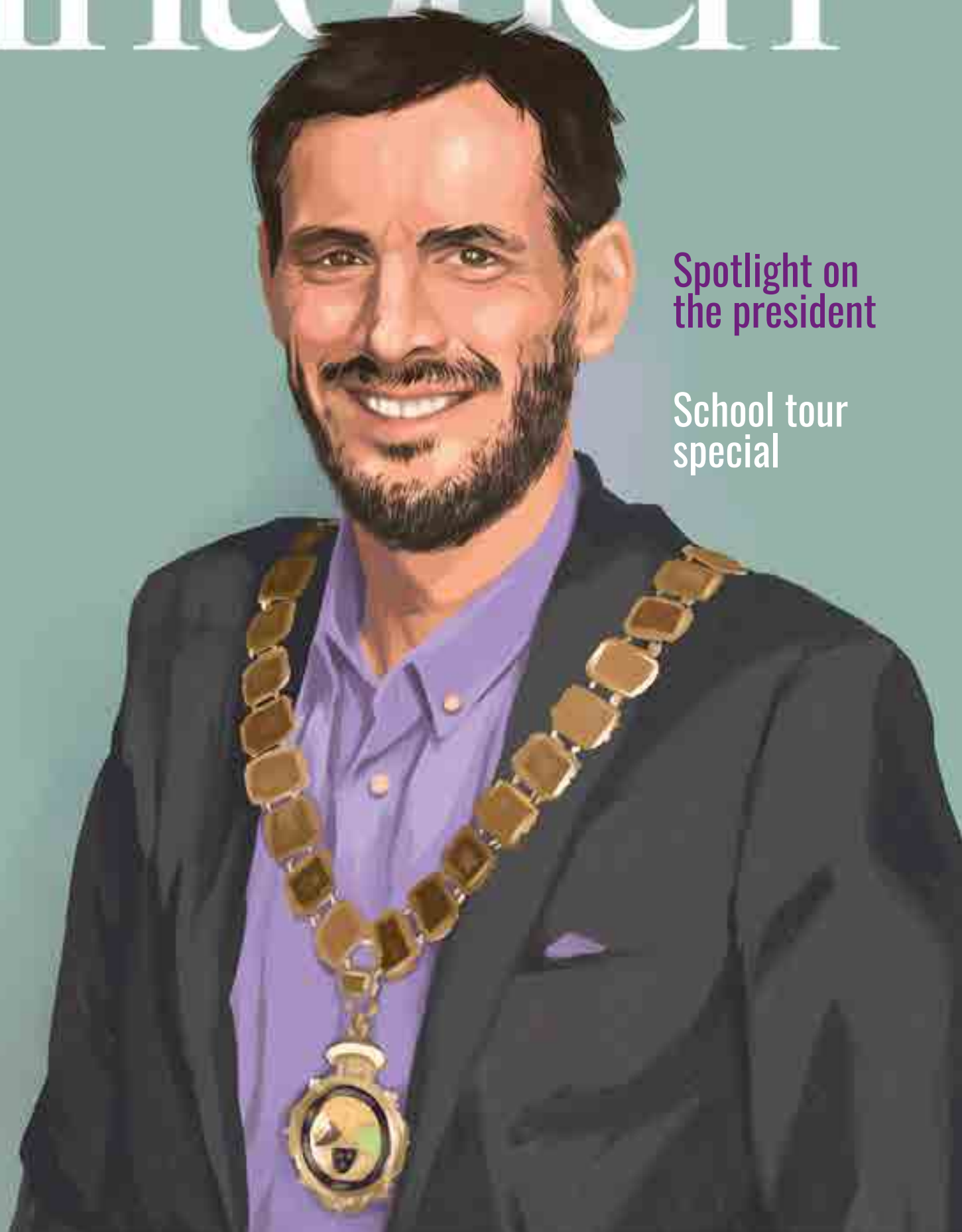


into touch

Spotlight on
the president

School tour
special





We live in interesting times

We certainly live in interesting times, at least politically.

I want to thank all those members who advocated strongly for primary education during the recent general election. More than 2,500 members sent 12,000 emails in support of our key priorities. We are all too aware of how busy this time of the year is for our members.

Equality conference

I was proud to speak at our recent Equality Conference on the theme of 'The LGBT+ inclusive school'. I want to thank the Equality Committee for their hard work in delivering this important conference, and the publication of a national survey into the lived experience of LGBT+ teachers in our schools. I also want to commend the LGBT+ Teachers' Group on their well-earned win at the GALAS awards for their 'Different Families, Same Love' competition.

Special education

I expect that appropriate and essential supports for diversity in our schools will be hotly debated at our annual Congress this year. The DES and NCSE have been consulting with stakeholders about the future of special schools and special classes and about a new system for allocating special needs assistants. INTO has a proud record of campaigning for supports for children with additional needs. We will never accept any diminution in these hard-won resources. The next government must ensure that every child in our primary schools and special schools is cherished equally. As I said at the INTO Equality Conference, equality is not always about treating people the same – it is about treating people in such a way that the outcome for each person can be the same.

Your work has succeeded in ensuring that our core asks ... appeared in the manifestos of almost all political parties in Dáil Éireann.

Your work has succeeded in ensuring that our core asks, in particular our goal of lowering class sizes by one pupil per year for the next five years, appeared in the manifestos of almost all political parties in Dáil Éireann.

Over the coming weeks, INTO will be endeavouring to influence the forthcoming negotiations to form a programme for government. We will be seeking to ensure that the next government quickly brings an end to pay inequality and that appropriate pay and supports for our school leaders alongside reduced class sizes all form part of the government's plan for the next term.

Teaching Council elections

As you will know, the Teaching Council regulates the teaching profession in this country. The current term of office for teachers elected to the body comes to an end in April 2020. As such, elections will take place for the next term of office, with voting open from 24 February to 11 March. INTO is not endorsing any candidate but we are taking an active role in publicising all primary candidates seeking election. We have included a special Teaching Council election section in this edition of InTouch. Please use your vote as it's important for primary teachers to have reliable and responsible representatives on their regulatory body.

intouch



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CMRF raffle 2020 goes online

The annual INTO members' draw in aid of the Children's Medical and Research Foundation (CMRF) will go online this year. Members and/or staff representatives will be asked to purchase their ticket/s through the online booking system, Tito. The link will be available through the INTO website and e-newsletters. Members and/or staff representatives will have the option to purchase one or multiple tickets. The staff representatives' 'free draw' and a 'donate only' facility will also be available.

Supporting childhood illness research

The proceeds from the 2020 draw are dedicated to funding the third year of a three-year research project on inflammatory bowel

disease (IBD) in children. IBD is a term for two chronic relapsing conditions, ulcerative colitis (UC) and Crohn's disease (CD).

Member prizes this year include as 1st prize a Toyota Auris, with nine cash prizes of amounts from €4,000 to €1,000. This is a great opportunity to support a good cause and to give yourself a chance of winning a valuable prize towards the end of the school year!

Online draw opens in April

Tickets cost €10 each, and will be open for online purchase from Friday 3 April, with the draw taking place on Friday 12 June 2020.

For any queries about the draw, please contact Georgina Glackin at 01 8047745 or by emailing gglackin@into.ie.

LGBT teachers' group wins event of the year



The INTO LGBT teachers' group was presented with an award at the recent GALAS, which were held to acknowledge the contribution of individuals, companies and organisations and their work in 2019 to make Ireland a better place for the LGBT+ community. The group won in the category 'LGBT+ Event of the Year' for the *Different Families, Same Love* competition.

The LGBT+ Teachers' Group committee, INTO President Feargal Brougham, and Equality Officer Alison Gilliland, were in attendance on the night. Photos: Tom Honan.

Draft Primary Curriculum Framework published



The National Council for Curriculum and Assessment (NCCA) has published the *Draft Primary Curriculum Framework*. The development of the framework is a significant part of the council's work in reviewing and redeveloping the primary curriculum. The *Primary School Curriculum* (1999) was published over 20 years ago and, since then, the extent and pace of change in Irish society is striking. This is reflected in our diverse classrooms and ever-increasing and changing demands of a primary school experience. This has created both a need and an opportunity to revisit the curriculum as a whole and to ask key questions:

What is the purpose of a primary education when we think about the next 15 years?

What priorities, structure and components within a curriculum can support this?

Drawing on work with schools, research and stakeholder engagement, the draft framework addresses these questions by setting out proposals for a future primary curriculum. These proposals are intended to encourage and support discussion and debate through an extensive consultation which will run to the end of October 2020. The NCCA will use the consultation findings to finalise the framework in early 2021.

The framework will then inform work in the different curriculum areas and subjects in the coming years.

The consultation is your opportunity to have your say on the proposals set out in the *Draft Primary Curriculum Framework*. You'll find full details of the consultation at www.ncca.ie/primary including the draft framework and links to an online questionnaire. You might also like to take part in one of the focus groups being held around the country and/or make a written submission.

The NCCA looks forward to hearing from you during the consultation.



Vacancies in INTO Head Office

The INTO is hiring for two senior official positions in INTO's Head Office in Dublin



Vacancy for senior official, Finance, Membership and Operations Section

The senior official position, in the Finance, Membership and Operations Section of INTO Head Office will have a diverse role operating across finance, pensions, procurement, facilities, IT and project management. The successful candidate will work closely with the assistant general secretary/director of finance and operations in delivering the section objectives.

This key role will involve:

- Internal pensions administration relative to INTO staff pension schemes.
- Finance, including involvement in reporting, preparation of financial statements, internal/external audits, budgets and management accounts in INTO.
- Risk management and regulatory

compliance.

- Management of procurement of INTO services.
- Property projects and facilities management.
- Project management.
- Operating/managing across diverse teams.
- Such other operational functions as the general secretary may assign.

The successful candidate will have:

- A strong academic background and appropriate professional experience
- Strong IT skills.
- A proven track record in writing/ revising in a variety of media with the ability to convey complex information in a user-friendly way.
- Strong analytical, reporting and project management skills and the ability to

work on their own initiative.

- The ability to manage a diverse team and to collaborate across the organisation.
- Excellent communication, presentation and interpersonal skills.
- A results-driven approach with evidence of being innovative, energetic and flexible in advancing strategy.

Interviews will be held during the week beginning 23 March 2020. Letter of application (max. 2 pages) and curriculum vitae, together with the names and contact details of two referees, should be submitted by email only by 12.00pm on Friday, 13 March 2020 to gen.sec@into.ie. General terms and conditions are available on request from bmchale@into.ie.

Vacancy for senior official, Communications Section

INTO's Communications team ensures members and employees are kept up to date with union developments, promotes the voice of the membership externally and delivers high-profile campaigns and events. The senior official will have a strategic role developing, managing and implementing an organisational communications strategy for INTO in the Republic of Ireland. This is a senior position reporting to the assistant general secretary/ director of communications.

This key role will involve:

- Managing, developing and editing the production of a wide range of internal communications, including INTO's magazine *InTouch*.
- Developing, driving and monitoring INTO's online presence across a range of platforms and overseeing the production of content for online communication.
- Promoting a positive image of the INTO and the primary teaching profession in the media locally and nationally.

- Creating informative and interesting press releases, press kits, newsletters, and related marketing materials.
- Public affairs monitoring and engagement through fostering and developing positive relationships with key stakeholders.
- Producing weekly, monthly, quarterly, and annual activity reports for the communications section.
- Managing communications aspects of major INTO events and campaigns.
- Managing personnel assigned in the communications section to ensure successful delivery of objectives.
- Such other duties as may be assigned from time to time by the general secretary.

The successful candidate will have:

- A strong academic background and appropriate professional experience.
- Proven success in writing in a variety of media with the ability to convey complex information in a user-friendly way.
- Strong analytical, reporting and project

management skills and ability to work on own initiative.

- Strong social media skills.
- People management experience.
- A thorough understanding of current issues in education and industrial relations.
- Ability to manage a diverse team and to collaborate across the organisation.
- Excellent communication, presentation and interpersonal skills.
- Experience of external and internal communications management.
- A result-driven approach with evidence of being innovative, energetic and flexible in advancing strategy.

Interviews will be held during the week beginning 23 March 2020. Letter of application (max. 2 pages) and curriculum vitae, together with the names and contact details of two referees, should be submitted by email only by 12.00pm on Friday, 13 March 2020 to gen.sec@into.ie. General terms and conditions are available on request from bmchale@into.ie.



A safe and just future

INTO member, Tara O'Sullivan, attended the Trade Union Friends of Palestine conference. The theme of the conference was 'Palestinian Children – their right to a safe and just future'. She shares her thoughts on the conference

The purpose of the conference was to raise the profile and consciousness of the mistreatment of Palestinian children living under Israeli occupation. Words that repeated throughout the day were occupation, dehumanisation, torture and apartheid. As the day went on it became clear that the occupation and oppression of Palestinian people, instead of diminishing, is gathering pace.

Gideon Levy, an Israeli journalist and author, firmly told us "how this Israeli military are rephrasing history and rephrasing reality. They say their settlements are legal because it's not an occupation when you own the land." He, along with others, made it clear, it's the role of unions and activists to fight for the truth.

Feargal Brougham, INTO President, opened the conference on Saturday with a very important message directly from the children of Palestine that he met while on his trip as an ambassador for the INTO. "The voice kept coming through from the children, 'Tell our story, we are not terrorists!'" He went on to explain how the Palestinian people are struggling for freedom, justice and equality.

Patricia King, General Secretary of the Irish Congress of Trade Unions (ICTU) also reinforced how children are detained, imprisoned, tortured and ill-treated under Israel's occupation. "There are devastating levels of unemployment and daily humiliation of workers travelling to work."

Eamon McMahon, a retired psychotherapist who worked most of his professional life in child and adolescent mental health services, explained how the psychology of trauma is being used consciously by Israeli military as a weapon to affect Palestinian children's



development. Palestinian children are being traumatised because research proves it will affect their offspring, he said. He played snippets of an Israeli military conference video, it was painful to see how efficiently and repetitively they seemed to dehumanise the Palestinian people in their military training.

Nery Ramati, a lawyer from Israel, quite bluntly put his experience as a lawyer there like this "Israelis arrest children because it's effective. Children are the spirit and energy of a village and a little bit stupid, as they are willing to take risks adults won't. No one in the system sees them as children but as Palestinians or terrorists to dehumanise them. After their arrest they're no longer the same children. This kills the village morally and spiritually."

A father and his 17-year-old son shared their story of the boy's arrest. The story highlighted the torture inflicted on the 500-700 Palestinian children arrested every year. This was affirmed by other speakers from Palestine. These children experience coercive interrogation, physical aggression, are handcuffed, blindfolded, made sign confessions in Hebrew and put on trial in military courts.

There is quite a difference between Israeli children and Palestinian children put on trial. An Israeli child has 4 days to prepare before their trial begins and a lawyer must be present. A Palestinian child only has 12 hours to prepare for their trial and doesn't require a lawyer, they can also be held in a room for 12 hours without any communication. The Israeli military don't have the legal right to arrest 'settler' (Israeli) children but can arrest Palestinian children. Israeli children are brought to juvenile courts. Palestinian children are brought to a military court.

However, another message shone brightly through the conference. That we never want the people of Palestine to believe that there is no hope. It's true that the voices for the oppressed throughout the world have received criticism for raising awareness of this apartheid and putting motions to their governments to act immediately but, as we were reminded at the end of the day, "we cannot change what we are not aware of but once we are aware of it, we cannot help but change it."

TARA O'SULLIVAN, Dublin North East branch.



A presidential year

INTO President Feargal Brougham sat down with *InTouch* to discuss his year in office.

When Feargal Brougham graduated from Marino Institute of Education, the employment prospects for a newly qualified teacher at the time were limited to say the least. With the Irish economy in tatters, jobs were scarce. Feargal, juggling his job as a librarian, would take himself into the INTO Head Office and wait for a welcome summons to a school in need of a substitute teacher.

Last year, Feargal returned to the same Head Office as INTO president. He also made a return journey to his alma mater to collect the inaugural Marino Alumni Award for his contribution to education, alongside fellow teacher and activist Sinéad Burke. Quite the year, to say the least.

The journey from precarious substitute teaching to president of the oldest and largest teachers' trade union in Ireland is a remarkable career trajectory by any standard. However, shortly into our conversation, Feargal's blend of compassionate, humble and erudite musings, make his journey easy to understand. He wears his achievements lightly.

Having done my homework ahead of time, I wanted to get a greater insight into one of the areas that Feargal is closely associated with - global citizenship. Feargal serves on the Global Solidarity Schools Committee and is passionate about the work of the INTO Global Citizenship School (GCS) that champions human rights, justice, equality and sustainability. GCS recently launched the Global Citizenship Film Club which explores themes around global justice. Teachers tend to be very practical beings, and therefore, cutting straight to the chase, I want to find out what we can do within our classrooms to cultivate a global sensibility in the children we work with; "You start off with empathy... I don't think you can teach without empathy. I think it is the starting point for any teacher". It is this word, empathy, the ability to walk in another's shoes and view the world from their perspective, that seems to

form the bedrock of Feargal's journey in both education and trade unionism.

Feargal credits his time in Mary Queen of Angels School, Ballyfermot, and his role as a learning support teacher in St Paul's SNS, Ayrfield, with having a powerful influence on his ability to empathise with children who faced social, emotional and academic challenges. This experience taught him that often-overlooked virtue of patience. Of course, patience, as we all know, is omnipresent in those teachers that really make a difference to our most vulnerable pupils.

It was this same ability to empathise, coupled with a passion for social justice, that propelled Feargal into the INTO. Before its amendment, Section 37 of the Employment Equality Act, permitted religious institutions to discriminate against workers who were viewed as contradicting their ethos. Therefore, a teacher's sexual orientation, or family status, was often concealed for fear they would be ostracised by a school under the patronage of a religious institution. It was on this issue that Feargal first found his voice at an INTO meeting in Dublin West.

"I just couldn't understand how, in a republic, workers could be exempt from equality legislation. To me, the most obvious way to change an educational system and society for the better was through the trade union movement".

Feargal recently opened the INTO Equality Conference, recalling how members of the LGBT+ community have been made feel in our profession, due

to their sexual orientation; "invisible, marginalised, ashamed, guilty, at times hated, misunderstood". This does not make for comfortable reading and thankfully progress has been made. Feargal acknowledges the astounding work of the INTO LGBT+ Teachers' Group and recalls marching in Belfast Pride, when at the time, marriage equality was not extended to the region, as a personal highlight.

Although the visibility of LGBT+ teachers in schools has increased, and advances to address homophobic and transphobic bullying have been made, "there is still loads to go", remarks Feargal. In a recent survey conducted by the INTO Equality Committee, it was found that fewer than 1 in 5 LGBT+ teachers are out to staff, parents and pupils at school. "That is an indictment of the type of society we live in", states Feargal, who sees advocacy for the voiceless as a core value of our union.

Equality is a theme that regularly features in our conversation and is central to Feargal's world view. There is a determined steeliness that enters his voice, resolute in achieving pay equality for all teachers, when the conversation turns to this topic. Following drastic measures during the recession to reduce public spending, since January 2011, new entrants to our profession have been shackled to a lower pay scale. Feargal has tirelessly campaigned on this issue and recognises that "there are no dramatic big wins in trade unionism, it

is sometimes slow, painful negotiation... sometimes it takes years to get what you feel is rightfully yours". Following a budget dominated largely by Brexit and its implications, and the distraction of a general election, Feargal is "highly confident" that the issue of pay inequality, a blight on our education system which has dogged staffrooms



across the entire country, will be “finished forever” in the near future. Equal pay for equal work is on the horizon. “There have been false dawns before”, however, he warns wisely.

Feargal’s presidential year is hallmarked by an unswerving commitment to the INTO, personified in his work ethic. Scroll the INTO Twitter feed or leaf through previous copies of InTouch to see him armed with a megaphone, rallying the troops, campaigning to reduce class sizes, promoting the cause of our most marginalised in DEIS schools or calling on the Government to put an end to the housing crisis as part of the Raise the Roof rallies. Astutely, he differentiates between highlights and memorable moments.

“Probably the most memorable moment, was spending a week in Palestine and seeing the day-to-day apartheid system under which Palestinians live”. Feargal paints a harrowing picture of this trip visiting a school in Hebron. “Sterile streets” are those that are out of bounds to Palestinians, apartment blocks are crumbling and children carrying their lunch boxes are searched by armed soldiers as they enter school. It is a trip that will stay with him, and again, that empathetic tone returns when asked what role the INTO and its members might play;

“I think because they are so isolated and so powerless... the first thing we can give is awareness and solidarity”. Feargal informs me that both adults and children ask delegations like the Trade Union Friends of Palestine to spread the word of their perilous situations and plight. It is a message that he has certainly heard loud and clear.

Clearly, it has been an emotional, informative and insightful year. “I will miss the school visits... I find learning from children fascinating”, responds Feargal, when asked what he will miss about his role as president. He has travelled the country visiting a vast number of schools in diverse settings. From DEIS schools to island schools, Feargal has learned an incredible amount from pupils, student councils and of course teachers, that are the cornerstone of our education system.

I suspect it is this ability to engage with people, to hear their concerns about the challenges they face and to address



these issues head-on, that has earned him the well-deserved respect of our union. Following on from various conversations with teachers working closely with parents, Feargal sees the sphere of special educational needs as an area that needs serious attention going forward.

With huge waiting lists for therapies, teachers and parents are struggling to find solutions to cater for and accommodate pupils experiencing sensory needs or behavioural issues within the classroom.

“There has to be a way in the continuum of education to include everyone within our system, but it’s going to cost money, it’s going to need staff”.

Feargal feels strongly that a truly inclusive and cohesive society relies on an education system that works. Everyone deserves a chance within our education system, and to achieve this, all the partners in education must discuss and debate the type of education provision we aspire to offer the children in our society. Parents, teachers and special needs assistants must be offered the opportunities to equip themselves with the skills and expertise required to assist children reach their full potential within our schools.

Feargal returns to his role as principal of St Paul’s SNS in September. Typically, he credits the union and his time serving on the Central Executive Committee with giving him the confidence to apply for this principalship. He is also acutely aware of the workload that principal teachers and particularly teaching principals face. Here, Feargal notes the commitment



of the INTO to support school leaders through its advocacy for leadership and management release days and the restoration of middle management positions within schools.

He also points out that principals are in constant dialogue with an array

of agencies and stakeholders such as the NCSE, the NCCA and Tusla. The demands of these agencies, and those of the Department, must be managed in an orderly and timely fashion, which enables school leaders to cope with and embed any changes required within their school’s context. “We need to make sure that the pace of change and circulars are funnelled through the workload forum... and we need to have a timetable throughout the year of when new initiatives are coming our way”. This common-sense approach would have a positive effect on the well-being and sustainability of our school leaders.

Feargal’s sincere and energised commitment to social justice, equality, inclusion and global citizenship has had a powerful effect on the progress of our union. Following our conversation, I am reminded of that old nugget, “actions speak louder than words”. He embodies the fraternal values which are central to the INTO, and therefore his contribution to the teaching profession must be commended. We wish him every success with his return to St Paul’s SNS and are looking forward to his future engagement and activism for our members.

INTO President FEARGAL BROUGHAM was interviewed by INTO member, AARON PURCELL. Tá leagan Gaeilge den alt seo ar fáil ar www.into.ie.

Teaching Council Elections

The term of office for teachers who were elected to the current Teaching Council comes to an end in April 2020. The Teaching Council has 37 members and 16 of these are elected by teachers. Voting for the Teaching Council elections is open from 24 February until noon on 11 March. The Teaching Council

Cast your vote before noon on 11 March

has issued a letter to all teachers on the electoral roll with instructions on how to cast their vote. As in previous elections, the voting will be online.

The INTO is not endorsing any particular candidate in these election, but are sharing details of all the primary candidates running for election.

Connaught-Ulster 2 seats

Rosena Jordan

I am originally from Castlebar, Co Mayo and live in Kingscourt, Co Cavan. I'm a graduate of Carysfort College. Having been a class teacher for 22 years in large urban and small rural multiclass schools, I'm currently in my twelfth year as a special education teacher in St Mary's NS, Virginia. I was an INTO staff representative, held officerships at branch and district level, served on the national INTO Education Committee and was a member of the CEC. During this time I was honoured to be INTO vice-president and president. I have been vice chairperson of ICTU Health and Safety Committee since 2017. I currently serve as a member of Cumann na mBunscol, An Cabhán. With a greater insight and understanding of the professional issues and challenges facing teachers, I now have the experience to be a strong, fearless voice for teachers in Connacht/Ulster.

If elected I will ensure:

- the primary teacher voice is effectively heard
- to communicate with teachers what is happening at Teaching Council
- to prioritise teacher supply to ensure that all children are taught by highly educated and fully qualified teachers
- that the work of the Teaching Council does not add to teachers' current workload
- that the current high standard of primary teaching is maintained and enhanced

Tá Gaeilge liofa agam. Bheinn fíor bhuíoch do thacaíocht a fháil. Geallaim duit go noibróidh mé go dian dícheallach agus go ndéanfaidh mé ionadaíocht ar mhúinteoirí sa Ghaeltacht, i ngaelscoileanna, i scoileanna speisialta agus i ngach scoil eile sa toghcheantar.

2 candidates to be elected. One male panel – Eamon Shaughnessy deemed elected (see page 21). One female panel



Deirdre Nic Gabhann

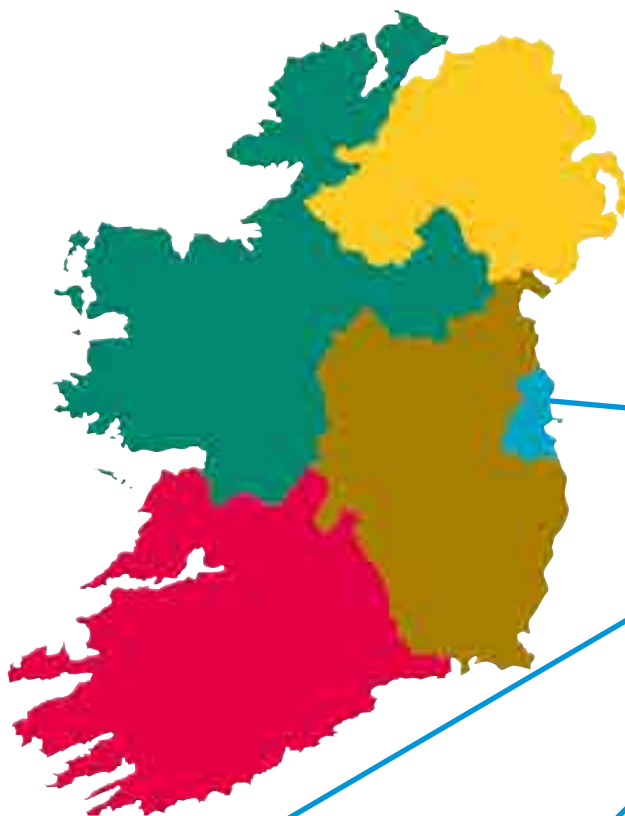
Rugadh mé i mBaile Mhuineacháin agus táim ag cur fúm i gContae na Gaillimhe. BOid, MA san Oideachas agus Diplóma Iar-chéime i Riachtanais Speisialta Oideachas atá agam. Tá taithí 18

mbliana agam sa seomra ranga agus i dtacaíocht foghlama agus le linn na tréimhse sin chonaic mé scoileanna agus a ról ag athrú as cuimse. Tá mé iontach bródúil as a bheith i mo mhúinteoir agus tá obair agus taighde déanta agam i scoileanna. Tá mé fíorbhuíoch as na deiseanna go léir a thug oideachas den scoth dom agus creidim gur féidir liom seasamh na múinteoireachta a láidir sa todhchaí. Creidim go mór i ról an mhúinteora chun oideachas a chur ar dhaoine agus seasfaidh mé le meas, muinín, cúram agus macántacht daoibh go léir.

I am passionate about the role that teachers play in shaping the students and society we live in. I have a BEd, MA in Education and Graduate Diploma in SEN. I have worked as a classroom teacher and SEN teacher for 18 years. My research means I am familiar with the both the policies and practices at primary level. I am extremely grateful for all the opportunities that my education has afforded me in life and I hope to help to strengthen the standing of the profession into the future if I become a member of the Teaching Council. I endeavour to uphold the ethical values of care, respect, integrity and truth if you choose me to represent you on the Teaching Council. Míle Buíochas.



Teaching Council Election Candidates



Peter McCabe

Peter McCabe is ainm dom agus táim ag obair mar phríomhoide agus mar mhúinteoir i Scoil Naomh Columbán i mBaile Uí Lachnáin, Co Baile Átha Cliath.

Why elect me?

- An active INTO member for many years
- Chairperson of INTO District 8 (2017-2019)
- Chairperson and branch secretary INTO Craobh Dhún Laoghaire (2012-2019)
- Strong teacher voice willing to question and challenge
- National Principals' Forum Committee member
- School principal (2004-present)



I have concerns about current issues such as

- Increase in responsibilities of principals and school leaders;
- Protection of special education;
- Defending our system of inclusive education against mooted moves to a system of 'total inclusion';
- Teacher registration and CPD links i.e. Cosán;
- Inadequate teacher supply;
- Pay inequality;
- Droichead and the inevitable increased workload and demands on teachers' time;
- Under-resourced primary schools;

As an experienced educator, school leader and trade union activist, I will ensure that these concerns are heard at the Teaching Council table. I will represent all INTO and Teaching Council members in the Dublin constituency on the Council.

Please support my candidacy by sharing this information with your teaching colleagues and by making sure to give me your No.1 vote online between 24 February and 11 March.

Má táim roghnaithe mar bhall den Chomhairle Mhúinteoireachta, beidh mé réidh i gcónaí dul i dteangbháil le múinteoirí chun a gcuid ceisteanna a fhreagairt.

Go raibh míle maith agaibh.



Padraig Brady

Hi, PB here. I'm excited to be running and if successful I'd like to help with such changes:

- I want to make the manner in which the TC deals with teachers more friendly and positive.
- I want to help make filling out application forms or the likes in relation to the TC easier and more accessible. I am also interested in addressing the general increasing paper work teachers are expected to do.
- I want to help teachers relax more. There is a growing fear related to such things as complimenting students, challenging them, patting them on the back, restraining or expelling them, as well as organising outdoor activities. A duty of care to teachers is being forgotten.

P.S. For what it's worth, I have a degree in English and Theology; a HDip in Education; a HDip in Special Ed; an Honours Degree in Journalism; a Masters in Guidance & Counselling and am currently completing a Masters in Pluralistic Psychotherapy. P.S.2 As INTO union rep and one, within District 14, actively involved in the drive for parity of pay, classroom size reductions and 'proper' inclusion, I am familiar with the issues facing teachers today.

Dublin 2 seats

2 candidates to be
elected (1 male panel/
1 female panel)



Niamh Cullen

I am principal of Harcourt Terrace Educate Together National School in South Dublin, a new, developing school and have worked with Educate Together since 2006. As a teaching principal, I have first-hand experience of the difficulties of marrying the roles of teacher and leader. I see the incredible commitment and dedication of our profession with limited resources and pay inequality. While our jobs are tough and sometimes overwhelming, we are also privileged to positively impact the lives of our young people and we take this privilege very seriously.

As your elected representative to the Teaching Council, I will advocate on behalf of principals, teachers and other school staff, ensuring that the demands made of us are balanced with effective (and timely) resources and support. I will highlight the wonderful work teachers are already doing, and promote a culture of shared practice, inclusivity and thoughtful progress.

My experience working as an associate with the Teaching Council and my work as an associate for the National Induction Programme for Teachers has given me a front-row seat to the developments in Droichead. These experiences and my core work as a teaching principal, will inform my decision-making as Council develops policy for Cosán and Droichead, Fitness to Teach and Initial Teacher Education. Foremost in my mind will be protecting the wellness of our profession.

The Teaching Council has a dual-role to regulate and promote the profession. I will strive to ensure that the Council uses its remit to elevate our teachers in Irish society.



Michelle Keane

St. Patrick's SNS, Beau Piers Lane, Skerries, Co. Dublin.

My Experience

As a teacher with 33 years' experience in schools and the wider education community, I believe I am equipped with the relevant skills and practical insight to contribute positively as a member of the Teaching Council.

I have taught in a wide variety of school settings and have experience in all classes, including SEN. Since 2006, I am principal of St Patrick's SNS, Skerries.

My Professional Involvement

To advocate for teachers' interests, I am actively involved in the INTO at local and national levels. I am the chairperson of the Principals' and Deputy Principals' Committee and sit on the DES Primary Education Workload Forum seeking to support teachers in management roles.

Currently, I am a member of the DCU School Placement Advisory Board, which has given me excellent insight into Initial Teacher Education.

- INTO engagement as staff representative, secretary and chairperson of local branch.
- Proven track record for over 20 years, working for children, teachers and our profession through many forums.
- NIPT mentor since 2005 - supporting newly qualified teachers.
- Erasmus Programme participant – focus on SEN – a European experience, Portugal.
- Parent of two students about to embark on their primary teaching careers in 2020.

Sa Todhchaí

Sa todhchaí creidim go bhfuil sé tábhachtach go seasfaidh an Chomhairle Mhúinteoireachta le gairmiúlacht ach go bhfuil gá le tacaíochtaí cuí do mhúinteoirí i scoileanna ionas go mbeidh córas oideachais den chéad scoth againn.

Please give me your support by voting for me onto the Dublin panel of the Teaching Council.

'I will work for teachers.'



Teaching Council Election Candidates

Tracie Tobin

My name is Tracie Tobin and I am currently one of the directly elected teacher representatives on the Teaching Council for the Munster constituency. As principal of St Michael's Infant School, Sexton St, Limerick; which is a DEIS Band 1 school, I am acutely aware of the ever increasing workload on principals and teachers.

I am also an active INTO member, current District 13 representative on the INTO National Equality Committee; former chairperson of the INTO National Equality Committee 2015-2017; former chairperson of the Limerick City branch INTO 2007-2009, a member of district committee and incoming secretary of Limerick City Branch. I am currently a member of the INTO subcommittee on reproductive health where we are hoping to negotiate a scheme to support members in managing their reproductive health related matters.

I have spent the last four years representing the primary teachers of Munster on the Teaching Council where I was elected on a pledge to advocate for teachers as professionals and I believe that I have fulfilled this pledge diligently in partnership with the other primary and post primary teacher representatives on the Council. Having attended over one hundred and twenty meetings in Maynooth during my time on the Teaching Council, I have worked extremely hard to bring the key issues that are affecting teachers on a daily basis to the Council table including teacher supply, Droichead, Inclusion and Cosán and, if re-elected, will continue to do so.



Paul Moroney

My vision for education would be a reduction in box-ticking and paperwork with more emphasis on creating meaningful learning experiences for our students. I am passionate about education and am a member of the INTO National Education Committee. I have also represented teachers on the NCCA Development Group for the Primary Language Curriculum for 3rd-6th Class. Should I be elected, the issues I would like to prioritise are:

Workload

As a teaching principal in Scartaglen National School, Co Kerry, I see on a daily basis the ever-increasing workload that teachers and principals have endured over recent years. As a member of the INTO Workload Steering Group I am helping to identify solutions to help reduce this workload.

NCSE Full Inclusion Model

I would be firmly against any change without evidence that demonstrates this model leads to better outcomes for all children. The first priority of the DES should be to provide adequate school buildings, reduced class sizes and increased access to psychological and therapy supports.

Teacher Supply

It has become increasingly difficult to appoint substitute teachers. Better planning in the area of Initial Teacher Education along with supply panels would alleviate the boom and bust cycle of teacher supply.



Mary Curley

I am a teaching principal in Doora NS, Ennis, Co Clare. I'm also a committed INTO member currently being the secretary of District XI and a member of Ennis branch and district committees. I have previously been chairperson and secretary of Clare PDP Forum.

I am standing for election to the Teaching Council to ensure the professionalism of the teaching profession is maintained. Irish teachers are held in the highest regard and I will work to ensure that this continues to be the case.

The Teaching Council must continue to hold the wellbeing of teachers as a priority. The issue of workload must be addressed and teaching principals supported.

As a voice for primary teachers on the Teaching Council, I will ensure that the concerns of teachers on the issue of total

inclusion are brought to the table. I will oppose any attempt to impose a full inclusion model of SEN to schools.

The Teaching Council must continue its work on teacher supply. The supply panel must be rolled out nationally. As a principal who has seen the struggles involved in securing substitute teachers I will work tirelessly to ensure the development of such panels.

Although I have not been on the Teaching Council previously, I have worked hard for teachers in my various roles within the INTO and if elected, will continue to do so!



Seamus O'Connor

Príomhoide, Scoil Bhride, Bun an Tábhairne, Co. Chorcaí

Is ball den Chomhairle Mhúinteoireachta mé ó toghadh mé mar ionadaí múinteora do Chúige Mumhan don tréimhse 2016 – 2020. Gheall mé a bheith mar ghuth láidir réamhghníomhach don ghairm agus guth an mhúinteora sna scoileanna a thabhairt chuig an gComhairle. Creidim gur choinnigh mé mo ghealltanais. Labhair mé go rialta ar a lán ceisteanna lárnacha do mhúinteoirí – míchothromaíocht pá, Droichead, Cosán, Feidhmiúlacht chun Múinte agus Cosáint Cáilíochtaí.

Tá ceisteanna móra fós idir lámha ag an gComhairle ba mhaith liom dul i ngleic leo:

- Oideachas speisialta agus na hathriathe ab fhéidir a bheith molta dó sin amach anseo le comhráite le déanaí faoin gcóras a bhíonn ar bun i New Brunswick
- Níl nasc idir Cosán agus clárúchán mar gheall ar rún a chuir mé os comhair na Comhairle. Caithfear an seasamh sin a choinneáil.
- Cearta múinteoirí a chosaint agus cosc a chur ar aon mhéadú in ualach oibre do mhúinteoirí le hathraithe in Oideachas Tosaigh Múinteoirí agus

Socrúchán Scoile.

- Na dúshláin a ghabhann le Soláthar Múinteoirí.
- Leanúint ar aghaidh ag déanamh monatóireacha ar Droichead agus an polasaí ag teacht isteach d'ionduchtú múinteoirí i ngach scoil.

'Ag obair ar son múinteoirí'
'I will work for teachers.'



Elected candidates

The candidates below have been elected without a poll as the number of candidates did not exceed the number of candidates to be elected to that panel

Munster:
3 candidates to
be elected
1 male panel/
1 female panel/
1 all candidates
panel)

Munster
3 seats

**Connaught-
Ulster**

Male panel

Eamonn Shaughnessy

During my first term on the Teaching Council of Ireland, I drafted and brought before Council a motion that successfully removed "JobBridge," and other future internship schemes, as a means through which the probation/induction of NQTs could be completed, key to protecting the status of the teaching profession.

I contributed to a redrafting of the Droichead process, steering it towards one of induction, and not evaluation. Thereby aligning it more to the preferred model of teachers nationally.

As a Registration Committee member, I initiated a review of the registration process, simplifying it considerably for both first time registrants and those returning to the register.

I contributed to the issuing by Council of statements critical of pay inequality, and outlining the need for supply panels, to address teacher supply.

Challenges remain however.

With the final iteration of Cosán still open to debate, and proposed changes relating to 'inclusive education' in the pipeline, now more than ever a strong voice for teachers is needed on Council.

I humbly ask for your support in that regard by giving me your number 1 vote, in the Connaught/Ulster constituency.

Ar aghaidh linn le chéile! Is mise, Eamonn Shaughnessy.

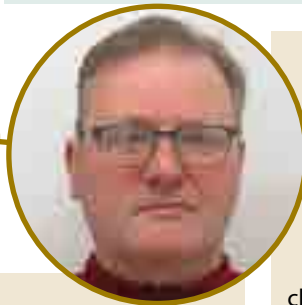


Leinster

1 male panel/
1 female panel

Sean Ó Dubhlaing

My vision as a Teaching Council (TC) nominee is to have a Teaching Council that is relevant to the teachers that I represent. Such a Council would be a 'listening' Council that hears the voices of classroom teachers and reflects the opinions of these teachers in present and future policy. I believe my experience as an INTO branch secretary places me in a position where I can regularly garner these opinions. I also envisage the Council as a 'reflective' body that would continue to review the Droichead process and would develop the Cosán process around the needs of Irish teachers at each stage of their career. As chairperson of the INTO National Accounts Committee, I have experience and a particular skill set that could possibly be deployed to support the Council in its work managing Council resources for the betterment of the teaching profession. Ar aghaidh linn!!



Catherine Doolan

Over the past four years as a Council member, I have always worked to ensure that the experience of the teacher on the ground was represented strongly on the Teaching Council. I continue to passionately believe that Irish primary teachers' long tradition of professionalism should always be protected by Teaching Council policies.

I believe that the following key issues will prove central to Council policy over the next four years:

- the ongoing challenges in the area of teacher supply. As a teaching principal, I saw first-hand the challenges in sourcing qualified substitute teachers and how this impacts on the stress and workload in schools. I promise to continue to work to

keep this issue at the Council table.

- while Droichead is now being embedded in many schools, it is crucial that emerging challenges with Droichead are found and addressed by Council. Continuous review of Droichead with schools' voice at the core is imperative.
- as a member of the Cosán Working Group, I have always advocated that CPD should be a mix of formal/informal, personal/professional, collaborative/individual and be relevant to teachers' own context. I will continue to advocate that the huge energy of teachers for learning, which I see every day in my seconded role in an Education Centre, is facilitated and nurtured, not diminished.



'Kitchen Table' Democracy

In this month's Trade Union Voices, Randi Weingarten, President of the American Federation of Teachers, highlights some of the challenges facing teacher unions in the United States.

Not since the Great Depression has the connection between 'kitchen table' issues and democracy been more pronounced. For most Americans today, the current economic policies have led to declining wages; skyrocketing healthcare, college and living costs; and a fear that our children will be worse off than we are.

Extreme inequality is anathema to our values and incompatible with democracy. With a diminishing middle class and a smaller labour movement, the political preferences of the economic elite take precedence over those of other Americans. Revitalizing America's middle class requires restoring that basic social compact that if you work hard, you and your family will be OK. That means, in this period of globalization, increasing inequity, divisiveness and great technological change, we do things that level the playing field – like investing in public education and post-secondary opportunities that don't require crushing student debt; protecting the freedom to form and join unions and the right to vote; lifting the minimum wage;

and ensuring that paying for healthcare and child care, or retiring, are not pauperising decisions.

While many of these issues are now front and centre as we approach the 2020 elections, the fact remains that only we the people can save our democracy. And that requires us to be engaged and not sit on the sidelines. None of us can do this alone, which is why it is so hopeful that today's grass-roots movements are thriving and mobilising.

We saw this in the recent wave of teacher walkouts and as educators in Chicago and Los Angeles went on strike last year. Educators want what their students need and students and parents are supporting them. We are fighting for school nurses, counsellors and social workers; class size caps; and compensation befitting the importance of this profession. We are bargaining for the common good.

This is why it's so important for educators and others to have a voice at work and in our democracy.

Individuals need the means to achieve a better life and a better future.

I'll return to where I started, with the Great Depression.

Franklin Roosevelt's New Deal served dual vital purposes: it lifted the country out of an economic abyss. And, just as important, it prevented a nation riven by economic anxiety and resentments from looking toward authoritarian rule.

"True individual freedom cannot exist without economic security and independence," Roosevelt said.

"People who are hungry and out of a job are the stuff of which dictatorships are made."

Today we have a far different president in the White House than Roosevelt, one who shows more and more signs of maintaining power by any means. But as we are increasingly absorbed by the focus on the aftermath of President Trump's impeachment and on the 2020 elections, let's remember that it falls to us to defend democracy and to demand that its benefits extend to all.

RANDI WEINGARTEN, President of the American Federation of Teachers.

Above: Randi Weingarten at the heart of a trade union protest



Randi with Los Angeles teachers



Randi with Chicago teachers

'The LGBT+ inclusive school'

INTO Equality Conference 2020

The INTO Equality Conference 2020 took place in the Clayton Hotel in Wexford on 7 and 8 February. The theme of this year's conference was 'The LGBT+ Inclusive School'.

Over the course of the 2-day conference over 300 delegates had the opportunity to engage with findings from the Equality Committee's survey of members with regard to LGBT+ issues and attend a variety of workshops.

Survey findings

INTO Equality Committee members Deirdre Fleming, chairperson, Nuala Greal, vice chairperson, and Emer Mangan, District 15, presented the findings of the committee's survey on the LGBT+ related issues. A total of 2,363 responses were received from members across the island of Ireland. The survey provided a valuable insight into the lived school experiences of, and perceptions of, LGBT+ teachers and their non-LGBT+ colleagues. It also provided feedback on members' experiences of addressing homophobic and transphobic bullying,

supporting gender non-conforming and transitioning pupils and integrating LGBT+ identities into their classroom practice. The findings highlight that, despite greater awareness of, and a more inclusive socio-political environment for, LGBT+ identities, many LGBT+ teachers are not wholly confident or comfortable expressing their identity in their schools. The findings also highlighted that teachers lacked would like training in the area of LGBT+ identities and LGBT+ good practice.

Premiere of Docufilm

The conference saw the premiere of an INTO docufilm entitled 'The lived workplace experiences of LGBT+ teachers in Irish schools'. The docufilm was supported by a funding grant from the Irish Human Rights and Equality Commission. The film featured INTO LGBT+ teachers and former teachers who discussed their LGBT+ identity, their employment opportunities, their exposure to homophobia/transphobia/biphobia, their involvement in the

INTO LGBT+ Teachers' Group and the tensions they experience with regard to school management/ethos and equality legislation. Some of the protagonists of the docufilm participated in a panel discussion following the screening of the film.

Workshops

Given the expressed need for training in the area of LGBT+ good practice the conference afforded the delegates the opportunity to attend a diverse range of practical workshops. These workshops included guidance on the understanding of LGBT+ terminology, addressing homophobic and transphobic bullying, creating an inclusive school LGBT+ staff, pupils and parents/guardians, understanding/supporting pupils who are gender non-conforming or transitioning between genders and normalising LGBT+ identities through the curriculum and classroom interactions.

Keynote speaker

The keynote speaker at the event was





Dr Elly Barnes MBE and CEO of Educate and Celebrate. Elly has dedicated her career to changing the face of the UK education system by making nurseries, primary and secondary schools, colleges and universities more LGBT+ friendly. Elly delivered an inspiring and stimulating address to delegates on changing pedagogy and practice to easily include LGBT+ identities and the impact of such inclusion on the school community.

Feedback

Feedback from the conference was very positive with many members indicating

that they would take steps to include LGBT+ resources in their teaching, that they would consider participating in the Different Families, Same Love competition and would ensure the LGBT+ Inclusive School staffroom poster would be on display in their schools.

Further details

You can read the full report on the survey results and watch the presentation of the research, the docufilm and the key note speaker session on the INTO website under the Equality/Equality Conference tab.



Different Families, Same Love Competition Returns for 2020

The INTO LGBT+ Teachers' Group is delighted to announce the return of the National LGBT+ Federation GALAS-winning 'Different Families, Same Love' competition for May 2020.

We are asking primary teachers to take action in their classrooms to celebrate the diversity of people and families in Ireland and to address homophobic and transphobic bullying in primary schools.

The 'Different Families, Same Love' competition offers teachers a chance

to showcase their work in this regard and to win prizes for their classrooms to boot. Competition entries, like families, can take many forms and schools can choose to create individual, group or class artwork, comics, stories, poems, plays, songs, videos, or podcasts 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 the wider school and

local community.

Prizes

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

This competition is open to all primary schools and special schools across the island of Ireland.

Tá fáilte faoi leith roimh iarratais

ó Ghaelscoileanna agus scoileanna Gaeltachta.

Entries from special schools are also welcome.

Categories

- Junior: Infants to 2nd Class
 - Senior: 3rd to 6th Class
- Visit into.ie/lgbt for participation criteria and recommended teaching resources.
Closing date for receipt of entries is Friday, 22 May 2020.

School Tour Special



Top tips for your tour

Lisa Gallagher shares her top tips to ensure your school tour is a success.

Before the day

- If travelling with other teachers or classes, make sure to identify a range of dates which are suitable for everyone. Start researching tour destinations well in advance in order to avoid disappointment. Many tour providers will offer early bird discounts so book early to ensure you secure the best rates available.
- If travelling in large groups, arrange appropriate supervision for the tour, in line with the school's supervision policy. In determining this, it would be advisable to consider the nature of the tour, distance being travelled and the ages and any additional needs of the children attending the tour.
- Based on the children's class level, decide on an appropriate distance for travelling to the tour venue. For example, no more than 45 minutes distance from the school for infant classes. Similarly, for senior classes, in order to maximise the time available for activities on the tour, try to ensure that travelling time is kept to a minimum where possible.
- If opting for an outdoor tour or adventure centre, be sure to confirm that the venue has provisions in place

in the event that it is an extremely wet and windy day. Similarly, enquire in advance that the tour providers have appropriate toilet facilities and somewhere for the children to have their lunch away from the elements.

- Where possible, choose a tour based on the interests of the class and which most of the class are likely to enjoy. If there are any children with additional needs, i.e., sensory or physical, be sure to determine if the tour provider can cater for them in order to avoid disappointment on the day. Be sure to obtain a permission slip in respect of each child from their guardian, to confirm consent of attendance.
- If the children are engaging in a variety of group activities on the day, organise the groups in advance to ensure efficiency and in order to maximise time for activities on the day of the tour.

On the day

- Make sure to bring a list of guardians' names and contact details, as well as any medications prescribed to the children. Ensure both the child and the adventure centre staff are aware

that you have such medication in your possession if needed throughout the day. Bring a first aid kit in case of any minor injuries, as well as gloves and plastic bags.

- Ensure that the children are prepared for all types of weather, as we can tend to see four seasons in a day in Ireland! Notify parents to include the following tour essentials in the children's bags ahead of the tour – water, snacks, a substantial packed lunch, a change of clothes, a rain jacket, a sun hat and sun cream. Be sure to advise parents whether or not treats are allowed on the tour and if the children require money on the day.
- Ensure that all parents are notified to be in attendance at the school 15 mins before the arrival and departure times on the day of the tour, to ensure a smooth and efficient running to the day.
- Most of all, have fun and enjoy the day. While school tours can tend to require a little extra work, a bit of preparation and organisation will ensure the day runs smoothly and is relaxing and enjoyable for pupils and staff alike!

LISA GALLAGHER, INTO intern.

King John's Castle

Guardian of Limerick's history

Built on land originally settled by the Vikings in the 10th Century, King John's Castle has stood through nearly a millennium of Irish History, witnessing how the various plantations and sieges influenced the identity of not just the people of Limerick but the population of Ireland.

Bring your class to King John's Castle and join one of our costumed tour guides to discover the fascinating stories that span over 1000 years of history.

Vikings

Limerick City occupies a strategic location serving as the principal bridging point for the mighty river Shannon which was, and still is the gateway to the west of Ireland. It is no great surprise that the Vikings settled here throughout the 9th and 10th centuries on the land where King John's Castle now stands. It offered them fertile soil for crops and the strategic advantage of the easiest crossing of the river. These Vikings intermarried with natives and would eventually become known as Ostmen. Remains of the homes of these original settlers can be seen in the undercroft of King John's Castle, a live archaeological excavation.

The Normans

The Vikings were not the first invaders and they would not be the last. Perhaps the Normans have left the most remarkable mark on the landscape of Limerick. Thanks to a financial bursary from King John himself in 1210, the first section of King

John's Castle was constructed to protect the crossing at Thomond Bridge from the 'Wild Irish natives'. Several towers would be added over time to complete the courtyard and enclose the embattlement. This site would then be fought for and won in many battles over the following eight centuries. The Normans would eventually settle and intermarry just as the Vikings did becoming 'More Irish than the Irish themselves'.

17th Century Sieges

There were three sieges of the Castle in the 17th Century. A siege is a battle where the one side are outside the castle trying to get in and the other side are on the inside trying to stop them. What typically occurred was the people inside the castle would run out of food and water and eventually they would have to give up and surrender. The 1691 Siege of Limerick resulted in Patrick Sarsfield and other important Irish leaders leaving Ireland forever in what became known as the 'Flight of the Earls'. In King John's Castle you can see the original siege tunnels and even crawl through your own in the exhibition area.

18th Century up to present day

The Irish rebelled against the English rulers many times before independence. Following the 1798 rebellion one of the outer walls of the castle was destroyed to allow for the

construction of a new army barracks again in an attempt to control the natives, a common theme in the history of this region. Following the truce of 1921 the barracks remained unused until the late 1930's when Limerick Corporation would build housing for local families. The estate known as Castle Barracks would remain occupied until 1990 when they were knocked to make way for the castle exhibition and visitors centre.

JEAN WALLACE, education manager, Shannon Heritage. To arrange your visit to King John's Castle visit www.kingjohnscastle.com/education or call 061711222

Lesson Idea

Draw a timeline of King John's Castle from the Viking Settles to the 20th Century houses in the courtyard.

Did you know the Normans built castles similar to King John's Castle as far away as Syria?

Subject

History
Geography

Strand

Local Studies
Human Environments

Strand Unit

My locality through the ages
Settlement: Homes and other buildings



Daniel O'Connell and Catholic Emancipation

The founder of Glasnevin Cemetery is a major figure for study on the SESE curriculum

As you approach Glasnevin Cemetery, the familiar sight of the O'Connell Tower dominates the skyline. Completed in 1856, the tower is the final resting place of the founder of the cemetery, Daniel O'Connell. The Penal Laws had restricted the lives of Catholics in areas such as: religion and burial, education, property ownership, and entry to parliament. Therefore, in 1832, O'Connell opened Glasnevin Cemetery as a place of burial for all religions and none.

O'Connell was born in 1775, into a Catholic family in Co Kerry. He became



a lawyer and speaker of considerable ability and went on to lead major popular movements for reform. He was educated in France and the violence that he witnessed during the French revolution made a lasting impression. Therefore, throughout his life, O'Connell favoured working for change through non-violent methods.

In 1823, with the help of others, O'Connell set up the Catholic Association. It campaigned for Catholic Emancipation and the rights of tenant farmers. Large numbers joined the association and the subscription, of one penny a month, was affordable to most. Dubbed the 'Catholic Rent', the monthly subscription funded the work of the association.

In 1828, O'Connell stood for election in a by-election in Co Clare and won by a large majority. However, as he refused to take the parliamentary oath that included oaths against Catholicism, O'Connell was prevented from taking his seat. This prompted outrage in Ireland.

The British Government, led by the Duke of Wellington, feared another rebellion and granted Catholic Emancipation in 1829. Catholics could now sit in parliament and received greater rights; O'Connell became known as 'The Liberator'.

O'Connell turned his attention to the Act of Union. Passed in 1800, this act had abolished the parliament in Dublin and brought Ireland into the United Kingdom of Great Britain and Ireland. In 1840, he set up the Repeal Association and organised open air 'Monster Meetings'. Ultimately, O'Connell was not successful in the campaign for the repeal of the union.

In 1847, O'Connell embarked on a pilgrimage to Rome. His health was in a weakened condition and he died in Genoa, at the age of 71. He had delivered his final speech in the House of Commons that same year and urged the British

Key words for the Classroom

- Penal Laws
- Parliament
- Emancipation
- Chronology
- Abolitionist

parliament to help the famine stricken people of Ireland.

O'Connell is interred beneath the tower. The guided tour will take students on an exploration of the life of Daniel O'Connell and other important figures from Irish history.

Pictured is the family crest of Daniel O'Connell. 'Ciall agus Neart' means Wisdom and Strength. Students could discuss the symbolism of this crest, research their own family crest or create a new crest to represent their family.

MICHELLE O'CONNOR, education officer and teacher liaison, Glasnevin Trust. To get in touch contact booking@glasnevintrust.ie.



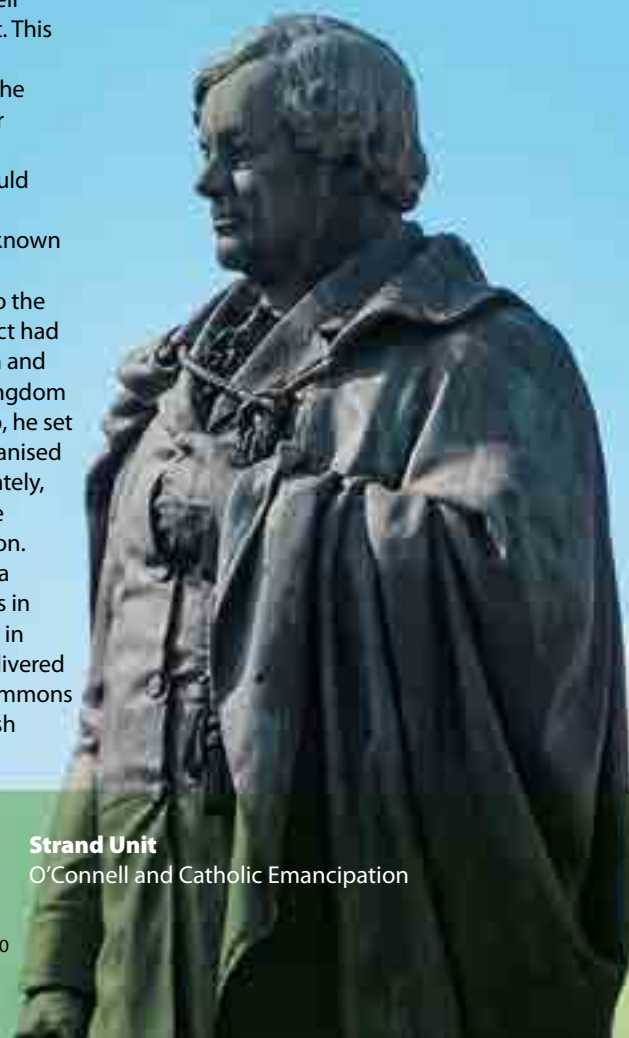
Did you know?

- O'Connell St. in Dublin was once called Sackville St. It was officially renamed in 1924.
- O'Connell was an influential slavery abolitionist and delivered a speech at the first Anti-Slavery convention in 1840.

Subject
SESE (History)

Strand
Politics, Conflict and Society

Strand Unit
O'Connell and Catholic Emancipation



Celebrating 50 years of Cantairí Avondale

In 1970, Seán Creamer, music inspector at the Department of Education, combined a group of teachers who sang at the annual primary teachers' mass and a SATB group to form the Avondale Singers. From 1976, This group was called 'Cantairí Avondale'. They met in the Teachers' Club, Parnell Square, and became known as 'The Teachers' Choir'.

Seán remained at the helm until 1988 and was succeeded by Mary O'Flynn (1988-2008), followed by Ruairdhrí Ó'Dálaigh (2008-2017). The current musical director is John Doyle.

Cantairí Avondale has had numerous successes in competitions throughout Ireland and the UK and has travelled to the USA, Verona, Prague, Germany and Croatia. The choir now comprises a diverse group of teachers and non-teachers who are bound together by a love of performing beautiful music of many genres to a very high standard,

including sacred and secular motets, modern and jazz classics, plainchant and oratorio.

Cantairí Avondale also supports aspiring new talent by commissioning new works, and collaborates with other choirs and musicians to support charitable endeavours. Most recently, a performance of Verdi's *Requiem* in the Olympia Theatre, with Dun Laoghaire Choral Society and Co-Orch, raised €30,000 for the Marie Keating Foundation.

The choir has an exciting year

ahead. Their May 2020 concert will be a performance of Vivaldi's *Gloria* and Puccini's *Messa di Gloria* accompanied by an orchestral ensemble. For their Christmas concert, the choir has commissioned a new work by Tom Lane – a haunting rendition of Patrick Kavanagh's *A Christmas Childhood*.

THE LIFE-BLOOD OF ANY CHOIR IS ITS ABILITY TO REGULARLY ATTRACT NEW SINGERS

Would you like to join the choir and continue a long association with the teaching profession as they celebrate 50 years of creating harmony together? Previous choral experience is not essential.

Rehearsals take place at the Department of Education, Marlborough Street, from 7.30-10pm every Monday night. There is free, secure parking on-site. Please check out cantairi.com or email hello@cantairi.com for more information.



Carlow ETNS is cooking up a storm

Teachers and pupils in Carlow Educate Together NS have been celebrating the opening of their new school kitchen, a result of their work as part of the Erasmus+ programme.

Carlow Educate Together NS began their Erasmus+ project in 2017. The project was entitled *Healthy eating in schools* and the aim was to examine best policy in the provision of food in primary schools in Ireland.

The school community was surveyed and they found that there was an over-reliance on white bread sandwiches with limited fillings and not enough fruit or vegetables. Pupils and their caregivers were interested in exploring the possibility of hot food for lunch. Staff from the school had the opportunity to travel to schools across Europe to explore best practice in other countries.

During Erasmus+ Schools' Week, the school's onsite kitchen



officially opened. The children now enjoy soup twice a week and a hot meal every Friday and the project has been praised by the whole school community.

Better Words for primary schools

EVA International, a large-scale contemporary art exhibition that takes place every two years in the city of Limerick, has published *Better Words* and is making a free copy available to primary schools nationwide. *Better Words* offers an introduction to contemporary art and culture through the eyes of 8-12 year olds.

Better Words features new artistic terms, words and word-forms that describe many aspects of contemporary art today, all of which were invented by children through

a workshop process that took place across five schools in County Limerick in spring 2019.

The book features contributions from over 150 children and a foreword by acclaimed author Kevin Barry.

To get a copy of *Better Words* for your school library, contact Eimear Redmond, Better Words programme coordinator, at eimear@eva.ie. Please note that a nominal fee of €3 for postage and packaging will apply, while stocks last.





Win with RTÉjr Loves Books!

RTÉjr has launched a brand new free podcast called *We Love Books*, and we do ... we really love books!

To kick-start this new show and get our listeners motivated to write as well as read, we are launching a nationwide *We Love Books* creative writing competition for primary schools, in collaboration with Children's Books Ireland and supported by Dublin City Libraries.

There are two separate categories to encourage as many young writers as possible! The theme is different for each to get your creativity flowing in different directions.

Third and fourth class stories need to fit into the theme of 'Go Wild!' For fifth and sixth class, the theme is 'You're what ... ?!'

The themes are broad, so we encourage you to write what you feel. A dog that can talk. A dragon who's decided to be a knight. A kid whose one wish is to be an accountant. The only limit is your imagination! Oh, and of course, the word count. Stories must be 500 words or under.

We will choose five top stories in each category and these 10 entries will get the full first-class *We Love Books* treatment!

- You will be invited to RTÉ to record your winning story, visit the famous RTÉ canteen, collect your goodie bag and choose a book from the *We Love Books* library.
- Your story will be recorded, edited and produced with music and sound effects.
- Your story will be broadcast on an upcoming episode of *We Love Books*!
- Children's Books Ireland will award a further €250 worth of books to the school of the two top stories.

Our judges will have their work cut out for them, but they are huge fans of writing and reading. The judges who will select the winners are Niamh McManus, presenter; resident writer, Dave Rudden; in-house book doctor, Anne Gannon and Jenny Murray from Children's Books Ireland.

This competition launched on 24

February. The deadline for final entry is Monday, 13 April.

For more see rte.ie/welovebooks.

Terms and conditions: Entries can be emailed (typed, or a photograph of the written story) to welovebooks@rte.ie or written applications can be posted with a form attached to: We Love Books, RTÉ Radio Centre, Donnybrook, Dublin 4. All entries are non-returnable, so please ensure this is a copy of the original. The story must be the original work of the entrant alone, not based on an existing book or film. By entering you confirm that you are willing to read your story aloud for the radio, (or nominate a person to read for you).

Entrants must be able to travel to RTÉ in Donnybrook, with a parent or guardian, to record in May 2020.

NICKY COUGHLAN, RTÉjr.



National explorers pop art and creative writing competition

The Marine Institute's Explorers Education Programme has launched the *Explorers Super Hero Pop Art and Creative Writing* competition. Classes are invited to produce a pop art ocean superhero poster and write a story about how the class and their superhero will save the ocean from climate change.

The winners of the competition will see their artwork and stories showcased as part of the Marine Institute exhibit at Seafest, Ireland's largest maritime festival, which coincides with European Maritime Day 2020, in Cork (14 -15 May). A shortlist of VIP winning classes will be invited to visit the Marine Institute's research vessel and its exhibition at Seafest, where they will get to meet world-leading speakers and scientists who are all working towards Ireland's challenge in responding and adapting to climate change.

For further information, entry details and other great prizes, please see www.explorers.ie. The Explorers Education Programme is funded by the Marine Institute, Ireland's state agency for marine research and development.

GOAL Changemakers competition

Primary schools in Dublin, Roscommon and Wicklow have been honoured by humanitarian aid agency, GOAL, for demonstrating their contribution and commitment to helping achieve the Global Goals.

Our Lady Queen of the Apostles NS, Clondalkin, Co Dublin, and Castleplunkett NS, Castlerea, Co Roscommon, were named as joint winners in the *GOAL Changemakers Competition*, which invited primary school pupils all over Ireland to share their actions for global change. St Patrick's Loreto PS, Bray, Co Wicklow, are runner up for their fantastic efforts.

Third class students from Our Lady Queen of the Apostles NS impressed the judges with their campaign to ban single use utensils and plastics in their school. The pupils were shocked by the amount of food packaging discarded daily in their school, and are lobbying food suppliers for reusable utensils and to change to biodegradable packaging.

Third and fourth class pupils in Castleplunkett NS launched a campaign

to encourage the reduction of fossil fuel use in Castlerea. The students designed posters and put them up around the town, asking the community to consider alternatives to fossil fuels.

St Patrick's Loreto PS won the runner up prize for their efforts to highlight the huge amount of waste packaging generated over the Christmas period. The students made their own wrapping paper from recyclable brown paper, decorated with the Global Goals. Bauble shaped tags were created to accompany the wrapping paper to educate the recipients about the Global Goals.



Left: Teacher Paula Frances Galvin, with third class from Clonburris NS.



Below: Castleplunkett NS, Roscommon.

Avoid holiday chaos

Know your rights

With the cold weather and dark evenings still upon us, you might be dreaming about the school summer holidays and starting to make plans. There are a number of ways to book a holiday abroad. One is to purchase a package holiday through a travel agent or tour operator. Alternatively, you can 'do it yourself' by researching flights, hotels and transfers, booking each element of your trip separately. Or, you may avail of a linked travel arrangement, where one provider enables you to buy additional related services, as part of the same trip or holiday.

There are advantages and disadvantages to each option when it comes to consumer protections, so it's important to know your rights to ensure your dream trip doesn't become a nightmare.

Package holidays

A 'package holiday' is defined as a pre-arranged holiday that is sold at an inclusive price, which must last more than 24 hours or include an overnight stay. It must also include at least two of the following:

- transport
- accommodation
- a tourist service or activity – for instance, golf or hill-walking

Under consumer law, it is the organiser (tour operator or travel agent) who is responsible for ensuring that your holiday arrangements run smoothly. If you are unhappy with any part of the package, you must contact the organiser directly and insist that your concerns are addressed.

DIY holidays

If you opt to customise your holiday by booking through a number of separate suppliers, it is important to know that your consumer protections differ and that you do not have the same legal protections.

Transport issues

If you book a flight or ferry yourself and there is a delay or cancellation, then you may be entitled to compensation, depending on the length of delay or the reason for cancellation. If you encounter problems, contact the airline or ferry provider directly and follow their complaints process. If your transport is cancelled and you have to cancel your trip, you don't automatically have the right to cancel your accommodation and you will have to rely on the terms and conditions of your accommodation provider.

Accommodation issues

If you experience difficulties with accommodation that you have booked yourself, then you need to make a complaint directly to the hotel or the business through which you booked the accommodation.

Travel insurance

As soon as you book your holiday, be sure to book travel insurance immediately! One of the most regrettable mistakes people make is to leave taking out travel insurance until the last minute. If something goes wrong, then your first step should be to check your policy to see if it covers your issue.

Linked travel arrangements

If you book one component of your holiday through one business (for example, an airline) and through a targeted link from that business you book additional components of your holiday (for example, accommodation, car hire etc.), this is called a linked travel arrangement (LTA).

For example, if you buy a flight through an airline and during the same visit to their shop or website you separately pay for, or agree to pay for, a hotel. Another example would be, if you receive a confirmation email from your airline and avail of the offer of booking a car rental within 24 hours of your original flight booking.

It's important to be aware that an LTA is not a package holiday and, therefore, you have fewer rights. Your rights for LTAs are limited to where the provider of the first service goes bankrupt. In this case, you are entitled to your money back and, if necessary, to be brought home if stranded abroad. More information about linked travel arrangements can be found on www.ccpc.ie.

More information

We have further details about your rights if something goes wrong with your package holiday, including top tips on what to do if your holiday turns into a horror, at www.ccpc.ie.

DOIREANN SWEENEY, head of corporate and stakeholder communications, Competition and Consumer Protection Commission.



Switching your current account

**MONEY
MATTERS**

When it comes to picking the bank that will look after all you will ever earn or spend during your lifetime, most of us have it licked from the age of eight. We're not any more financially astute at that tender age, but it is the first time many of us acquire our first 'real' money and need somewhere to put it.

Holy Communion may not have the hold it once did religiously, but as a money spinner, it pinpoints the time children realise the potential of capital earnings, albeit, in gift form.

Banks are not entirely altruistic (perish the thought!) – they are acutely aware that in apathetic Ireland, where people are more likely to change their spouse than their bank account, once they have you at age eight, they have you for life.

Indeed, this is why banks reserve their best deposit rates for children's accounts – 2.25% versus 0.1% for adults in one 'pillar' bank!

Last year, the Central Bank found that just 1,542 people switched their current account, despite competition, education and information.

When the *Switching Code Guidelines* were implemented, the regulator was able to state, with some satisfaction, that 99% of account switches were completed within the ten-day limit. As it turns out, the remaining 1% is a mystery, so few are there. Credit unions have applied to be included in the code, but switching is easy.

More than €31 billion is held in 5.3 million current accounts. Yet most of us are clueless about bank charges. Switching can save you money, and is definitely worthwhile.

CurrentAccount.ie

The credit union's new offering, in some

30 credit unions, competes well without the razzamatazz, most of which is nice-to-have, rather than need-to-have anyway.

The lack of transaction fees is a big plus, as customers know their outlay is fixed. Credit unions have come first (again) in customer experience survey (CXi) for 2019 and customers particularly like staff who make banking a very simple (and human) process.

Most of all, credit unions are local and customers say that 'knowing the staff' is a big plus, when compared to the anonymous, computerised, automated processes banks increasingly employ to keep customers away from branches.

E-banking

Online disrupters Revolut and N26 are busy signing up Irish customers, over 200,000 of them in the case of the former, which isn't even a bank at all. Under 30s love Revolut for the ease of moving money, splitting bills with friends and the cool metal debit card. Customers get push notifications, a fancy budgeting app and you can send cash to people in your phone contacts list without knowing their bank details.

It even has a funky change collector which 'rounds up' all your spare change and sticks it in to a savings account.

There are no loans, overdrafts or street presence, yet.

Retail banking

Most 'high street' banks have improved their product enormously. The AIB and KBC apps are good with budgeting pictorials showing breakdown of spending habits. Ulster Bank has a 'savings goal' feature, allowing you name your savings. PTSB's 'Explore' account lets you 'earn' money when you spend in partner

shops, up to €5 per month, as does An Post through its smartaccount.ie product.

Most banks charge a quarterly account maintenance fee and/or transaction fees for individual things like ATM access, lodgements or moving money around.

Making the switch

1 Pick a provider (some credit unions operate within Common Bond areas only). Ask about requirements to open an account, which will typically involve ID (proof of identity, address and PPSN), just €10 to get started, and complete an application.

2 Tell your employer (and anyone else who pays you regularly, e.g. social welfare) that you have switched account. Your new IBAN code will suffice and perhaps a bank statement.

3 Pick a switching date when activity on your account is low (e.g. not just after payday when most of your automated outgoings are enacted).

4 Ask the bank to transfer standing orders and direct debits. If you have any originating outside Ireland or pay for streaming/music services by standing order, you'll need to contact providers directly.

5 You can keep your original account open for a month until you're satisfied everything is transferred over, but you will be charged bank fees for that month. Don't write any new cheques.

SINEAD RYAN, financial advisor, Comhar Linn INTO Credit Union.

An oasis of hope

Pat Courtney discusses the vital role that schools, and HSCL teachers, play in the lives of pupils in disadvantaged areas.



Last December, after attending the Gate Theatre's production of *A Christmas Carol*, a friend who runs his own business contacted me. He was inspired by Eoghan Roe's magnificent performance as Ebenezer Scrooge, to bring some joy to some 'Tiny Tims' in Dublin's north inner city. Not realising that I had retired last August as principal teacher of St Vincent's Infant Boys' School, he was looking for help in identifying needy families in the community around our DEIS Band 1 school.

On the Saturday before Christmas, the day after the beginning of school holidays, I apologetically texted the school's principal, Dee, and HSCL coordinator, Alison, for help.

Both responded enthusiastically and consulted with class teachers. That evening, I forwarded to my friend detailed matching lists of needy children and suggested toys. He spent the next day shopping and on Monday evening, he, Alison and I met in the north inner city with two car-loads of toys and hampers.

On arriving at the first home that dark evening, I was confronted again by the grim reality for many of our children – the presence of a Garda car permanently parked on the heavily littered street, a reminder of the publicised inner-city feud, adding to a sense of fear and anxiety. Rough entrance hallways and the damaged doors of small, damp, poorly ventilated apartments. There was little evidence in the homes we visited of Christmas trees, lights or decorations. Crowded B&Bs that provide temporary accommodation to some of our families, teemed with children running up and down the steps and stairs.

My donor friend could not believe that such conditions could exist at addresses no more than the puck of a ball from O'Connell Street.

My friend was in awe of Alison's knowledge of each family, her interpersonal skills and the strong bond of trust she had built with each of these families. Every family greeted us with a smile of welcome.

It was clear to us that some of the children we visited would have no other special gift at Christmas. There would be no special meal in these homes on Christmas Day, there was no table to dress with cutlery, delph and crackers.

We came away from our evening visits warmed by the words of welcome and thanks showered on us by the families we visited. My friend was aware that his generosity, although welcome, would not transform any lives.

What could transform their lives was the bridge that was being built with the school and the education system. Our visit and his generosity had supported that link. Returning to school in January we knew would be a positive experience for all of these children.

I reassured my friend that the school would be there for the children. That it had a Breakfast Club. That it provides hot lunches every day. That it provides books and uniforms to needy families. That, through regular care team meetings, the needs of these children would be assessed. That the individualised programmes provided (in reading recovery, maths recovery, behaviour support and play therapy) make a proven difference in the educational outcomes of the children.

That children who often arrive late to school unhappy and careworn are regularly transformed into their natural smiling selves by a warm welcome, a bowl of cereal and a slice of toast.

That the school listens to and advocates for these families, highlighting chronic gaps in the provision of appropriate housing, speech and language therapy, occupational therapy, mental health services, as well as critical extra support for DEIS school.

That the school staff work hard to listen to and include marginalised families through sensitive implementation of its policies and practice regarding uniform, homework and good behaviour.

For many struggling families, the school is an oasis of hope. The HSCL teacher, in particular, is a beacon of light and hope. They are pioneers going out beyond the gates of the school, into the community, to build links with and support families regarding the education of their children. They listen to families and bring back important information about the challenges they face and how schools can best meet their needs.

Perhaps Charles Dickens who shone a light on struggling people in his time, foretold something of the impact of the HSCL teacher in his sentence: "from the death of each day's hope, another hope sprang up to live tomorrow".

PATRICK COURTNEY, retired principal of St Vincent's Infant Boys' School, Dublin 1.

It was clear to us that some of the children we visited would have no other special gift at Christmas.





World book day 2020

Stories are powerful. We use them all the time in teaching; not only for English but also to integrate with other subject areas. A well chosen book can teach many things at the same time. A key area of the SPHE curriculum is the strand 'Myself and My Family' and a recurring objective within this is to

recognise that not all families are the same. Outlined below are a selection of books, chosen by the INTO LGBT+ Teachers' Group, that will meet objectives in the Language curriculum but also act as positive representation of LGBT+ characters in a gentle, age appropriate way.

Junior and senior infants

We Are Family

Through illness and health, in celebration and disappointment, families stick together. Some families are made



up of many people, and some are much smaller. Sometimes family members look like each other, and sometimes they don't! But even though every family is different, the love is all the same.

This beautifully illustrated rhyming book depicts the lives of many different types of families and shows how the core values of love and care are common to all families.

The book is versatile and could be read through in one sitting or delved into deeper by following the illustrations of one particular family as you read through.

Written by Patricia Hegarty and illustrated by Ryan Wheatcroft. Tiger Tales, 2017. ISBN 9781680100549. 32pp. Cost: €15.39.

Introducing Teddy: A Gentle Story About Gender and Friendship

Errol and his teddy, Thomas, are best friends who do everything together. Whether it's riding a bike, playing in the tree house, having a tea party, or all of the above, every day holds something fun to do.

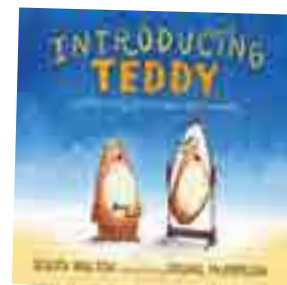
One sunny day, Errol finds that Thomas is sad, even when they are playing in their favorite ways. Errol can't figure out why, until Thomas finally

tells Errol what the teddy has been afraid to say: "In my heart, I've always known that I'm a girl teddy, not a boy teddy.

I wish my name was Tilly, not Thomas." And Errol says, "I don't care if you're a girl teddy or a boy teddy! What matters is that you are my friend."

This is a gentle and sweet story that can be used to introduce children to the concept of gender identity and how to be a good friend.

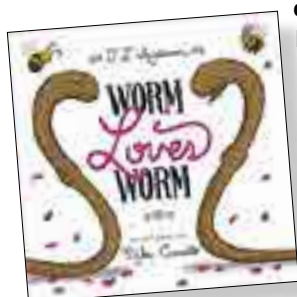
Written by Jessica Walton and illustrated by Dougal MacPherson. Bloomsbury, 2016. ISBN 9781681192116. 32pp. Cost: €9.80.



1st and 2nd class

Worm Loves Worm

A simple and fun book looking at the story of two worms who fall in love and want to get married. Their insect friends have lots of advice



on how weddings have always been done and what the worms should do but in the end, the worms do things their own way and everyone has a lovely time at their wedding. A

nice book to stimulate discussion on being true to yourself in the face of peer pressure.

Written by JJ Austrian and illustrated by Mike Curato. Balzer + Bray, 2016. ISBN 9780062386335. 32pp. Cost: €18.19.

Are You a Boy or Are You a Girl?

Tiny loves costumes! Tiny likes to dress up as an animal, or a doctor, or a butterfly. Tiny also prefers not to tell other children whether they are a boy or a girl. Tiny's friends don't mind, but when Tiny starts a new school their new friends can't help



asking one question: "Tiny, are you a boy or are you a girl?"

This brightly illustrated book can be used to spark discussions

on gender roles as well as gender identity. It would be a great stimulus for a circle time discussion and the book also includes a page with suggested questionse.

Written by Sarah Savage and illustrated Fox Fisher. TQUAL Books, 2015. ISBN 9780993192500. 28pp. €12.60.

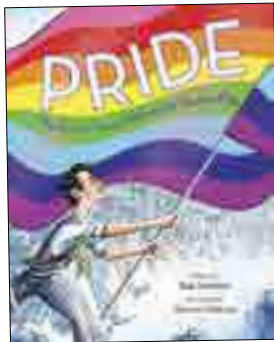
2019 recommendations



3rd and 4th class

Pride: The Story of Harvey Milk and the Rainbow Flag

This brightly illustrated true story simultaneously introduces the readers to the story of Harvey Milk and the history of the Pride flag. It charts the activism of Harvey Milk and the contribution he made to LGBT+ rights; deals sensitively with his assassination and that of Mayor George Morcone ("Their lives were taken by a man who did not think like Harvey, or feel like him or love like him") and looks at how the Rainbow Pride Flag became a symbol of hope and inclusion across the world. This book could also be used in the 5th



and 6th classroom.

Written by Rob Sanders and illustrated by Steven Salerno. Penguin Random House, 2018. ISBN 9780399555312. 40pp. Cost: €15.89.

The Witch Boy

In thirteen-year-old Aster's family, all the girls are raised to be witches, while boys grow up to be shapeshifters. Anyone who dares cross those lines is exiled. Unfortunately for Aster, he still hasn't shifted... and he's still fascinated by witchery, no matter how forbidden it might be. When a mysterious danger

threatens the other boys, Aster knows he can help – as a witch. It will take the encouragement of a new friend, the non-magical and non-conforming Charlie, to convince Aster to try practising his skills. And it will require even more courage to save his family... and be truly himself.

This engaging graphic novel examines gender norms and how to be true to yourself when you feel like you don't fit in. It would be suited to all classrooms in the senior side of the school.

Written and illustrated by Molly Knox Osterstag. Graphix/Scholastic, 2017. ISBN 9781338089523. 224pp. Cost: €18.15.



5th and 6th class

The Lottery Plus One

Sumac Lottery is nine years old and the self-proclaimed 'good girl' of her (VERY) large, (EXTREMELY) unruly family. And what a family the Lotterys are: four parents, children both adopted and biological, and a menagerie of pets, all living and learning together in a sprawling house called Camelottery. Then one day, the news breaks that one of their grandfathers is suffering from dementia and will be coming to live with them. And not just any grandfather – the long dormant



'Grumps', who fell out with his son so long ago that he hasn't been part of any of their lives.

Irish author Emma Donoghue brings a fantastical set of characters to life in this fun and whimsical story. Suspension of disbelief is a definite requirement to engage with this quirky premise but the story is one of the importance of love and acceptance.

Written by Emma Donoghue and illustrated by Caroline Hadilaksono. Arthur A Levine Books, 2017. ISBN 9780545925815. 303pp. Cost: €9.80.

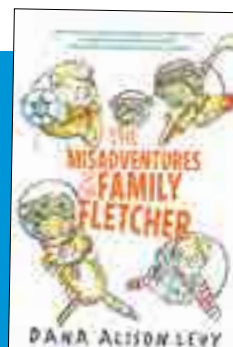
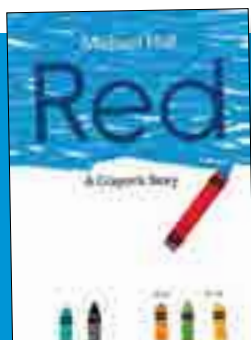
The Other Boy

Twelve-year-old Shane Woods is just a regular boy. He loves pitching for his baseball team, working on his graphic novel, and hanging out with his best friend, Josh. But Shane is keeping something private, something that might make a difference to his friends, his teammates, and to his new crush, Madeleine. When a classmate threatens

to reveal his secret, Shane's whole world comes crashing down. It will take a lot of courage for Shane to ignore the hate and show the world that he's still the same boy he was before.

This book tells the story of a young boy dealing with the challenges posed by transitioning and the negative reactions from school peers when they find out about his previous life. While some difficult issues are raised, this book is a useful tool in building empathy and carries a powerful message of hope.

Written by MG Hennessey. Harper Collins, 2016. ISBN 9780062427687. 240pp. €9.80.





Our spring garden: a diary

Second class in St Patrick's NS share the great work they did in their school garden

In March 2019, twenty-one pupils in second class took over the maintenance of the school garden. This is the diary of how we got on.

Timetable of events

Week 1 – cleared the raised bed.

Week 2 – planted potatoes and onions (brown and red).

Week 3 – planted peas. The germination process took place in our classroom.

Week 4 – regular weeding of the raised bed took place.

Week 5 – installation of a rainwater harvesting system which was attached to our school shed. Pupils were shown how to use the water butt.

Week 6 – regular checking of progress in the raised bed as well as weeding.



Week 1

Planting our seed potatoes

In March we planted our seed potatoes in the grow bags. We cleared the raised beds and prepared them for the other vegetables we were going to plant.

Our compost bin

We got help and advice from the *Clever Composters* in 6th class as to how we could help with the composting of our fruit peelings and vegetables. Here are some of the items in the school compost bin: pencil shavings, cores, fruit skins and other degradable items.



Week 2

Getting ready to plant

Our class divided into teams. One team were responsible for weeding the raised bed and pulling out the rotten vegetables from the previous harvest. These old vegetables were then placed in the compost bin.

The second team were responsible for filling the grow bags with compost for the seed potatoes.

The grow bag

We had two varieties of potatoes: rocket and swift. We all got a turn to put compost in the grow bag. We filled it up three-quarters of the way with compost and then placed four seed potatoes in each bag.

Our watering of the potatoes was based on the weekly weather we had.

Week 3

Planting our onions

We used a metre stick to measure 10cm between our onion sets. Each of us got a chance to plant an onion in the raised bed. We used a wooden spoon, which had the date of planting on it, as a marker for where the onion sets were planted.



These onions were observed regularly and were watered during the dry weather by using the rainwater which had collected in the water butt which is attached to the side of the garden shed at

the rear of the school.

We worked very hard on the school garden and will see the reward of our efforts when the vegetables are ready to harvest.

Week 4

Sowing our peas

It was raining on the day we chose to sow our pea seeds so we went to the garden shed and used some trays and compost to get us started. It will take 14 days for the peas to germinate.

Germination

We decided the best place to keep our pea trays was in a warm, bright place near a water source. The trays were placed on the windowsill over the sink in our classroom. We observed the germination process over the 14 days.

We took turns watering the peas in our classroom.



Week 5

Our rain harvesting system

Mr Sexton, our caretaker, very kindly sourced a large water container for us to create a rainwater harvesting system. This was installed next to the garden shed.

We used the rainwater to water our onion sets outside, as we had a dry spell of weather in late April.

Weekly weeding

We chose Friday afternoons as our gardening time. Each of us brought in gardening gloves, a trowel and boots every Friday and we went to the garden in the late afternoon to tend to the weeds and do a general clean up of the area.

We loved being outside in nature and observing the progress of our vegetables. We were surrounded by the sounds and signs of spring.



Week 6

Watering the potatoes

We took turns to fill the watering can from the rainwater harvesting system and water the potatoes in the grow bags. Depending on the condition of the soil in the bed, we often watered it too.

The peas are ready for planting

After a few weeks our peas were strong enough to be planted outdoors. We prepared the soil by adding in compost and old leaf mulch to the raised bed.

Once this had settled we set about planting our peas.

Week 7

Keeping up the weeding

The weeding never stopped, so we stayed on top of it as best we could all through the garden project. In this photo we can see the lengthy root system on this weed.

We enjoyed working together and often we found insects such as ladybirds and caterpillars on our cabbage.

A team effort

Our class worked as a team by helping to prepare the



beds, watering the vegetables, doing regular weeding and making sure the area was clear of any items, such as litter, which would affect the growth of the vegetables.

Week 8

Using the rainwater

We were always delighted to see it raining outside during spring as it meant our rainwater harvesting container was being filled.

Watering job

We all got our own pea to plant so it was great fun to put them all in neat and tidy rows and water them afterwards.

Now we let the sun and the rainwater do its magic!



Week 9

Planting our peas outdoors

Once all our peas were in the ground we read about the care of them and discovered they were a type of pea that did not need structural supports.

Care and monitoring

So now that all our planting had been done we just had to wait and see what happened next.

We all worked really hard on the school's vegetable garden and especially loved sampling our produce in the coming months.

JEAN HANNON is teacher at St Patrick's NS, Bruree, Co Limerick.

We loved being outside in nature and observing the progress of our vegetables.

We were surrounded by the sounds and signs of spring.



Including a child who is hard of hearing in your PE lessons

Deaf/hard of hearing (HOH) can range from those who have difficulty hearing normal speech and those that can't understand amplified speech. Talk to the child, one to one, to

enquire about their requirements and progress at PE. Below the TREE model is applied to assist teaching PE to a class which includes a child who is deaf/HOH.

Teaching style

- Brief the child before the class begins ideally one to one.
- Use visual demonstrations but avoid talking (to avoid lip reading).
- Keep verbal instructions short and simple.
- Speak clearly at a normal rate. Avoid exaggerated lip movement.
- Use Irish Sign Language (ISL) to support speech. Learning ISL will let the child know you are investing in them.
- Emphasise body parts and shapes they make to improve body awareness.
- Have an SNA provide support.
- Use images and gestures.
- Consider using stations.
- Wave or tap the child on the shoulder to attract attention.

Rules

- If the PE routine is to change, warn the children in advance.
- Establish a 'stop and look' strategy which is based on a visual signal e.g. coloured flag, a hand signal, a wave.
- Set personal performance targets for the child. This gives a personal goal, potentially improving self-efficacy.

Equipment

- Use tasks cards and visual supports.
- Use a whiteboard to write key words. Point to the keywords frequently to familiarise the child with the words.
- Use videos to assist instruction/turn on captioning/provide a transcript.
- Use walls for support if

Teaching gymnastics – case study

Bill 11 years, has moderate bilateral hearing loss. He wears hearing aids including when playing sport. He hears sounds and does not understand language. He adjusts, when he cannot hear sounds, to face his teacher. He watches movements to guide his performances when learning skills.

Sometimes Bill finds the gym noisy and the hearing aids amplify the noise so he chooses not to wear the hearing aids. The teacher has consulted with Bill and his parents regarding safety precautions and suitable activities for PE.

Proposed learning adapted from PSSI 5th and 6th class lesson 3 from https://pssi.pdst.ie/pdf/gym/gym_d_2.pdf.

(a) Perform individual balances.

(b) In pairs, perform symmetrical balances.

After the warm up, maximise opportunities to practice balancing e.g. one foot, allowing for choice of equipment (gymnastics bench, swimming pool noodle on the ground, line on the floor) (equipment).

A matted area is provided when Bill is balancing using equipment and when performing paired symmetrical balances (environment and equipment). The lesson offers choice for all where children discuss and choose balances that suit pairs rather than individuals (teaching style). Use images to highlight balances (equipment).

balance is an issue.

- Use bright colours and offer choice of equipment.
- Use arrows/chalk lines to show directions.
- Use Stop/Go/Work Together signs or images.
- Ask permission to use 'hand-over-hand' feedback.

Environment

- The teacher should face the sun outdoors, and windows if indoors.
- Reduce 'visual noise', stand away from anything visually distracting.
 - Avoid other sources of noise when instructing e.g. music and fans.
 - Assess the distance the child can hear you or see you;

stand close to this spot when demonstrating/explaining.

- Provide instructions for external providers supporting PE lessons.

Resources

- PDST (2017). Balancing video www.scoilnet.ie/pdst/physlit/fms-activities/balancing.
- PDST (2017). *Move Well, Move Often: Developing the physically literate child through the lens of fundamental movement skills*. Book 3. Teacher Guide, PE Curriculum, Dublin. Balancing (p.99) followed by balancing activities (p.104-114) for warm up and cool down: www.scoilnet.ie/fileadmin/user_upload/Book_3.pdf.

SARAH JANE MALONEY O'REGAN, PE Teacher, Holy Family School for the Deaf and SUSAN MARRON, IPPEA Committee and DCU.



AGM of Cumann na mBunscol na Mumhan



Orla Casey, brand manager with Cornmarket, presents a cheque to Liam Magee and Gary Farrell of Cumann na mBunscol. Cornmarket are sponsors of the Cumann na mBunscol Awards.

The AGM of Coiste na Mumhan of Cumann na mBunscol took place in Ennis in January. All counties in the province were represented. Guest of honour on the night was Liam Ó Loineacháin, cathaoirleach of Munster Council of the GAA, and a former primary teacher himself. Delegates were welcomed to Clare by All-Star hurler John Conlon who is a teacher in St Aidan's NS in Shannon and is Cathaoirleach of Cumann na mBunscol an Chláir.



All Star hurler John Conlon welcomes delegates to the Munster AGM in his role as Cathaoirleach of Cumann na mBunscol in Clare.

Cumann na mBunscol Awards shortlist

Pat Trainor Hall of Fame Award

To be announced.

2. Public Relations

Corcaigh
An Mhí
Fear Manach
Port Lairge
Tir Eoghain
Ard Mhacha
Ciarrai

3. County Publication

Ciarrai
Corcaigh
Áth Cliath
Luimneach

4. Promotion of Gaelic Games and Culture – Schools

Divine Mercy NS, Áth Cliath
Herbertstown NS, Luimneach
Kilbehenny NS, Luimneach

5. Catagóir Cúig: Cur Chun Cinn an Chultúir Ghaelaigh agus na gCluichí Gaelacha

St Mary's Parish PS, Lú
Gaelscoil Na Cruaiche, Maigh Eo
Gaelscoil Mhic Easmainn, Ciarrai

6. Small School of the Year

Herbertstown NS, Luimneach
Kilbehenny NS, Luimneach
Thomastown NS, Tiobraid Arann

7. Large School of the Year

Holy Trinity NS, Tiobraid Arann
Creevy NS, Dún na nGall
Scoil Phroinsias Naofa, Co Offaly

Jim departs the stage after a decade of service

Jim Fennelly, leas- rúnaí of Cumann na mBunscol, leaves the Coiste Náisiúnta after a decade of service at national level. Jim, principal of Churchill NS in Kilkenny, represented Cumann na mBunscol on Ard Chomhairle of GAA for five years from 2014 to 2019 and served on Coiste Náisiúnta as development officer prior to that. He is currently runaí of Cumann na mBunscol Chill Chainnigh. Jim is also a Kilkenny GAA delegate to Leinster Council and serves on the Public Relations and Marketing Committee of the Council. Jim is a familiar figure to spectators in Nowlan Park on big match days.



Seachtain na Gaeilge

Bíonn *Seachtain na Gaeilge* á ceiliúradh ag tús Mhí an Mhárta le breis agus céad bliain anuas. Tá an fhéile ag dul ó neart go neart le blianta beaga anuas agus cé gur fhás tréimhse na féile ó sheachtain amháin go coicís roinnt blianta ó shin, níor athraíodh ainm na féile toisc go n-aithnítear *Seachtain na Gaeilge* go forleathan, ní hamháin in Éirinn ach mórtimpeall an domhain.

'Is le gach duine an Ghaeilge' an mana a bhaineann le Seachtain na Gaeilge agus tugtar deis do gach duine ár dteanga agus ár gcultúr dúchais a cheiliúradh.

Is féidir le scoileanna páirt a ghlacadh i *Seachtain na Gaeilge* agus imeachtaí spráilúla a eagrú chun úsáid na Gaeilge a chur chun cinn ar bhonn scoile agus pobail.

Tá an suíomh idirlín www.snag.ie ag Conradh na Gaeilge agus tá sé lán le heolas, le comórtais, le hacmhainní agus le smaointe chun cuidiú le scoileanna ceiliúradh a dhéanamh ar an nGaeilge. Seo thíos blaiseadh de na smaointe atá ann.

Smaointe don Rang:

- Is breá le páistí bheith ag canadh, agus is slí thaitneamhach, éasca é stór frásaí, focal agus struchtúir chainte a shealbhú. Can amhrán Gaeilge nó déan amhrán cáiliúil a aistriú go Gaeilge. Eagraigh ceolchoirm scoile nó seisiún ceoil agus tabhair deis do gach rang amhrán Gaeilge a chanadh nó ceol a sheinm.
- Bain úsáid as an nGaeilge do ghnáthchaint an lae, scríobh beannachtaí agus frásaí coitianta (m.sh., *go raibh maith agat, tá fáilte romhat, gabh mo leithscéal, níl a fhios agam, is liomsa é*) ar luascháirtaí chun cuidiú leis na páistí an teanga a úsáid agus a shealbhú.
- Déan Tráth na gCeist ranga nó scoile a eagrú, tá liosta ceisteanna i lámhleabhar *Seachtain na Gaeilge* nó níos fearr fós tá leaganacha taispeántais de Thráth na gCeist do ranganna éagsúla ar fáil i bhfoirm Powerpoint ar an suíomh, d'fheadfá páistí ó ranganna éagsúla a mheascadh ar na foirne chun éagsúlacht ó thaobh ceisteanna agus ábhar suime a bheith ann.
- Léigh leabhar Gaeilge nó déan teagmháil leis an leabharlann áitiúil chun seisiún scéalaíochta nó léitheoireachta a eagrú, d'fheadfá turas chun na leabharlaine a eagrú



- Tapaigh an deis chun dráma a chur ar siúl os comhair na scoile. Tá scripteanna do dhrámaí ar shuíomh <http://www.scoildramaiocht.ie/>.
- Eagraigh Tóraíocht Taisce. Cuir duais/bronnantas i bhfolach áit éigin sa seomra/scoil/chlós. Scríobh leid amháin ar an gclár bán. Cuir leideanna eile timpeall an tseomra/na scoile srl, nó spreag na páistí le ceisteanna a chur ar pháistí eile le níos mó eolais a fháil.
- Bain leas as an teicneolaíocht chun an Ghaeilge a úsáid, scríobh blog ranga as Gaeilge, déan teagmháil ar Skype le scoil eile, scríobh ábhar as Gaeilge do shuíomh idirlín na scoile, déan físeán faoi imeachtaí SnaG agus cuir ar shuíomh na scoile é.
- Eagraigh Lá Spóirt agus úsáid an Ghaeilge chun cluichí clóis a imirt (tá

neart smaointe chuige seo in *Spreag an Ghaeilge le Spraoi* <https://www.cogg.ie/cluichi-clois-spreag-an-ghaeilge-le-spraoi/>).

- Tabhair cuireadh do laoch spóirt áitiúil nó duine cáiliúil a úsáideann an Ghaeilge go rialta teacht chun cainte leis na páistí le go bhfeicfidh siad go bhfuil úsáid agus fiúntas ag baint leis an nGaeilge taobh amuigh den scoil.
- Imir cluichí boird ar nós Scrabble agus Monopoly as Gaeilge (leaganacha Gaeilge de na cluichí ar fáil ó www.udar.ie).
- Déan ábhair eile a mhúineadh trí Ghaeilge. Is leatsa an Ghaeilge. Bain triail aisti agus úsáid do theanga!

MÁIRE NIC AN RÍ, oifigeach bunscoile, COGG.

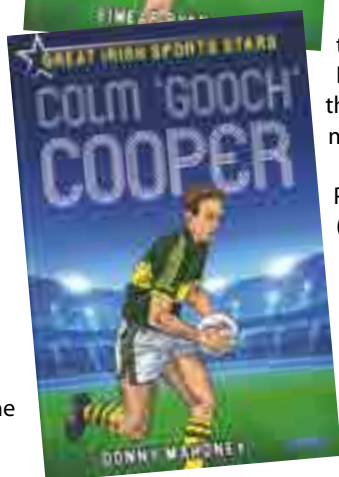
Reviews

Great stories of great Irish sport stars

These fun 'Great Irish Sports Stars' books - *Cora Staunton* by Eimear Ryan and *Colm 'Gooch' Cooper* by Donny Mahoney - give us insights into the life stories of two legends of the Irish sporting scene, Cora Staunton and Colm 'Gooch' Cooper.

As readers, we are supported in building a complete picture of their lives and careers, following them from childhood dreams to sporting honours on the national stage.

If you're a GAA mad child in middle to senior primary school, these are the books for you. Notably, both biographies are full of words of wisdom and inspiration for any budding athlete. Saying that, the right balance between sporting endeavours and the challenges of life beyond, enhance the appeal of the



series to children without a significant interest in sport.

For teachers, books of this genre will help you address the potential fiction/non-fiction imbalance in your classroom and school libraries.

Over the coming years, there is massive potential here for exploring the lives of Irish sporting legends of the past and the present. It can only be hoped that these books are the first of many in this series.

Published by: the O'Brien Press. ISBN: 978-1788491563 (Colm 'Gooch' Cooper), 978-1788491570 (Cora Staunton). Cost: €8.99 each.

Reviewed by DUNCAN MCCARTHY, St Anthony's NS, Cork.

A most worthy topic

In 2015, prominent world leaders met in New York to adopt the 2030 *Agenda for Sustainable Development*. This was seen as a valuable opportunity to tackle the most pressing issues facing our planet, and 17 Global Goals were put in place.

2030 Not A Fairytale, is illustrated and written by Arlene Gormley. On every page there is an explanation of each of the 17 goals with an accompanying illustration. Issues such as equality, world peace and climate change, to name but a few, are addressed in this book. The goals are beautifully presented pictorially and the explanation of each goal uses clear and simple language, ideal for the younger learner.

This book could be integrated easily into many areas of the curriculum including SPHE, SESE and literacy and is suitable for children aged 5-9. It also ties well into sustainable energy initiatives in schools, such as the Green-



Schools Programme.

The goals, coupled with didactic illustrations, will encourage much discussion, debate and interest in this most worthy topic.

Published by: Koizumi C. Miumi - MKCT Co. Ltd. ISBN: 978-1633238657. Cost: £10, with profits donated to Feeding Dreams Cambodia. See www.2030notafairytale.com/.

Reviewed by LORNA ROCHE, Dublin.

Adventure quest

25 Challenges To Do Before You're 12, written by primary teachers, Austin and Nicola Gregg, is a brilliant, cleverly written activity book that will capture the imagination and attention of any young child.

This beautifully polished, hard-back book with its bright illustrations has instant appeal. It aims to get children between the ages of 7 and 11 off their screens, out of the house and enjoying the outdoors. This is achieved through a series of educational and fun challenges, from making a mud pie to building a den.

Two characters, Ayla and Finn, expertly guide you on your journey to become a 'Bucketeer' and invite you to add photos and record your 'declaration of challenge completion'. There are also lots of interesting facts and puzzles to keep you entertained along the way.

As a teacher and a parent, I think this book is an excellent resource to foster creativity, imagination and active learning. However, as I am not under 12, I enlisted the help of one of my students to review this book, she: "truly loved the book and would highly recommend it to anyone who has a sense of adventure and likes going outside". ISBN: 978-1527227972. Publisher: In Quest of Adventure. Cost: €17.99 learninglab.ie.

Reviewed by EIMEAR NOLAN, Galway.



Finishing Touches

Noticeboard



Get to Know Your 'Single Scheme' Pension!

Teachers who began work since 1 January 2013 are members of the Single Pension Scheme. This scheme, across the public service, bases pension on career average earnings.

The Single Scheme was introduced to cut back on costs to the State and it is clear that Single Scheme Pensions will be less valuable than the older "final salary" pensions.

INTO is commencing a series of information and advice Sessions for members of the Single Scheme. Our key message is the need to augment these pensions in order to guarantee better income in retirement. The earlier this is done in career the better, and the sooner tax advantages can be availed of.

INTO will be joined by Cornmarket as qualified financial advisors at the Information sessions. First Session Booking Now

The first of these sessions will take place in the **Clayton Hotel, Liffey Valley, Dublin from 7p.m. to 8.30p.m. on Monday 30 March 2020.**

To register your attendance please go to the events page on the INTO website and click on "Single Scheme Pension Information Seminar".

This session will focus on the Single Pension Scheme and is not intended as a session on pensions generally.



Physical Education Specialism Survey

Cillian Brennan, research master's student, Mary Immaculate College, invites teachers who have completed the four-year Bachelor of Education with a specialism in Physical Education, to complete a short survey as part of his research. This will explore teachers' experiences and their impact as teachers with additional expertise on physical education in primary schools.

The survey is open to graduates of Mary Immaculate College, and Dublin City University, Institute of Education (formerly St. Patrick's College) from 2016 onwards.

Further information can be found on 'The PE Web' (@thePEweb) social media pages on Twitter, Instagram and Facebook (<https://www.facebook.com/thePEweb/>).

If you have any questions about this survey, please contact Cillian.Brennan@mic.ul.ie. Thank you for your time and assistance with the research.

Scan the QR code or visit the social media pages to open the survey!



Mortgage and Tax Advisory Seminar for INTO Members and their families

The next tax and mortgage seminar will take place on **Thursday 2 April at 7pm in the Clayton Hotel, Lapps' Quay, Cork.** INTO members and their families/friends are very welcome to attend. This seminar will cover the following topics:

- Tips on mortgage applications
- First time buyers, moving home or investment properties
- Saving money by changing mortgage providers
- The role of your solicitors 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 by EDUC Mortgages and Irish Tax and Accounting Solutions.

To register for this event, please see the events page of the INTO website.



CESI ICT in Education Conference

The CESI ICT in Education Conference will take place on Sat 29th Feb 2020 in Athlone Institute of Technology (AIT).

The Friday evening CESI TeachMeet (28 Feb) will take place at the Sheraton

Hotel, Athlone.

This year's conference theme is 'Our Evolving Learning Landscape'.

Find out more at <http://www.cesi.ie/conferences/conference-2020/>.

Where Teachers Borrow



Comhar Linn

INTO Credit Union

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Comhar Linn Draw winners

Results: December 2019. Draw held December, 2019.

Winners and Prizes

1 Winner details withheld by consent –

District 01 – Co. Dublin. Car – Toyota Yaris

2 Winner details withheld by consent –

District 19 – Co. Mayo. Cash €2,000

3 Anne O'Halloran – Co.Dublin.

Cash €1,000

4 Anne Marie Murphy – Holy Family N.S.,

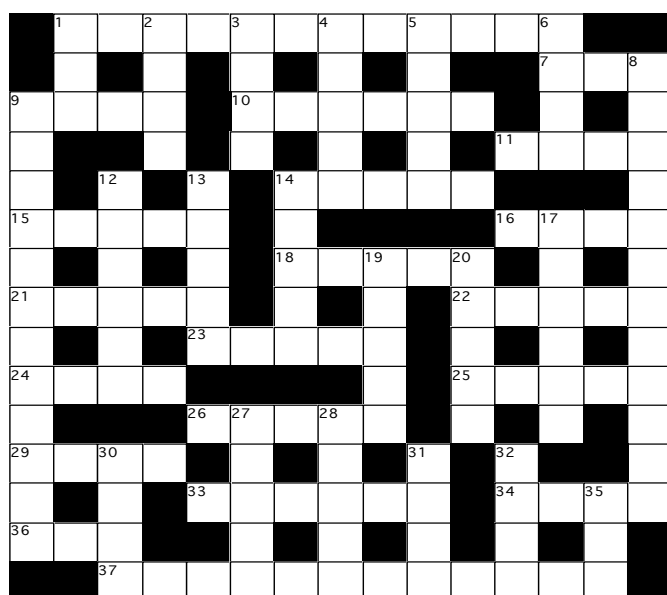
Co.Kerry. Cash €1,000

5 Kathleen Baird – Co.Fermanagh.

Cash €1,000

Comhar Linn Crossword No. 203

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, before Friday 27th March 2020. Photocopied crosswords are not accepted.



NAME:
ADDRESS:

Open to INTO Members only

To read the Crossword Competition Terms & Conditions and INTO's Data Privacy Notice, please visit
<https://www.into.ie/about/compliance/data-privacy-notice/>

Gordius - In Touch No. 203 Jan/Feb 2020 solutions

Across

1. Mum 3. Obtuse angle
8. Reggae 9. Sarajevo 10. Heels
11. Easel 13. Conch 15. Lockout 16.
Saviour 20. Tread 21. Wharf
23. Mercy 24. Florence 25. Indigo
26. Benedictine 27. Woe

Down

1. Marshmallow 2. Magnetic field
3. Orals 4. Unsound 5. Aware
6. Grease 7. Emo Court 12. Learn
by rote 14. Hoard 17. Overview
18. Reflect 19. Saloon 23. Manse
24. Fib

Across

1. Could cobalt (for example) be a mere
tentacle, literally? (5,7)
7. T's frequently poetic! (3)
9. Note – take me to Mayo. (4)
10. This place is for the birds! (6)
11. With which to mend a broken luge. (4)
14. How to plead for part of a bicycle. (5)
15. When discussing snooker, this is
definitely on the table! (5)
16. Find lovely, appreciative tenants
initially for the apartment. (4)
18. Put money into a Home for Animals.
(5)
21. Find oriental verse somewhere in
Shanghai? Kudos! (5)
22. Six take a seat when you come to call.
(5)
23. The southern shopping area is tiny.
(5)
24. Duct by which Con leaves the
nunnery. (4)
25. There's not a person here at midday
with the cardinal. (2-3)
26. She's a copper, presumably. (5)
29. One novice in Offaly is greasy. (4)
33. One would love to clear out a place of
divine revelation. (6)
34. How fortunate there's no potassium
for her. (4)
36. Old material from part of a dragon
tunic. (3)
37. See 1 down.

Down

1. & 37a. Mounts with speed in this. (3,5,2,5)
2. "Love in Scattered Hay" makes sailors
cry. (4)
3. Test one's old flame before morning. (4)
4. French flower that involves one in
learning. (5)
5. Many an operatic song has been
written for Ms Callas. (5)
6. Motorists often have to pay this -
does that ring a bell? (4)
8 & 12d. This year's dream is a great sight!
(6,6,6)
9. With inappropriate action, I shove
barium around. (12)
12. See 8 down.
13. They itemise what may be eaten by
the chaps beside us. (5)
14. Dance that makes you dotty? (5)
17 & 32d. Part of one's preparation (for
wearing fewer garments, quietly)
when getting the full Irish? (6,4)
19. As a sheep, she was anything but
unique! (5)
20. It happens to be the Eastern 24
across. (5)
27. Fear losing the head? That's a
mistake. (5)
28. Oh, can it turn up a Mexican snack? (5)
30. Many examples of limbs. (4)
31. The amount of time it takes to find a
little potassium. (4)
32. See 17 down.
35. Thus, small counties produce lettuce. (3)

Due to crossword deadlines, winners of Comhar Linn InTouch Crossword No. 203 cannot be announced until the next issue of InTouch.

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

Children's Books Ireland recommended read – March

Beast Feast

Written and illustrated by Emma Yarlett. Walker Books, 2019.
ISBN 9781406386639. 30pp. Cost: €15.40.



One very hungry day, Beast caught a tasty looking dinner, but Dinner is a young child who definitely does not want to be eaten. Having sent invitations to his friends to come and join in this delicious feast, Beast decides to fatten up Dinner, but Dinner won't stop talking and comes up with plans for an alternative feast where they are not on the menu!

As the story unfolds, Dinner proposes an alternative for the dietary requirement of each guest. Through a series of fun activities where Beast and Dinner get to know each other, we see the transformative power of friendship. Beast changes subtly before our eyes from a menacing liplicking creature to a more cuddly version of himself, and the pair begin to see each other not as Beast and Dinner, but as friends.

Yarlett's choice of the bright pink colour for Beast along with bold illustrations throughout the book bring the characters to life. Children will love opening each guest's reply in letter form. The endpapers contain recipes, equally delicious to beasts and humans, including fingernails and chips with mushy toes and chocolate mud pie (minus the mud!).

Beast Feast is great fun for junior classes and will delight children who are beginning to develop their own sense of humour and becoming obsessed by disgusting things. (Age 5–7).


Children's Books Ireland 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 our 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 the winners have been selected.

The full name and county of prize winners are 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.



portal for Irish education
lárchúilíní aitheascáil na hÉireann




Star site




Top 10

ST ATTRACTA'S NS, BALLAGHADREEN,



CO ROSCOMMON
<https://attractas.ie>
Modern-looking website with large images and content displayed in blocks on the home page. There is a lot of information about the school and school life for learners and parents.

ONES TO WATCH



ST PATRICK'S JOURNEY
<http://bit.ly/StPatricksJourney>
An archived website from BBC Northern Ireland tells the story of St Patrick. Also available in Irish as well as Ulster-Scots.

MADE WITH CODE
www.madewithcode.com
A Google website designed to attract girls into coding and increase female involvement in the industry.

SOUNDS FROM NATURE
www.naturesoundmap.com
Explore natural sounds from our planet. Listen to gulls on the Saltee Islands, insects in Borneo or birds in an alpine meadow.

The most viewed resources on Scoilnet last month

- 1 ANCIENT EGYPT**
<https://discoveringegypt.com>
Interactive map, monuments, stories about the kings and queens.
- 2 HTML HEROES**
<https://www.webwise.ie/html-heroes/>
Eight interactive lessons and three animations on the topic of safer internet usage.
- 3 GREAT IRISH FAMINE WORKSHEET**
<http://bit.ly/GreatIrishFamine>
A worksheet to accompany the Great Irish Famine interactive map site.
- 4 VALENTINE'S ARTS AND CRAFTS IDEAS**
<http://bit.ly/ChildFunValentine>
Long list of ideas for a visual arts lesson.
- 5 BIA – BOSCA LÓIN**
<http://bit.ly/BoscaLóin>
Seo cur i láthair PDF le focail don téama bosca lóin.
- 6 NAOMH PÁDRAIG**
<http://bit.ly/NaoimhPadraig>
Seo leathanach le nasc chuig acmhainní, físeán agus cur i láthair faoi Naomh Pádraig.
- 7 CREATIVE DRAMA LESSONS**
www.childdrama.com/lessons.html
List of activities sorted by age level. Among activities with instructions are: emotions walk, seasons and weather, social roles.
- 8 BBC HISTORY: EGYPTIANS**
www.bbc.co.uk/history/ancient/egyptians/
Covers daily life, pyramids, pharaohs, mummification, gods and beliefs, hieroglyphs.
- 9 FRACTIONS**
www.aaamath.com/kg16-fractions.html
Visual demonstration of fractions as well as online assessment.
- 10 PADDINGTON BEAR – RESOURCE PACK**
<http://bit.ly/UnicefPaddington>
UNICEF lesson activities pack, to help pupils develop an understanding of the refugee crisis and its impact on children.