

# Professional Updates

Maeve Mc Cafferty, Senior Official



Irish National Teachers' Organisation  
*Cumann Múinteoirí Éireann*



# How do we communicate with you?

The INTO utilise four main communication channels to keep staff reps informed on professional matters:

- InTouch Magazine
- The INTO Website
- INTO Social Media Channels
- The All-Member Newsletter (Issued every Tuesday during term)



## Professional Updates



1. Education
2. Research
3. Learning
4. Equality

# Education



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# Primary Curriculum Consultation

## 5 Curriculum Specifications Arts

- Wellbeing
- Science, Technology, Engineering
- Social and Environmental Education
- Language inc.
- MFL

 Opens 4<sup>th</sup> March- 7<sup>th</sup> June, online questionnaire

 Branch and District Consultations

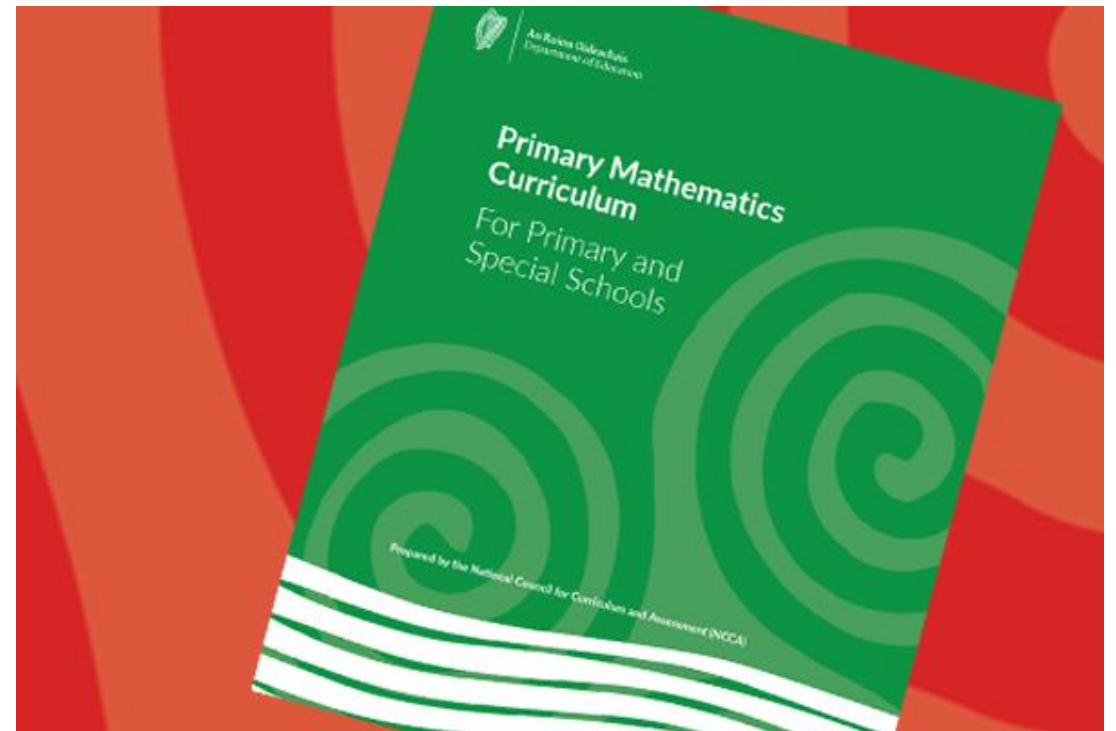
 Consultation with INTO reps on Development Groups





# Primary Mathematics Curriculum

- **Year 1: What is expected of schools ?**
- **Circular 39/2023 : Introduction**
  - **Familiarise:** rationale, aims, strands, elements, Learning Outcomes, big ideas
  - **Explore** Chapter 6...children's learning
  - **Engage** at whole school level, explore, discuss, reflect, school context
- **Attend CPD**










# Primary Mathematics Curriculum

## Year 1: What support is available

- Information video
- Leaders Seminar (Sept/Oct)
- Online Collaboratives (Jan-May)
- School Closure (Nov-May)
- Online Clinics and Muinín Workshops (Jan-June)
- Oide Learning Hub and Online Support Material



# DE SET Allocation Review

-  Gender
-  Enrolment
-  Literacy and Numeracy Scores
-  Complex Needs
-  Social Deprivation





# DE SET Allocation Review

This year

- Enrolment
- Literacy and Numeracy Scores
- Social Deprivation



# Aistear Review

- Aistear Framework published 2009
- Currently being revised....not changed.
- Consultation May 2021-April 2022
- Birth to 6 years
- Primary Curriculum, currently in development, will be based on the Playful Pedagogies outlined in Aistear, therefore, the revised Aistear Framework will apply to Early Years settings only
- INTO is represented on the Aistear Review Group.



# New Inspection Arrangements



An Roinn Oideachais  
Department of Education

December 2023

## Newsletter

from the Chief Inspector, Department of Education



”

I'm Yvonne Keating, the Chief Inspector in the Department of Education. We work for the Government and for the public, to make sure that all children and young people have the best learning opportunities whether they are in early learning and care settings, or in schools. This newsletter is to let you know what school inspectors do and how our work helps to make schools better able to support students like you.

*Yvonne Keating*

### What do Department of Education Inspectors do?

The Department of Education's team of inspectors visit schools, as well as early learning and care settings, to see how students are taught and how well things are working there. If anything needs to be improved we will give advice to the school about how this can be done. We visit as many schools as we can each year and share information with the Department of Education, so that we can all work towards higher standards to improve the learning experience for students.



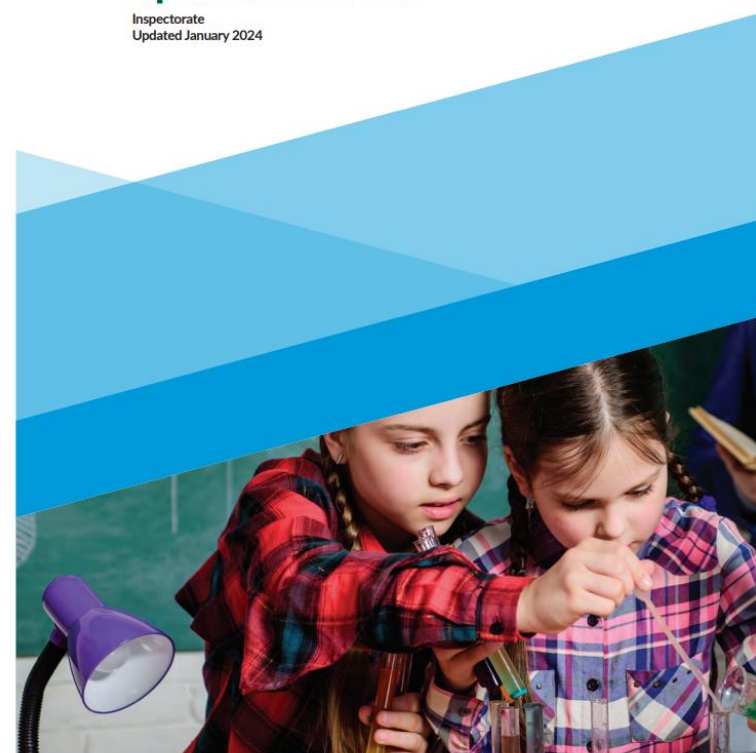
[www.gov.ie/education](http://www.gov.ie/education)



An Roinn Oideachais  
Department of Education

## A Guide to Inspection in Primary Schools and Special Schools

Inspectorate  
Updated January 2024





# New Inspection Arrangements

- Addition of new category of “Excellent”
- Re-wording of lower categories to reflect level of improvement needed

Level	Description	Example of descriptive terms
Excellent	<b>Provision that is excellent</b> is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	<b>Provision that is very good</b> is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	<b>Provision that is good</b> is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	<b>Provision that requires improvement to achieve a good standard</b> is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	<b>Provision that requires significant improvement to achieve a good standard</b> is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective





# Sustainable Development Goals



# Research



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# Research

- INTO Bursary
- Irish Teachers' Journal
- Researchmeet at the Annual Education Conference
- Research determined by Congress Resolution



Prioritise the key professional  
issues in your school this year

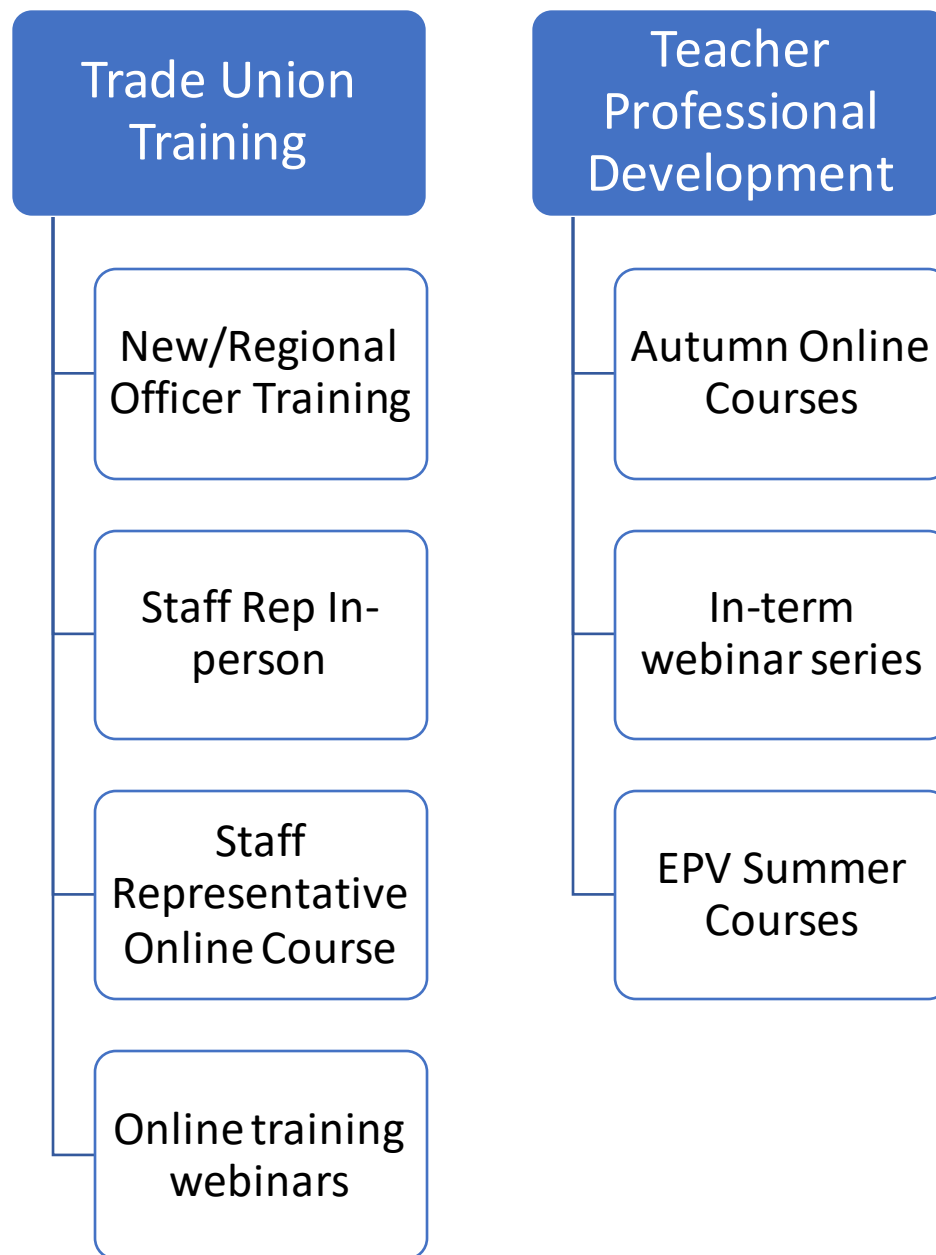


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# Learning



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# Learning



# In-term webinars



An Integrated Approach to Leading Whole-School Wellbeing Practices in Primary Schools	Ciana Callanan	
Menopause Awareness in Schools	Catherine O'Keefe (Wellness Warrior)	
Playful Approaches Using the Primary Maths Curriculum (Stage 3 & 4: 3rd-6th Class)	Michelle Hannafin	
Playful Approaches Using the Primary Maths Curriculum (Stage 1 & 2: Junior Infants – 2nd Class)	Deirdre O'Toole	

# Upcoming Webinars

Title	Presenter	Date
Whole School Approach to Behaviour Support		Wednesday 28 <sup>th</sup> February
Creating an LGBT+ Inclusive School		Wednesday 6 <sup>th</sup> March
Celebrating 140 <sup>th</sup> Anniversary The Adventures of Pinocchio		Wednesday 12 <sup>th</sup> March
Connected Classroom – Restorative practice		Tuesday 12 <sup>th</sup> March





# EPV Summer Courses 2024

- NEW!! F2f Cursa Samhraidh – Oideas Gael – Gleann Cholm Cille
- NEW!! Curaclam Teanga na Bunscoile (Ar line)
- Updated!! Moving from Mainstream to SET

into learning

Expanding the Boundaries  
Professional Development & Union Learning

into  
Irish National Teachers' Organisation  
Cumann Múinteoirí Éireann

## Summer Programme 2023

- Registration and payment for courses available online at [moodle.intolearning.ie](https://moodle.intolearning.ie)
- Online courses will run from **Monday 3 July to Wednesday 19 July 2023**.
- For specific queries contact [learninghelpdesk@into.ie](mailto:learninghelpdesk@into.ie)
- All online courses €35

[moodle.intolearning.ie](https://moodle.intolearning.ie)

### ONLINE COURSES

#### Moving from mainstream to SET

This online course will enable participants gain an understanding of the role of the special education teacher (SET) particularly for those teachers moving to this role for the first time. The current SEN model will be explored in a comprehensive manner including policy and practice details. The course will also explore a variety of learning difficulties which may be encountered as well as an exploration of the diagnostic and screening tests available to identify support needed for such difficulties. From a pedagogical perspective it will explore good practice in supplementary teaching to support oral language development, phonological awareness, reading and general mathematical difficulties.



#### Maths Problem-Solving: A process, not a product!

This online course focuses on a process led approach to maths problem-solving across all class levels. It includes an exploration of mathematical language and maths thinking. It presents a series of problem-solving strategies, a tool kit and a framework to support maths problem-solving. It also explores assessment in maths problem-solving, mathematics in the environment and mathematics across the curriculum. It includes a series of videos showing the teaching approaches explored in the module being used in the classroom.



#### Global Citizenship Schools

This online 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 engaging with these issues by providing a range of teaching approaches, case studies and resources. It also seeks to promote a more critical and action-based approach when teaching global citizenship issues. It supports the underpinning objectives of INTO Global Citizenship Schools and is suitable for all primary class levels.



#### Literacy through the Arts

This online course explores how a school's discrete literacy programme can be supported and extended using the arts: drama, visual and musical arts. The course details good practice in literacy teaching including discrete literacy teaching approaches to support the new primary language curriculum. It also refreshes teachers' familiarity with the arts curricula and how literacy can be integrated into arts lessons – music, the visual arts and drama. It concludes with a step-by-step guide on how to bring a story to the stage from a creative writing and oral language development perspective that includes video footage of the process.



#### Language Matters: Effective Practices for EAL Support in Primary Schools

This online course outlines effective planning, teaching, assessment, and whole-school practices for EAL support in primary schools. It is designed for both mainstream and support teachers of learners of EAL and offers important insights, skills, and resources for working with these pupils within and beyond the mainstream classroom. This course blends both theoretical and practical considerations, so that attendees will not only develop important knowledge for their work with learners of EAL, but will also emerge with useful pedagogical tools to respond to the identified needs of children in their schools.



#### Digital Technologies in SESE and STEM

This online course explores the use of digital technologies to enhance teaching and learning in the areas of Social, Environmental and Scientific Education (SESE) and Science, Technology, Engineering and Mathematics (STEM). In particular, it will provide a hands-on experience of online resources for science, history, geography, maths and basic programming. It will feature survey creation tools for science projects, timeline creation tools and multi-media story telling applications for history, various online mapping resources for geography, a variety of online numeracy resources, tools and applications as well as approaches to introduce pupils to computer programming including the use of Scratch. This course is NOT suitable for beginners.



#### Creating an LGBT+ Inclusive School

This online course seeks to support teachers and school leaders to create an LGBT+ inclusive school. It explores LGBT+ identities, terminology, visibility and inclusion, how best to implement education strategies to prevent homophobic, biphobic and transphobic bullying and how to positively represent LGBT+ identities through curriculum and classroom interactions. It will allow teachers gain an understanding of gender non-conformity and to support those who are transitioning between genders as well as providing guiding principles for an LGBT+ inclusive working experience and LGBT+ inclusion in school policies. This course also provides a collation of useful resources for all class levels.



#### Learning Through Play

This online course explores the concept of learning through play including: current trends and research in the pedagogy of play, the role of the teacher and the benefits and challenges of play in the classroom. The course will explore the Aistear assessment guidelines and the following areas: pretend, socio-dramatic and small world play; planning for play and developing language through play. This course is ideal for any teacher wishing to incorporate play as a pedagogy into their classroom practice.



#### Understanding and Supporting Pupils suffering Adverse Childhood Trauma

This online course seeks to enable teachers to understand adverse childhood experiences, how they may manifest in a learning environment and how best they can be accommodated to support the child's learning needs. The course also explores how to manage/support one's own reaction to and interaction with behaviour associated with children who have experienced childhood trauma. Case studies of children suffering adverse experiences as a result of parental alcohol abuse and of children suffering from homelessness will be explored as part of the course.



#### Embracing racial, ethnic and cultural diversity in our schools

The course will explore race and racism, concept of race and racism including the interaction of power and privilege. It will also consider how racial, ethnic, cultural and linguistic diversity can be utilised within the classroom, the staffroom and the wider school community. The course explores how challenging racism and race-biased language and behaviours can prevent racism and racial bullying/harassment in schools. The course will also advise on good practice when teaching English as an additional language and on approaches to acknowledge pupils' mother tongues. Finally, the course will harness the School Self-Evaluation process and the Yellow Flag Eight Step process to enable and empower schools to create an inclusive racial and culturally diverse school.



### FACE-TO-FACE COURSES

#### Cumarsáid, Comhlúadar & Craic Scoil Samhraidh

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



(3-7 Iúil; Ionad an Bhliascoid Mór, Dún Chaoin)

Tuilleadh eolais ó Nuala Uí Ghearralt (m) 0876534633 (r) [nulalughearralt@gmail.com](mailto:nulalughearralt@gmail.com)

#### Optimising Your Middle Leadership Role in School

The course will be of particular interest and support to new and aspiring Assistant Principals as well as giving newly appointed principals and deputy principals greater confidence in how to optimise middle leadership to benefit ongoing school improvement. The modules will explore ways to optimise your leadership capacity guided by the Looking at our School framework. The course will be informed by experts on school leadership priorities and challenges, and will provide lots of practical opportunities over the five days on how you can develop your leadership skills overtime. There will be a specific focus on distributed leadership, leading curriculum change, promoting an inclusive school environment and understanding the roles and responsibilities of AP posts.



(10-14 July Inclusive; Teachers' Club, Dublin 1)

### SYNCHRONOUS COURSE

#### Understanding and Preventing Racism Through A Global Justice Lens

This course will offer both synchronous and asynchronous learning opportunities for teachers to support their developing understanding of identity-based and structural racism and discrimination related to race, language, culture and/or ethnicity. Teachers will learn the importance of becoming anti-racist practitioners and how schools can promote anti-racism within a global social justice lens. This course will be particularly useful for teachers and school leaders who would like to learn more about the Vision, Objectives, Priority Actions and Recommendations of the National Action Plan Against Racism (NAPAR, March 2023) as it is relevant to schools. (Synchronous sessions on 3 and 4 July at 10am-1pm)



# Future INTO teacher professional development?



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# Equality



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## Nine Grounds in Equality Act (2004)



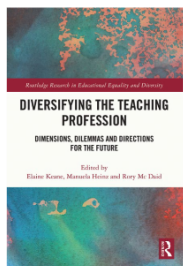


# Teacher Diversity

- Exploring teacher support groups for teachers from under-represented groups
- Intouch equality feature – spotlighting an aspect of equality in the profession
- Represent the collective voice of teachers on external groups e.g. ICTU Disability Committee; BelongTo; National Women's Council; UCG Teacher Diversity SIG
- Collaborate with HEIs to support diversity in teaching e.g. Migrant Teacher Project; Turn to Teaching; Tobar



# Be the change you want to see – disability and teaching



Over the next few issues of *InTouch*, we're spotlighting teacher diversity by publishing lived experience stories and summaries of recent research. The debut entry in our series Scóip, the Irish for horizon, looks at physical disability – what the challenges are for people entering and existing in the teaching profession? But also, how can we work to make education as a career and sector more inclusive for workers? To get us started, Dr Elaine Keane explains why diversifying our profession is so important.

I am delighted to write the introduction to this important *InTouch* series on teacher diversity. Diversifying the teaching profession has been of increasing concern internationally, given its homogeneity relative to an increasingly diverse student population. Having more teachers from under-represented groups is hugely important. Firstly, because of the benefits to them in terms of equity of access, as barriers currently exist in accessing the profession. Secondly, research has shown that there are significant benefits for students from minority ethnic and disadvantaged backgrounds from having teachers 'like them'. These teachers are more likely to demonstrate high expectations of all students; to contribute diverse perspectives to curricula; to confront forms of oppression in schools; and to act as change agents and as role models for students from similar backgrounds (although role modelling research is complex and nuanced).

Benefits also accrue to students from more privileged backgrounds from having teachers who are different to

them. The presence (or absence) of a teacher from a particular background gives important messages to students about who can and should be a teacher, and perhaps who may not. All students need to have teachers who constitute a much wider representation of society than is currently the case. We also need to better prepare all student teachers (irrespective of background) to be effective and supportive teachers for all students. Thirdly, there are benefits for society more generally from having a more diverse teaching profession, as it impacts positively on measures of social cohesion, inclusivity and democracy.

While there has been a particular focus on teacher diversity in Ireland of late, diversifying the profession has been promoted by the Department of Education, and later the Teaching Council, for more than 20 years. The homogeneity of the profession was brought into particularly sharp relief during the 'Celtic Tiger' years when the general Irish and schooling populations significantly diversified. However, much evidence about the profile of the teaching population was anecdotal until large-scale research was conducted from 2013, including through the *Diversity in Initial Teacher Education (DITE)* project at the University of Galway. Findings showed that entrant cohorts to initial teacher

education (ITE) were highly homogenous, being predominantly female, white settled Irish, catholic, heterosexual, non-disabled, of higher socio-economic group and of non-mature age. Of note, there was significantly less diversity at primary compared to post-primary levels.

Teacher diversity subsequently appeared for the first time in national policy in the 2015-2019 *National Access Plan* by the Higher Education Authority (HEA). This was followed in 2017 by the HEA's innovative *Programme for Access to Higher Education, Strand 1: Equity of Access to Initial Teacher Education*, through which €5.4 million has been invested since 2017. This programme supports 13 teacher diversity projects nationally through the centres for teacher education. Additionally, the *Migrant Teacher Project* at Marino Institute of Education, Dublin supports qualified, migrant teachers to begin working in the Irish education system. Teacher diversity remains a core national policy focus, appearing as a goal in the current HEA *National Access Plan 2022-2028*, the *Teaching Council Strategic Plan 2022-2027*, and the 2023 *Department of Education ITE Policy Statement*.

DR ELAINE KEANE, Associate Professor of Education, University of Galway  
ela.ine.keane@universityofgalway.ie

## STAFFROOM RESOURCE

A bilingual poster to help staffrooms support and spotlight diversity was issued with this edition of *InTouch*. If your school did not receive a poster or would like to request one be sent, email the equality helpdesk [eqc@into.ie](mailto:eqc@into.ie).



## Becoming a primary school teacher as a wheelchair user

Leesa Flynn recently qualified with a Professional Masters in Education (PME) from Maynooth University.

From a young age, I always knew that I wanted to be a primary school teacher. I began my journey in Maynooth straight after my Leaving Cert in 2016, studying English and History as part of my bachelor of art's degree. I graduated in 2019 and came back to Maynooth in 2020 to do my masters. I qualified as a teacher in 2023.

My journey is unique in a lot of ways, as I am a wheelchair/walking frame user. I was born with spina bifida. As someone with a physical disability, it had never really occurred to me throughout my life that teaching would be a challenging career for me. I grew up in an environment in which I was the only physically disabled person in my family, school and social circles, but I had never questioned whether I'd be able to do everything that my non-disabled peers could do.

However, upon entering the PME, it became clear to me very quickly that this was a course that had never been looked at through a physically disabled lens before. An example of this was the mandatory Gaeltacht placement that student

teachers must complete twice during the PME. During my first year, this was all done over Zoom due to the pandemic. However, thereafter it was done in person again. This was the point where I realised that a wheelchair user had probably never completed this course before. Gaeltachtaí are typically in very rural parts of Ireland, which posed a huge problem for me in sourcing the accessible transport and accommodation that I would need for the two weeks. I ended up having to do the Gaeltacht over Zoom, and I am grateful to both the department and Maynooth University for allowing me to do this. I am also so grateful to Gaith Dobhair for allowing me to Zoom into their Gaeltacht classes and activities, while they carried them out in person.

While I am so grateful to have been given this accommodation, I do feel that yet again this is an example of the disabled person in the situation having to have the "consolation prize" of an experience. I didn't get the opportunity to go there in person, make new friends

and immerse myself in the culture.

Going forward, I would love to see an advisory, paid role being filled by a disabled person, who would work with institutions, department heads, etc. to highlight the needs a disabled student or teacher will have, from someone with firsthand experience. This person could advise institutions around changes needed to physical environments, supports students need or simply how to approach the topic of disability with students, as oftentimes people who have never been affected by disability are afraid to broach the topic, for fear of causing offence.

While I am the first wheelchair user to qualify as a primary school teacher from Maynooth University, and quite possibly the first to do this nationally, I do not want to be the last.

It is my hope that my struggles can be used as a way of moving forward for more wheelchair users to start down this very rewarding career path.

LEESA FLYNN, Primary School Teacher and disability advocate.

“Gaeltachtaí ... posed a problem for me in sourcing accessible transport and accommodation. I ended up having to do the Gaeltacht over Zoom.”





# Diversity in Schools Poster

- Following Congress 2022, an INTO working group was established to progress equality, inclusion and diversity.
- A key action from the working group included the design and distribution of a staffroom poster for schools to emphasise the importance of an inclusive and diverse teaching profession.
- The bilingual poster accompanied the current edition of Intouch





# Diversity in the Teaching Profession

- *Working towards a diverse and inclusive teaching profession: A shared learning event*
- Led by Maynooth University's Turn to Teaching Community and the INTO
- Opened up the dialogue and considered the opportunities and challenges
- Keynote, roundtable discussions and panel
- Over 100 attendees
- Teacher representative for each of the nine grounds
- IHREC Funded

Working Towards a  
**DIVERSE & INCLUSIVE**  
Teaching Profession

A shared learning event with the INTO and  
Maynooth University's Turn to Teaching Community

into  
Irish National Teachers' Organisation  
Cumann Múinteoirí Éireann



This project is supported  
under the Irish Human  
Rights and Equality  
Commission Grant Scheme



Maynooth University  
National University  
of Ireland Maynooth



10.00am–2.15pm  
Wednesday 31 May 2023

Aula Maxima, South Campus,  
Maynooth University

Registration in advance is essential.  
A light lunch will be provided.  
Register now: [bit.ly/WDITP\\_register](https://bit.ly/WDITP_register)



## A transformative event, encouraging diversity and inclusion

The INTO and Maynooth University's Turn to Teaching Community collaborated to host an event, aimed at promoting diversity and inclusivity in the teaching profession. The shared learning day, titled *Working Towards a Diverse and Inclusive Teaching Profession*, brought together almost 100 attendees including student teachers, INTO members and education stakeholders.

INTO President Dorothy McGinley provided the opening address, acknowledging the union's consistent effort over recent years to advocate for equality among teachers and school communities. She emphasised the importance of a strong trade union using its collective voice in support of under-represented and minority groups within the teaching profession.

### Keynote conversation

Dr Gareth Burns, Director of Turn to Teaching at Maynooth University, and Dr Elaine Keane, Associate Professor of Education and Director of Doctoral Studies at the School of Education, University of Galway, engaged in the keynote conversation, *Diversifying Teaching in Ireland: Background and Context*, which provided valuable insights into the challenges and opportunities associated with fostering diversity in the teaching profession.

The topic was further explored through a panel discussion with teachers from under-represented backgrounds in the profession. The discussion heard from leading panellists, including Annie Asgard, PDST Primary EAL Advisor; Grace Kelly, primary teacher; Megan Berry, Traveller Outreach Officer at Maynooth University; Dr Seán Henr, Edge Hill University; and Maeve McCafferty, INTO Equality Officer, who facilitated the session.



### Teacher voices

The leading voices at this conference were those of the students and practising teachers from under-represented groups who shared their authentic, lived experiences.

Through these personal stories, the event explored the 'soft' and 'hard' barriers along teachers' pathways, from selection to entering, and staying in the profession. To make teaching a more representative profession, there is a need for targeted strategies, policies and initiatives to overcome the obstacles that are in place and to incentivise recruitment from a wider pool.

Attendees also had the opportunity to participate in roundtable discussions focused on various aspects related to diversity and inclusivity in teaching. They were encouraged to interpret the term 'diversity' as broadly as possible to ensure that the day was inclusive of all minority groups including, but not limited to, gender, marital status, family status,

sexual orientation, religion, age, disability, race and membership of the Traveller community.

### Critical conversation

The event culminated with a closing panel discussion, *Pathways Towards a Diverse and Inclusive Teaching Profession*, which featured notable contributions from speakers such as Seyi Agbede, Educator and diversity, equity, and inclusion (DEI) advocate; Aoife Tittley, Lecturer in Global Citizenship Education at Maynooth University; Lesley Byrne, Principal of Clogher Road Community College and Turn to Teaching 'Rising Leader'; Dr Rory McDaid, Director of the Migrant Teacher Project at Marino Institute of Education and Dr Jerry O'Neill from Maynooth University's Department of Adult and Community Education, who moderated the session.

The conference aimed to foster a deep understanding of the importance of diversity and inclusivity in the Irish teaching profession while exploring practical strategies to create an environment that celebrates all students and educators.

The INTO envisages that the event will be the start of a critical conversation around the diversification of the profession and will remain committed to progressing its work in this area.

MAEVE MCCAFFERTY, INTO Equality Officer



Hazel (surname TBC) worked on a live 'harvest' graphic during the event, capturing key points of discussion during the day.









- supports and advances the cause of lesbian, gay, bisexual, and transgender primary school teachers in Ireland
- advocates for LGBT+ inclusion in primary schools
- encourages the visibility of LGBT+ teachers in schools and society at large
- endorses and supports the work of other professional groups
- provides a forum for social interaction and peer support
- promotes teaching resources which encourage LGBT+ inclusion and address homophobic and transphobic bullying

#### **Social Media**

Facebook: [@INTOLGBTeachersGroup](#)

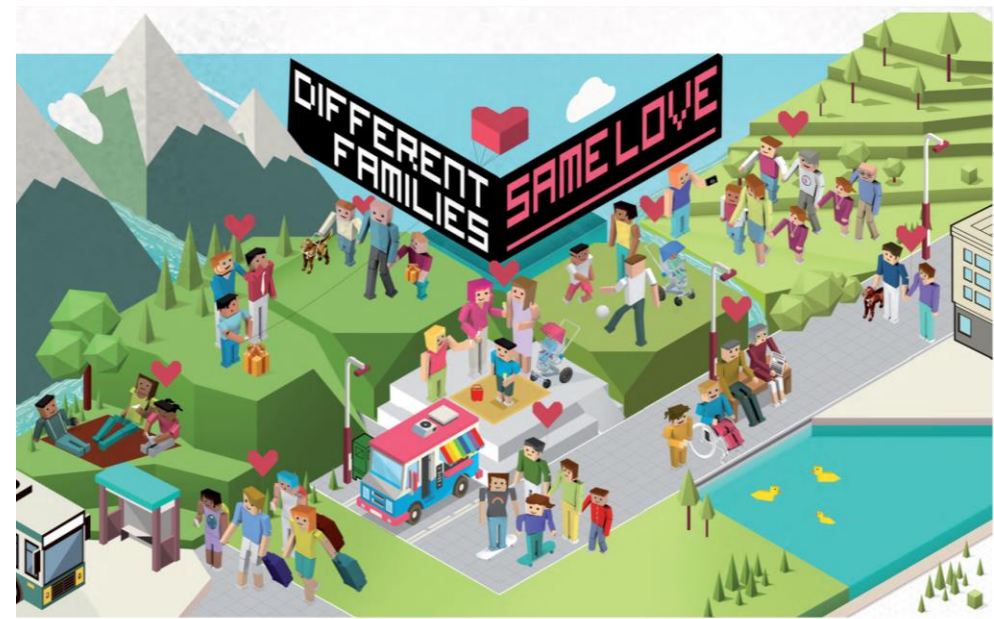
Instagram: [@intolgbt](#)

Twitter: [@intolgbt](#)

#### **Email**

The Secretary of the group can also be contacted by email at [lgbt@into.ie](mailto:lgbt@into.ie).









## Stop the Stigma



A trade union coalition campaign aimed at raising awareness of menstrual and menopausal welfare in the workplace

The campaign, *Stop the Stigma*, is focused on raising awareness in workplaces as well as negotiating with employers for paid leave for workers who experience disabling menopausal and menstrual conditions

Roderic O Groman has committed to research in menstrual and menopausal welfare in the workplace.

A position paper includes the collective research and highlights the legislative justification as well as international best practice.

Launched in October coinciding with World Menopause Day (18 October 2023) involving briefing to Oireachtas Joint Committee on Health

A co-ordinated media campaign was rolled out across the coalition trade union and copies of the overall position paper will be printed for the respective union membership



# Reproductive Health Related Leave

- The INTO initiated a Bill with Labour that would provide for a period of paid leave consequent upon miscarriage or to avail of reproductive healthcare providing for 20 days paid leave for early pregnancy loss and up to 10 days for fertility treatments;
- The Bill passed the Seanad stages, however, the Government accepted an amendment that would delay the Bill for 12 months
- The INTO will continue to campaign and encourage cross-party support and pressure the government to advance the legislation as a matter of priority.



Go raibh maith agat



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