played a prominent role in shaping Ireland's past. Visitors are often amazed at the intricate sculptures they discover along the tour.

Celtic crosses began to emerge in Ireland and Britain in the early medieval period and are most easily distinguished by a ring of stone encircling the arms of the cross itself. Christ was usually depicted at the centre of the stone circle, and from a structural perspective, the circle was necessary to support the arms of the cross. Several impressive examples



have survived from this period where they took prominence in Early-Christian monasteries. St Muiredach's Cross at Monasterboice in Co Louth is one such example; it stands at over five metres tall and features scenes from the Bible. In an age when literacy was confined to few, these carvings were used as tools to teach the local population about Christianity.

Originally these crosses were not used as grave markers but as prominent public monuments and it wasn't until the 1800s that they became popular as headstones. Due to their origins, they were synonymous with Ireland's past as the island of saints and scholars and so were seen as a fitting tribute to the memory of the dead. As the nationalist movement and the Celtic Revival (a cultural movement promoting interest in Celtic culture) grew, so too did the popularity of the Celtic cross. In 1857 a collection of sketches entitled *Illustrations of the Most Interesting of the Sculptured Crosses of Ancient Ireland* was published and became a guide for stonemasons to re-create the patterns of the original crosses. This book was the work of artist Henry O'Neill who was later buried in Glasnevin. Commenting on the influence and importance of O'Neill's work, Oscar Wilde wrote, "Everywhere in our cemeteries there are now to be seen stately and graceful Irish crosses, which are suitable memorials of our dead, not merely as being Christian emblems, but as works of native hand and brain."

For anyone interested in discovering more there is a wealth of information in Peter Harbison's book *Glasnevin Celtic Crosses – A Selection*. If you are planning a

school tour to Glasnevin Cemetery Museum, mention this article and the first five individuals to do so will receive a free copy of this fascinating book.

MICHELLE O'CONNOR, education officer and teacher liaison at Glasnevin Cemetery Museum, Finglas Road, Dublin 11.

To find out how a tour can be tailored to include such interesting narratives as the one above – please contact the Education Department at Glasnevin Cemetery Museum at www.glasnevinmuseum.ie, tel: 01 8826550, email: education@glasnevintrust.ie.



Taiscéalaithe Teanga



Clár feasachta teanga do bhunscoileanna is ea *Taiscéalaithe Teanga*. Tá sé deartha chun forbairt a dhéanamh ar fheasacht páistí ar na teangacha éagsúla a labhraíonn pobal na scoile. Spreagann an clár cur chuige ilteangach i leith an teagaisc agus na foghlama, agus cuireann sé ar chumas páistí a dteangacha baile a úsáid i dtimpeallacht na scoile.

Is í an eagraíocht Mother Tongues a chuireann an clár Taiscéalaithe Teanga ar fáil i mbunscoileanna agus cuireann sí oiliúint ar fáil do mhúinteoirí ar mian leo an clár a úsáid iad féin ag baint úsáide as an leabhar gníomhaíochta *Taiscéalaithe Teanga*.

Sa leabhar *Taiscéalaithe Teanga*, tá moltaí agus gníomhaíochtaí den scoth do mhúinteoirí ar mian leo cur chuige ilteangach a éascú sa rang. Tá an leabhar deartha ag Dr Francesca La Morgia, teangeolaí le blianta fada taithí i dtaighde ar an dátheangachas.

Spreagann an leabhar páistí chun Teanga Chomharthaíochta na hÉireann a fhoghlaim, fadhbanna a réiteach, dúshlán ilteangach a ghlacadh, beannú do dhaoine i dteangacha éagsúla, a dtimpeallacht féin a iniúchadh.

Foghlaiméoidh na páistí faoi Leabharlann Chester Beatty freisin, áit a bhfuil na mílte seoid i dteangacha éagsúla

agus a thugann aitheantas do na pobail atá éagsúil ó thaobh cultúir de in Éirinn.

Forbraíonn na gníomhachtaí ilteangacha seo uile feasacht na bpáistí ar éagsúlacht teanga agus spreagann siad plé faoi na teangacha a úsáideann na páistí sa bhaile agus ar scoil.

Bronnadh an Séala Eorpach Teanga ar an tionscadal sa bhliain 2018.

Úsáid sa Rang

- Úsáidtear breis is 6,000 teanga ar fud an domhain. Pléigh na teangacha atá ag na páistí. Pléigh na teangacha a bhfuil cur amach acu orthu agus an tábhacht a bhaineann lenár dteanga dúchais féin a bheith againn in Éirinn ó thaobh oidhreachta agus aitheantas cultúrtha.
- Úsáidtear geáitsí nó gothaí gnúise uaireanta chun teachtaireacht a chur in iúl. Pléigh na buntáistí a bhaineann leis seo. Iarr ar pháistí gothaí gnúise a chumadh a chuirfidh teachtaireacht gairid in iúl agus iarr ar pháistí eile tomhas a dhéanamh maidir leis an mbrí a bhí i gceist. D'fhéadfaí leas a bhaint as emojis chun cuidiú leo.
- Déan iniúchadh ar an aibítir láimhe i dTeanga Chomharthaíochta na hÉireann atá léirithe sa leabhar. Bain triail as ainmneacha na bpáistí a chleachtadh agus ráitis ghairide ag

baint úsáide as na comharthaí oiriúnacha. Cuir béim ar an tábhacht a bhaineann le húsáid na méara, na láimhe, mar aon le gothaí gnúise.

- Iarr ar pháistí bheith ina dtaiscéalaithe teanga agus comharthaí a aimsiú agus grianghraf a thógáil díobh le linn siúlóide sa cheantar nó nuair a bhíonn siad ar saoire thar lear, pléigh na teangacha atá sna comharthaí atá aimsithe acu agus na leideanna a d'úsáid siad chun brí a bhaint as teanga nár thuig siad.
- Inis do na páistí faoi leabharlann Chester Beatty i mBaile Átha Cliath, áit a gcuirtear léirtheascint ar chultúir dhomhanda chun cinn sna lámhscríbhinní, sna leabhair neamhchoitianta, agus sna seoda eile ón Eoraip, ón Meán Oirthear, ón Afraic Thuaidh agus ón Áis atá ar choimeád ann. Spreag iad le hiniúchadh a dhéanamh ar an suíomh gréasáin atá ag an leabharlann chun breis eolais a fháil <https://chesterbeatty.ie/learning/> Ar fáil: www.mothertongues.ie.

MÁIRE NIC AN RÍ, Oifigeach Bunscoile, COGG.



Reviews

Essential Literacy Skills for the Early Years Classroom – theory and practice

Teaching Essential Literacy Skills in the Early Years Classroom outlines both practical and theoretical knowledge required to teach a range of emergent literacy skills in the early years of school.

As the book is aimed at both student and experienced teachers, a range of more basic literacy skills are considered initially. For example, within the context of teaching reading there are chapters on the development of phonological awareness, phonic knowledge and comprehension strategies. For writing, Concannon-Gibney offers ideas and activities on developing handwriting and fine motor skills.

However, the central theme of the book is that for practice to be considered effective, literacy teaching and learning should be embedded in meaningful contexts. The book draws on the latest research to showcase meaningful contexts for reading, writing and oral language, including shared reading of large-format books, language experience charts and digital texts. Play is also considered as a way to provide an engaging and meaningful context in which to develop literacy skills.

There is a particularly interesting chapter on guided reading which is described as children in small groups reading and discussing levelled texts. The steps of the lesson are outlined as children 'whisper reading' the book at the one time while one child 'turns up the volume' when reading to the teacher. The follow-on activities always begin with

discussion of the book and could also include word study, developing fluency, comprehension or phonic development. Assessment of guided reading as well as the modification of the approach for EAL pupils is also considered.

Social constructivist principles of literacy instruction are further explored in the chapter on writer's workshop. The Writer's Workshop offers an opportunity for young children to develop their voice in writing. The author describes how children in early years' classrooms can be encouraged to compose writing based on topics of their own choosing and to share their work in writing communities. Mini lessons based on aspects of what the

children write offer a real opportunity for the teacher to develop the children's writing in a meaningful context. Advice on spelling development and assessment of writing is also offered.

This useful resource provides comprehensive, balanced and practical literacy instruction for pupils in early years' classrooms. With the introduction of the Primary Language Curriculum presenting new challenges in literacy instruction, *Teaching Essential Literacy Skills* will help teachers of young children meet these challenges in meaningful and enjoyable ways.

Routledge. ISBN: 978-1-138-48105. Cost: €35.

Reviewed by SHARON O'DRISCOLL, Coachford, Co Cork.



Brian Boru – simple text, wonderfully illustrated

Brian Boru – The Warrior King is the second book of the Little Library collection by award-winning father and daughter team, John and Fatti Burke. The series introduces readers to renowned and fascinating figures of Irish history.

Brian Boru grew up in Killaloe, Co Clare in a large warrior family over 1,000 years ago. Brian and his 11 brothers practiced raids on other counties from the River Shannon. Brian eventually became High King of Ireland. In Dublin, the Vikings were invading, so he gathered his men and went into battle.

The escapades of Brian Boru, including the infamous Battle of Clontarf, are chronicled in the book and have been summarised by John, a retired primary school teacher, into simple text for younger readers and are wonderfully illustrated by Fatti.

Gill Books. ISBN: 978-0-7171-8456-9. Cost: €12.99.

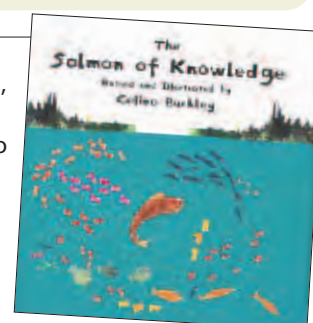
Fionn and that enchanted salmon

The Salmon of Knowledge is a beautifully illustrated hardback book retelling the classic Irish legend, about an enchanted salmon, that has been passed down from generation to generation and remains a firm favourite among children.

Beautifully illustrated and retold by Celina Buckley, a primary school

teacher, we meet a young boy, Fionn, who wants to become a warrior. He meets Finnegas, a wise old poet, who spends his days fishing, hoping to catch the salmon of knowledge. Follow Fionn as the story takes an unexpected twist.

Starfish Bay Publishing. ISBN: 978-1-76036-070-2. Cost: €12.20.



Finishing Touches

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

Noticeboard



Volunteer Abroad

Looking for adventure? Retiring soon or on career break? Join the GIVE team in the Gambia for a 5-6 week period in January – February 2020. Volunteers will be involved in upskilling Gambian teachers at early primary level in literacy, maths and classroom management.

For further information contact Pauline Moran by email giveireland@gmail.com or visit www.giveireland.ie.



IATSE Conference 14-15 June 2019

The Irish Association of Teachers in Special Education (IATSE) conference 'Looking Back Moving Forward: Celebrating Inclusive Education for All' will be held at the National University of Ireland, Maynooth, from 14 – 15 June 2019. This year marks the 50th anniversary of IATSE. The full conference agenda will be distributed shortly.

For more information and conference bookings, please email: iatseconference2019@gmail.com.



Ficheall.ie 2019/20

Ficheall.ie is a network of primary school teachers and principals who promote chess in their schools for the social, cognitive and mental fitness benefits it has for students. The organising group would like to hear from like-minded teachers to bring the initiative to new counties and champion the idea of chess being used to develop new skills in students. Don't worry if your chess playing ability is not of masterful level; strong organisational skills are what's required.

To enquire about participating in 2019/20 and for more information visit www.ficheall.ie or email ficheallbunscoilechorcai@gmail.com.



Global Citizenship School

A brand new Global Citizenship School face-to-face summer course is being planned for Club na Múinteoirí, in Dublin city centre from 1 – 5 July 2019.

An online Global Citizenship School course will also take place over the first three weeks of July. See www.into.ie (Global Citizenship School) for more information.



Copy Dates

A reminder that the copy deadline for the June InTouch is 13 May. Submit any articles, photographs or notices you would like to have considered for publication to editor@into.ie before that date.



Online Summer Courses

PDST Technology in Education's online summer courses are provided via TeacherCPD.ie, are approved for EPV days and are free of charge.

1 – 18 July (enrolling 8 May) and 6 – 22 August (enrolling 13 May): Digital Technologies for STEM in the Primary Classroom.

1 – 18 July (enrolling 9 May): Digital Technologies in the Primary Classroom.

Places are released in two tranches (11:30am and 3:30pm) on the enrolment dates. You need a Scoilnet username and password. Login to TeacherCPD.ie and follow the summer course links to enrol.



Kindling the Flame 150 Years of the INTO

Kindling The Flame: 150 Years of the INTO chronicles and marks the life of the INTO since its formal beginnings in 1868. It is a major contribution to the INTO 150 celebrations. Reviews have described the book, written by Niamh Puirseil as "accessible and fluent", "a fascinating history" and "a marvellous read".

There are a limited number of books to purchase from INTO Head Office, the cost is €19.99. Contact Georgina Glackin on (01) 804774.



Two pages with Comhar Linn prizewinners, Crossword, resources for the classroom ... from training courses to helpful hints and useful links

Comhar Linn Draw winners

Feburary Draw

Car – Toyota Yaris hybrid

Winner details withheld by consent.

Cash €2,000

Winner details withheld by consent.

Eilish Comerford, Eoin Naofa NS, Ballymore, Co Westmeath.

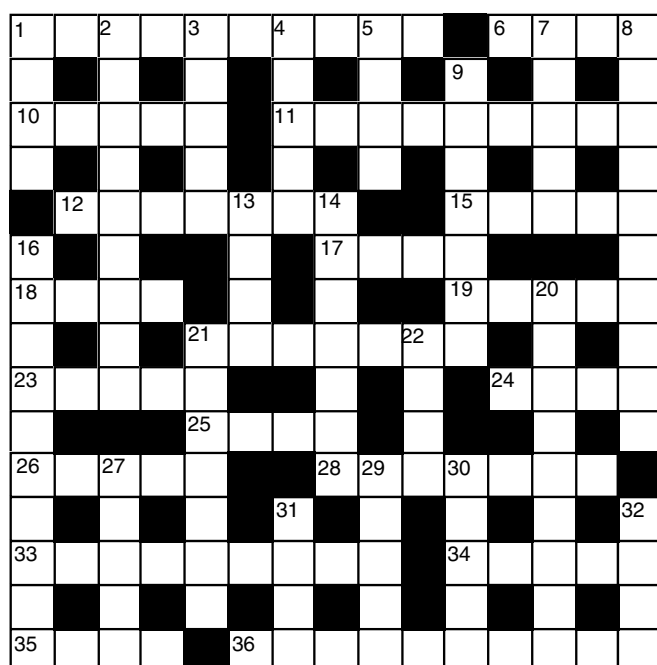
Cash €1,000

Máire Bn Uí Chorcara, Millstreet, Co Cork.

John Quinn, Muire Na nGael NS, Dundalk, Co Louth.

Comhar Linn Crossword no198

A draw for 2 x €100 will be made from all correct entries. Simply complete the crossword and send it to 'InTouch Crossword', INTO, 35 Parnell Square, Dublin 1, Friday 31st May 2019. Photocopied crosswords are not accepted.



ACROSS

1. Actions cry out for capital in Nevada. (6,4)
6. Conflict? Grand - but not cool. (4)
- 10 & 11. Is one's social standing not taken into account when one calls this at the end of lessons? (5,9)
12. That royal spouse is the trickster-type. (7)
15. Where to sacrifice a novice sailor. (5)
17. Around five, one of the Irish finds an English river. (4)
18. Right, help with the attack. (4)
19. Dog seen in Quebec or Gijon. (5)
21. One is learning how to get around Aintree. (7)
23. Some turn to fish for sport. (5)
24. Manufactured some cheese backwards. (4)
25. The record is kept in the Washington area. (4)
26. Such plants provide entertainment to a soldier. (5)
28. 'Magnificent Woe' (same arrangement). (7)
33. Disconnected one of the French before the overthrow went ahead. (9)
34. Type of cabbage found in the operettas of Gilbert and Sullivan? (5)
35. Island beloved of British Conservatives? (4)
36. To a degree, it will show how hot is an unusually fine hearth. (10)

DOWN

1. Couture of Calvin Klein initially gets the bird. (4)
2. Working out how one's grain is scattered. (9)
3. Forcibly ejects from topless medieval tournaments. (5)
4. One must be firm bringing a communist up as a computer programmer. (5)
5. An examination of turkeys' entrails seems trivial, at first. (4)
7. Tessa turned up something worth having. (5)
8. Minor deeds can be brought up to date. (10)
9. That nice fan might provide money. (7)
13. Will love damage desert poet Khayyam? (4)
14. Ciao, Pat - mix dessert. (7)
16. Did The Bounty's cargo consist of two kinds of food? No, just one. (10)
20. Would "Sunset Boulevard" and "Highway" be examples of this film genre? (4,5)
21. Edward has promises of payment - how boring! (7)
22. Have some of Korea sedated, for convenience. (4)
27. It's a more pleasant French city, right? (5)
29. Of greater breadth? How weird is that? (5)
30. Ms Boyle is responsible for part of the census announcement. (5)
31. Entreaty for a quiet meadow. (4)
32. Small island found by some Killarney otters. (4)

NAME:

ADDRESS:

INTO Membership No.

To read the Crossword Competition Terms & Conditions and INTO's Data Privacy Policy please visit www.into.ie/ROI/Benefits/Competitions

Gordius - In Touch Crossword No. 197 April 2019 Solutions (winners names will be published in the next InTouch issue)

Across 1. Bar 3. Market value 8. Last in first out 11. Ruins 13. Tunic 15. Anthill 16. Hacksaw 20. Range 21. Reply 23. Fresh 24. Tara Road 25. Golden oldie 26. Transcended 27. Gas

Down 1. Ballot paper 2. Resident 3. Maize 4. Kaftans 5. Visor 6. Look in 7. Eft 12. Show of hands 13. Tiler 14. Crane 17. Sheepdog 18. Snowdon 19. Sparta 22. Yarns 23. Flood 24. Tit

Gordius - InTouch No. 196 winners: are Bridie Nic Suibhne, Leitir Ceanainn and Marie Dineen, Tramore

Each month Children's Books Ireland recommend a book of the month for primary pupils



CBI recommended read – May

A Year of Nature Poems

Written by Joseph Coelho and illustrated by Kelly Louise Judd.
Wide Eyed Editions, 2019. ISBN 9781786035820. 32pp. Cost: €11.99.

This is a pleasure to look at. Award-winning poet Joseph Coelho has written an original poem for every month of the year, and illustrator Kelly Louise Judd provides the sumptuous folk art to accompany the words. Frogs frolic, daffodils delight and bluebirds perch on snow-covered trees in this love letter to nature.



The poems are nostalgic, harking back to days spent collecting frogspawn in jam-jars and stealing fruit from orchards. But an anxious thread runs through some of the introductions to the poems. The author observes the decline in the frog population, the erratic weather patterns and the increase in the jellyfish population. The reader is left in no doubt that we must change our ways if we want to protect our wildlife and habitats.

Given the large size of the book, it might be assumed that the poems are aimed at young children, but they would find some of the vocabulary challenging. The opening poem refers to murmurations of starlings and describes them as the 'Rorschach of the winter months', while a poem about the mayfly talks of pubescent wings and puberty. The December poem about snow is a joy, talking about 'the exultation at being first to leave footprints on a place so often trod' and describing a snowfall 'like a blanket, like icing and you wonder at the uniqueness of each flake, how together they form a gasp-flowing blanket, a oneness so complete'. A beautiful book. (Ages 8–12)


CBI is the national children's books organisation of Ireland.
For further information and more reviews,
visit www.childrensbooksireland.ie


InTouch competitions and draws

From time to time, the INTO runs competitions and draws for members via InTouch, our e-newsletter, website or social media. Only essential data required for the running of the competition is requested from members. The data collected is deleted once winners have been selected.


The full name and county of prize winners is published by the INTO. By entering the competition, it is assumed consent is given by members for publication of these details.

For more information on T&Cs for competitions visit the Benefits section of the INTO website.





Star site



Most viewed

The most viewed resources at the start of this month

- STÓR FOCAL: ÓCÁIDÍ SPEISIALTA**
<http://bit.ly/Stórfocal>
Tá focail anseo mar aon le foghraíocht na bhfocal, don téama 'Ócáidí Speisialta'.
- AN CHÁISC – LEATHANACH THÉAMA**
www.scoilnet.ie/index.php?id=943
Seo leathanach le físeán agus acmhainní leis an Cháisc a mhúndadh le do rang.
- E-CHÁRTAÍ**
<http://bit.ly/NIREBlas>
Tá na cártaí seo leanas le fáil: Comhghairdeachas, Lá breithe, Beannachtaí na Casca agus rl.
- EASTER EGGS COMPREHENSION ACTIVITY**
<http://bit.ly/CadburyEggs>
A reading activity from Cadbury about the history of Easter and Cadbury Easter Eggs.
- EYEWITNESS ACCOUNTS OF THE EASTER RISING**
<http://scoilnet.ie/uploads/resources/15416/15057.docx>
Eyewitnesses – Easter Monday to Saturday
- THE EASTER RISING POWERPOINT PRESENTATION**
<http://scoilnet.ie/uploads/resources/15068/14708.ppt>
Slides showing the causes, the leaders, the events and several photographs of the 1916 Rising.
- EMPTY COOKING POT – HISTORY OF IRELAND IN 100 OBJECTS**
<http://100objects.ie/education/lessons/?id=3731>
Information and lesson plan about this historical object.
- JUMPING ASSESSMENTS - PDST**
<http://scoilnet.ie/uploads/resources/22532/22255.pdf>
Includes a rubric, checklist and peer-observation guidelines.
- SCOILNET MAPS**
<http://maps.scoilnet.ie/>
Detailed Ordnance Survey Ireland (OSi) maps, incl. historical maps, and aerial photographs.
- CLIMATE CHANGE THEMEPAGE**
<http://scoilnet.ie/index.php?id=928>
Videos and resources to teach about climate change.

ST BRIGID'S NS, SINGLAND, LIMERICK
<http://stbrigidslimerick.ie/>
St Brigid's National School's site has a nice simple design with good use of colour and an easy to navigate layout. The site is an excellent point of contact between parents, pupils and the school.

ONES TO WATCH

WHITEBOARD FOX
<https://whiteboardfox.com>
Whiteboard Fox is an online virtual whiteboard where students or teachers can collaborate in real-time.

TEANGLANN – DICTIONARY AND LANGUAGE LIBRARY
www.teanlann.ie
Teanlann.ie is an on-line dictionary and language library.

MEDIAWISE - SAFEFOOD
www.bit.ly/MediaWiseIRE
Find out how the media works over the course of four topics. MediaWise is packed with fun interactive activities that develop awareness and understanding.