



Welcome to INTO

Pages 6 & 7

Indepth feature on Special Education

Pages 9, 10, 11 & 12

Visit to West Bank, Palestine

Pages 13 & 14

Another year ends with no resolution

Another year ends with no resolution to our ongoing dispute with the employing authorities and the Department of Education. This despite an agreement in principle having been reached amongst the negotiation teams in May of 2019.

As things stand all sides are awaiting a response from the Department of Finance to the business case, submitted by the Department of Education, to fund an agreement should you the members vote to accept the deal. The Department of Finance has been in possession of this business case for 6 months now and INTO and our colleagues across the teaching unions are increasingly frustrated that what we have all

worked hard to achieve on your behalf since February 2018 is going to be lost.

The teacher unions, led by INTO, remain determined to see teachers begin the long journey of pay restoration while at the same time having the unreasonable additional workload that has been dumped on them over the last decade removed. Should the Department of Finance approve the related business case they have been sitting on for the last 6 months, then members will have the opportunity to give their verdict on whether the proposed deal takes us part

way along this journey.

INTO continues to work towards a successful conclusion with progress being made to produce materials to ease the introduction of changes to working

practices that would flow should a deal come to pass. There is also ongoing work to further review policies and working practices to ensure they are populated with and resourced to include teacher union voices. This is a reasonable approach and a demonstration, on the part of the unions, of good faith.

Should the Department of Finance fail to approve the agreement in principle reached in May then the hard-won good faith and trust goes out the window. The carefully restored relationships between the

employers, the Department and the unions will be undone, making a resolution in the short to medium term even more difficult. The trade unions will be left with no choice but to re-evaluate their action and in all likelihood escalate it. This is something INTO and the other unions have worked very hard to avoid but should it be necessary, it is not something we will shy away from. The use of "we" here is deliberate, for the NITC has agreed that should further action prove necessary then all five teacher unions will act in concert, something which has not

happened outside of the context of a centralised ICTU action in my teacher union experience.

The industrial relations climate across the public services has deteriorated significantly since we reached an agreement in principle in May past. Other trade union colleagues including UNISON, NIPSA, GMB, UNITE, UCU and others are now engaged in disputes across the Health Sector, the Higher Education Sector and the Civil Service and we extend our solidarity and support to them as they pursue legitimate claims in respect to pay, pensions, changes to their working conditions and inadequate staffing levels. This crisis is a direct result of a decade of Tory imposed cuts and can be no surprise to anyone as trade unions and citizens have been flagging this train wreck for several years now.

Continuing to subject hard-working public servants to pay freezes and wage settlements below inflation while demanding even more work from them is the road to perdition. Teachers have had enough. INTO and the other teacher unions have had enough. If teachers are not made an offer in line with the agreement in principle reached last May then the children and young people, their parents and society as a whole will want to know who is to blame. The teacher unions on behalf of the profession will not be behind the door in laying the blame at the feet of the guilty and any additional action will focus on encouraging them to reconsider what is beginning to look like very poor decision making.



GERRY MURPHY,
Northern Secretary

NORTHERN COMMITTEE INFORMATION

Area	Branches		Mobile	INTO Email
CEC 1 District 1	0101-0113	Seamus Hanna	CEC Rep	shanna@into.ie
CEC 2 District 2	0201-0217	Dorothy McGinley	CEC Rep	dmcginley@into.ie
BFC	-	Patrick McAllister	BFC Rep	pmcallister@into.ie
NEP North Eastern Primary Region	0101/0102/0104/0107/0109/0111	Michelle McCrystal	INTO N Ctte	mmccrystal@into.ie
NES North Eastern Post-Primary Region	0101/0102/0104/0107/0109/0111	Siobhan McElhinney	INTO N Ctte	smcelhinney@into.ie
SEP South Eastern Primary Region	0110/0113	Rachel O'Hare	INTO N Ctte	rohare@into.ie
SES South Eastern Post-Primary Region	0110/0113	John Kelly	INTO N Ctte	jkelly@into.ie
BP Belfast Region Primary A	0106	Caroline McCarthy	INTO N Ctte	cmccarthy@into.ie
BP Belfast Region Primary B	0105	Geraldine McGowan	INTO N Ctte	gmcgowan@into.ie
BS Belfast Region Post-Primary	0105/0106	Caoimhin MacColaim	INTO N Ctte	cmacolaim@into.ie
SP Southern Region Primary A	0202/0206/0208/0217	Marty Lavery	INTO N Ctte	mlavery@into.ie
SP Southern Region Primary B	0201/0203/0211/0214	Noreen Kelly	INTO N Ctte	nkelly@into.ie
SS Southern Region Post-Primary	0201/0202/0203/0206/0208/0211/0214/0217	Kevin Daly	INTO N Ctte	kdaly@into.ie
WP Western Region Primary A	0209/0213/0215/0216	Marie O'Shea	INTO N Ctte	moshea@into.ie
WP Western Region Primary B	0207/0212	Moirá O'Kane	INTO N Ctte	mokane@into.ie
WS Western Region Post-Primary	0207/0209/0212/0213/0215/0216	Annmarie Conway	INTO N Ctte	amconway@into.ie

Organising the Union Starts in the Staffroom

During my first few months in the Chair of Northern Committee I have spoken with hundreds of our members across the north either on the phone or in person. These conversations and meetings have taken place in a variety of contexts and have very much brought home to me the range and commonality of issues facing teachers from Dundrum to Derry, Roslea to Rasharkin and everywhere in between. There is not a school in the north that does not face significant challenges and as a result every single one of our members, from newly qualified teacher to long standing Principal, find obstacles and additional stresses and strains in trying to do what they trained to do – educate children and young people.

In the face of these challenges the role of the union is crucial and one really pressing issue for INTO is that we still have some staffrooms without an INTO workplace representative. This is hugely detrimental to members in those schools. I am constantly reminding people that 'the union' is not something that exists in an office in Belfast or Dublin and is not something that you 'bring in' when times are hard, on the contrary, 'The Union' is every single one of us and we all have a role to play in it. Those of us in elected positions and those employed as Officials will inevitably be seen as the face of the union or heard as the voice of INTO, but our effectiveness is increased where we have well organised and unionised workplaces.

A unionised workplace begins with staff being members of unions and

working under union recognition agreements as we do in the school system here. But that is a very limited form of 'unionisation'. Unionised workplaces that really deliver for workers have, in the very first instance, elected reps who work on site. INTO reps are absolutely key to us being able to ensure that we have two way communication between members and elected officers and officials; they are key to articulating INTO's position on various issues and also in shaping and influencing those positions; reps ensure that industrial action instructions are communicated to members where it counts and that such action is carried out in a disciplined and consistent fashion; reps in well unionised workplaces will also be in regular contact with members and their Northern Committee reps and local Branches.

As a Union we must keep striving to improve our organisational efforts in the workplace. American Trade Union Activist Jane McAleavy wrote in her book, *No Shortcuts – Organising for Power in the Guided Age*, that Union representatives should, among other things: 'Get close to the workers, stay close to the workers'; 'Don't do for workers what they can do';

'The union is not a fee for service, it is the collective experience of workers in struggle'; 'Workers are made of clay, not glass'; 'Don't underestimate the workers'.

In other words, the strength of any

effective trade union is based on the organisation and activism of its members, not simply on the expertise and abilities of its leaders – although that is important.

Trade Union Organising among the grass roots membership is not some abstract concept but a very real requirement in ensuring that our current phase of industrial action and any future action has the necessary impact on our employers. On that note I would like to extend a huge thank you to our school reps and Branch Officers. We are well organised in most

areas but we must build on that.

For my part, as Chair of Northern Committee, I will be making renewed efforts to visit schools in the new year and I will do my utmost to take up any invitation received to this end. I am confident that my colleagues on Northern Committee will be similarly committed to engagement with members in their areas with a view to ever improved and effective unionisation of our schools.



KEVIN DALY,
*Northern Committee
Chairperson*

Newry Branch Presentations



Left: Gerry McBrien became an INTO Honorary member of Newry Branch. He is pictured being presented with an INTO long service pin by Newry Branch Chairperson Elayna Duffy.

Right: Órla Murphy, St Mary's PS, Mullaghbawn, Elayna Duffy (Newry Branch Chairperson) and Declan Colgan St Colman's PS, Kilkeel. Elayna is presenting prizes to Órla and Declan from the Newry Branch member's draw.



Part-time teachers do have rights!

A recent sex discrimination case in county Down, settled for £5000, has hopefully reinforced INTO's criticism and highlighted the dangers of school managements overlooking their part-time teachers. Upon returning from maternity a teacher applied for and was granted a flexible working arrangement which reduced her days from five to three. She felt at the time that the school was very accommodating to her by supporting her domestic childcare responsibilities. However, when a colleague was appointed as temporary Head of English, she realised that she had not been considered for the post because she was working part-time. While she fully understood that to properly fulfil the role of Head of English there may have been the expectation by the school management that she would have to return to working the full-time five day week, but that this was her decision and she should have been given

the opportunity to explore this option. She believed that this was an opportunity for career enhancement which was denied to her.

In settling the case the school fully recognised that they had denied the teacher the opportunity to apply or even be considered for the position and therefore disadvantaged her as a part-time employee. The Board of Governors regretted both their decision and the upset it caused to the teacher and have put steps in place to ensure that they would receive appropriate training in recruitment and selection with specific focus on reduced hours

and part-time teachers.

While the figures for female teachers in Northern Ireland vary, the Equality Commission for Northern

Ireland have reported that 39% of female employees work part-time compared to 9% of male employees and 82% of all part-time employees in Northern Ireland are women. In light of this then any action taken by an employer which ignores or excludes part-time employees from a promoted post or alternative position is likely to lead to a more adverse effect on women employees and therefore may amount to indirect sex discrimination.



TOMMY MCGLONE,
Senior Official

Redeployment

To become a teacher, students must first go through the rigors of study for a teacher qualification, then the preparation of a cv, going around schools selling themselves to principals, joining the NISTR register, awaiting emails eventually being successful at an interview process, and being made permanent in a school.

When I received my first permanent post in England, there was an understanding that you would remain in the post for four or five years, and then you would look round for potential promotions on teacher allowances, and move to another school. This is not the normal experience for teachers in the north of Ireland.

For many teachers, the first school where you receive a permanent appointment is the only school that you will ever teach in. Excellent teachers who wish to remain in the classroom and have no wish to go into school management have very limited opportunity to experience life in other schools.

Teachers in the republic of Ireland have the opportunity for 'Temporary Reassignment', which is an arrangement

between two teachers and two participating schools. This opportunity is normally for educational purposes which includes enabling teachers to enhance their professional experience by teaching in different types of settings, and the knowledge gained by such a reassignment could be shared with colleagues.

For many teachers, it is also an opportunity to move closer to home, to make journey time easier, and to allow them to be less stressed and therefore more effective in the classroom.

At present, such a scheme is not available to teachers here. The Council for Catholic Maintained Schools (CCMS) has twice this year, sent letters to principals inviting opportunities for redeployment from particular schools. While this tentative step is to be welcomed, it would be important that an

agreed scheme would be developed for teachers across all sectors, through the normal negotiating machinery of the TNC and JWP.



MARK MCTAGGART,
Assistant Northern Secretary

This would facilitate teachers who have spent a long time in one school or sector, having the opportunity to explore other career options within teaching, without having to take a career break.

It would also provide, in cases where there are ongoing industrial relations issues in schools, it may give opportunities of movement for teachers where they feel it is demonstratively better for them to be

redeployed to a suitable school.

It may also allow for the temporary re-assignment of teachers across the island of Ireland, which, as the only all-Ireland teachers union, would be something we would welcome.

Flexible Working Empowers Teachers

At a teacher conference in England recently a former government adviser criticised teachers who asked to go part-time after taking on full-time roles. He even went so far as to suggest that it was, “wrong and immoral,” for teachers to ask for their hours to be reduced after taking on full-time jobs.

It is a stark indicator of how far we still have to go to ensure that all school leaders, and those in positions of influence, accept, support and appreciate part-time teachers. Obviously social media platforms were critical of the adviser’s seemingly archaic standpoint and offered many and varied reasons why teachers rely on part-time working.

What is wrong and immoral is that teachers are expected to absorb work into their personal lives and that it has become customary for teachers to spend evenings and weekends completing professional tasks as unpaid overtime.

The decision to request part-time working often stems from lifestyle factors that make full-time work unfeasible. For example, needing to care for a young family or elderly relative or manage health challenges. There are also an increasing number of teachers who deliberately opt to work part-time to manage other ventures or interests. This reflects a diverse workforce with a range of personal circumstances.

Teaching is undeniably an exhausting and demanding profession. The fact of the matter is that the vast majority of

teachers work well beyond their contractual hours in order to satisfy the needs of the job.

Many part-time teachers are known to use their days off to complete school work to be able to spend time at weekends with friends and family or engage in non-work activities. In essence, they are being paid part-time to work full-time hours.

The former government adviser also said, “I don’t think we should separate life and work as if you go to work to have a life, because you are never going to have that balance. Some people have too much work, some people have too much life.” Now I don’t know about you but most people I know go to work to pay the bills and save up so they can have a life. As far as I can work out we only have the one life and nobody would want to spend it all working.

The belief in an inability to even attempt to have a work/life balance, inherently discriminates against teachers that attempt to have a family and/or a satisfying personal life. It is a sad reflection of the teaching profession if it is impossible to achieve this. For many, part-time working is the tool that supports with juggling professional and

personal responsibilities.

Surely school cultures that are more accepting and supportive of flexible working practices help to retain teachers in the profession. Making work seem possible for people at crunch points in their lives demonstrates compassion and care for staff. They, in turn, are more

likely to remain loyal to an organisation where they feel this is the case.

Yes, making flexible working work can be challenging. Yes, it is more straightforward to timetable with full-time teachers. Yes, parents, students and colleagues might prefer full-time arrangements for continuity purposes. However, the benefits of recruiting and retaining high-calibre and committed part-time staff far outweigh the drawbacks.

Amid a recruitment and retention crisis, schools cannot afford to discount teachers on the basis of their inability to commit to full-time employment.

Flexible working empowers teachers who are thinking of their children or parents and need to achieve some kind of work/life balance. For further information on flexible working schemes for teachers visit the INTO website.



PAUL GROOGAN,
Trade Union Official



Joint Leadership Conference

Thursday 30th January 2020
GLENAVON HOUSE HOTEL, COOKSTOWN

Time	Description	Time	Description
9.55am – 10.00am	Welcome <i>G White – NI President, NEU</i>	10.50am – 11.10am	Special Education: Update <i>S Lawler – EA Head of Special Education and Inclusion</i>
10.00am – 10.30am	Update on Pay Dispute/Industrial Action/ Questions <i>G Murphy, Northern Secretary, INTO</i> <i>M Langhammer, Regional Sec. NEU</i> <i>J White, General Secretary, UTU</i>	11.10am – 11.20am	Break
10.30am – 10.50am	Special Education: Update <i>R Irwin – EA Director of Wellbeing and Inclusion</i>	11.20am – 12.00pm	Implications of the DDA for School Leaders <i>C Trainor, Equality Commission. N Ireland</i>
		12.00am – 12.30pm	<i>S Fitzsimons – Disability Action</i> Close S Thompson, President, UTU Lunch

Please note: These conferences are extremely popular so book our place early to avoid disappointment.

To apply: Please register your interest by emailing: info@into.ie with your name, TRN, school and mobile number indicating whether you will be staying for lunch by **4.00pm on Friday 24 January**.

Welcome to INTO

Meet Paul Donnelly

Paul Donnelly is the receptionist in INTO Northern Office and all calls to the office go through reception so the first contact you will have with INTO will probably be with Paul.

Phone-call

When you ring the Northern Office our new database will recognise your number, if you are a member and the number you are ringing from is on your member record. If your number is recognised the system will bring up your member record on screen and Paul will then verify your membership and check your contact details are correct.

Paul will ask you what your call is about, please remember that Paul will be



transferring your call to an Official, or getting someone to call you back, so the details you give at this stage should be brief, just enough to let the Official know that your call is in relation to maternity, sick leave, promotions, industrial action, etc.

Paul will then either, put you straight through to an Official or log your call on the system and assign it to the Official on the query rota at that time. Your call can also be logged to a particular Official if they have already been dealing with your issue and Paul will be able to see who that is from his screen at reception.

Email

If you email INTO at infoni@into.ie your email will be received by Paul at reception. If you have not included your TR number or school name, Paul will email you back, normally, to verify your membership and perhaps check your contact details. Once your membership has been verified your email will be recorded on the system and assigned to the official on the query rota at that time.

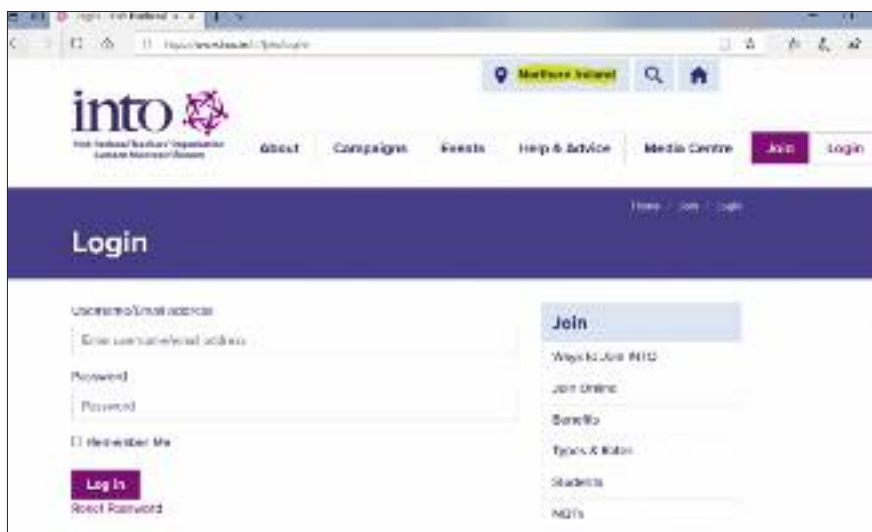
NEW email facility

INTO is currently working on a new email facility which will enable members to send emails to INTO, from the members' portal of the website. Member's using this email functionality will be able to categorise the issue you are emailing about and your email will automatically appear in the pending query list for assigning by Paul to the appropriate Official. (screen shot A).

To use this facility you must first register on the INTO website, creating a login and password, which you will require everytime you wish to access the members' portal.

Once you have logged in you can:

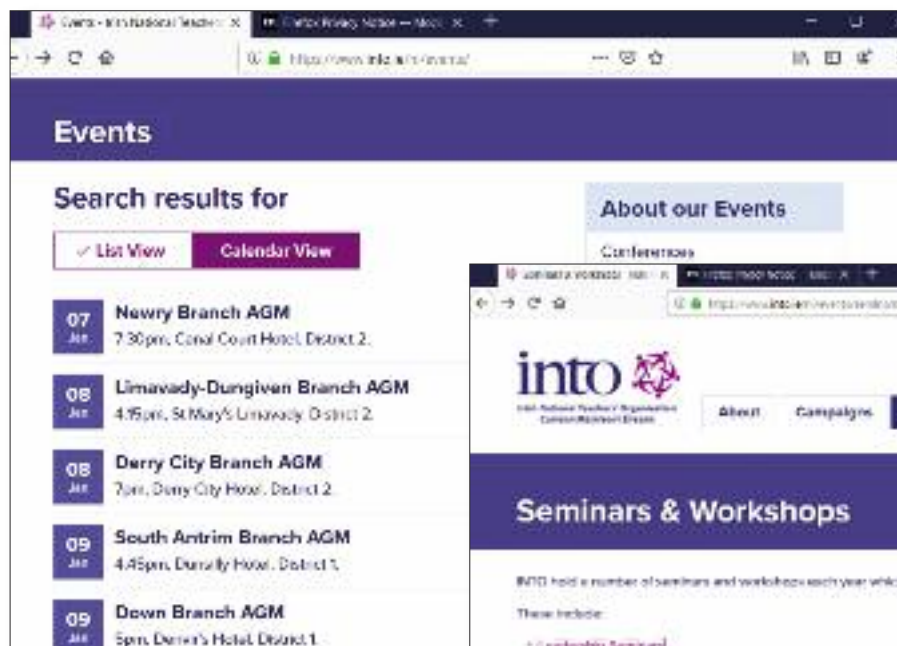
1. Check and update your member record, your name, address, school, contact phone numbers and email (screen shot B: My INTO page).
2. Register for INTO courses and events (see screen shots C and D on following page).



A. INTO login screen



B. My INTO page



C. INTO Events



D. Seminars and Workshops

- Update your preferences for communication from INTO (see screenshot E: Preferences)
- Access all the INTO information and services in the members' portal (see screenshot F: Information Area)

Any member having difficulty registering, or resetting their password should contact INTO Northern Office on 02890381455 or by email at infoni@into.ie

Pre-registration email

If we do not have a current email address for you on our system, you will not have received a pre-registration email to access the new website/members' portal. If you have not received a pre-registration email you will need to contact Paul at reception in Northern Office to give us your email address and then you will be sent a link for registering on the INTO website/members' portal.

We look forward to welcoming you into the INTO website/members' portal very soon!



E. Preferences



F. Information Area

NORTHERN CONFERENCE 2020 *will take place*
on Friday 6 – Saturday 7 March 2020 in The Canal Court Hotel, Newry

Colm Lambe 1936 – 2019

Former Chairperson of Northern Committee

Colm Lambe was an INTO stalwart who gave tirelessly of his time for INTO members in the greater Belfast area and beyond for many years. A Graduate of St Mary's (Training) College, Belfast, he taught for over 40 years. The vast majority of his teaching career was in North Belfast, spanning the decades of the troubles, during which he encouraged and supported the pupils and teacher in his schools. Colm was Vice-Principal in St Patrick's PS Belfast, was principal of Holy Family Boys' PS and retired as vice-principal of the amalgamated Holy Family PS, on the Limestone Road.

Throughout his teaching career he was an INTO member and trade union activist in Belfast Branch. He was elected to, and represented the primary teachers in the BELB area on, INTO Northern Committee

for a significant period of time. As a member and chairman of Northern Committee he fought for teachers' rights throughout many changes in Education, including the Jordanstown Agreement, the introduction of the new Northern Ireland Curriculum, and IT in schools. A passionate educationalist he also represented District One on the INTO National Education Committee, a position he particularly he enjoyed.

Following his retirement in 2000 Colm's involvement with INTO didn't stop. He continued for a number of years to provide support and advice to INTO members by volunteering in Northern Office answering members' calls and



helping out at recruitment events. A keen traveller, Colm and his wife, Maureen, went on a number of cruises and foreign holidays with close friends he had met through INTO Northern Committee. In retirement he particularly enjoyed taking holidays in September when the schools had restarted, because he could!

First and foremost Colm was a husband, father and grandfather. He passed away on 16 October 2019 and is sadly missed by his family, colleagues in Holy family and friends in INTO. *Ar dheis Dé go raibh a anam dílis.*

Submitted by Nuala O'Donnell, INTO Senior Official

Mona Kelly 1949 – 2019

Former Tyrone Central Branch Secretary

On the 16th December 2019, INTO and Tyrone Central Branch in particular lost a true friend with the passing of Mona Kelly. Before she retired Mona was Vice Principal of St Teresa's Primary School in Loughmacrory and Secretary of Tyrone Central Branch of INTO. While teaching and seeing the advancement of her pupils was her main focus, Mona was also interested in the well-being of teachers. She joined the INTO shortly after leaving college, became school representative and eventually Branch Secretary for Tyrone Central. Mona devoted a lot of time and effort to the Branch and its members. She made recruitment her mission and she never missed an opportunity to talk to newly qualified teachers to expound the benefits of being an INTO member. Her branch meetings might have been a little unconventional but you were assured of getting up to date information and guidance coupled with a good mixture of craic.

Mona loved the INTO and she said she found it a life line after the sudden passing of her husband Barney in 1994, leaving her with four sons. She adored them and they adored her.

Mona was an educator, a communicator an advocate and a home

maker. Back in the day when some of us could barely switch on the computer Mona was delivering twilight courses in IT. Mona always enjoyed company. She loved meeting people and sustained lifelong friendships. She was blessed with an excellent memory for names and dates which enabled her to work out a family tree without the help of Ancestry .com! She enjoyed amateur drama and in particular the annual Mid-Ulster Drama Festival which she attended regularly over many years. She was also known to tread the boards on a few occasions herself. She will be missed by the staff and pupils of Dean Brian Maguirc College where she served as a Governor for twenty five years and



indeed attended the Annual Prize giving only recently. The farming community also benefited from her knowledge and experience when she served as Secretary of NIAPA (Northern Ireland Agricultural Producers Association)

Since retirement she became skilled in needle craft, tried her hand at creative writing and had a great interest in local history.

Regardless of everything else, the achievements and interests, family always came first. Mona accommodated relatives from far and wide. There was always a welcome at Mullanmore Road. Her heart was filled with pride every time she mentioned her beloved boys and their families. Her only regret, if she had any, after a life well lived might be that she didn't have more time to spend with her grandchildren.

To Mona's boys and her entire family, we offer our deepest sympathy. Life is a diary of memories, Mona featured on many pages.

Good Bye our dear friend and colleague. Rest in Peace.

Submitted by Rita Fox, Former Northern Committee Chairperson

Left: Mona Kelly receiving her INTO long service pin from the then INTO President Anne Fay

Change in special education



In recent years we have seen changes in SEN provision, many of which have raised significant concerns for schools, services, teachers, parents, stakeholders and most importantly the children themselves. The push for change is set to continue as we enter 2020 with training in the implementation of the Special Educational Needs and Disability (SEND) NI Act and the long-awaited consultation on the Sen Code of Practice. It is up to all of us as teachers and stakeholders to take an active role.

Change is in itself not always a negative – as teachers we have embraced and adapted to many changes over the years and challenged those that we feel are misguided. The INTO's stance and your action on assessment and levels of progression has prevented a system unfit for purpose from being implemented and ensured a better informed and productive discussion on assessment between the Department of Education and Unions representing teachers.

What can we as teachers do to ensure that future changes are in the best interests of positive education for us all?

- Speak out at training/presentations if you have questions or concerns about what is presented. Complete your evaluation forms reflecting your views of the presentation/training. All presentations and training are considered by the Dept of Education and Education Authority as consultation – you are being

consulted; it is an opportunity for your voice to be heard. Let your Union know if you have concerns.

- Respond to consultations and encourage those you work with to respond too. A response by INTO representing 7,000+ members will be counted as one response, as will a response by the Teaching colleges representing their students, the Trust and their Therapists. As a guide see the responses to the consultation on the SEN Regulations (<https://www.education-ni.gov.uk/consultations/draft-special-educational-needs-sen-regulations>). Despite significant concerns being raised there has, to date, been no revision of SEN Regulations published. Your responses will make a difference. Previously when we made a call to respond to a consultation, on the Education budget, you delivered – 23,000 responses went in – that is not a typo – over 23,000 responses and a difference was made.
- Highlight concerns you have in school. The Principal can bring these to their Governors and then importantly to SEN services at EANI CYPs. Think about the pupil whose day has been reduced to an hour and a half because the resources are not available to provide the right support. The pupils are forced to wait to get referred to the Education Psychologist because you have to prioritise 2 or 3 a year. Meanwhile

assaults, accidents and/or incidents occur daily. The risk assessments are constantly having to be reviewed because complex profiles sometimes need complex solutions. We need to speak up for smaller class size settings so that children have a better opportunity to reach their full potential.

As teachers we have the means to influence the Department and Education Authority to make changes. The Department of Education CYP Strategy 2019-2029 has been published 16 December 2019 – it states eight outcomes. Lets make them stand by them for all.

- Children and young people are physically and mentally healthy
- Children and young people enjoy play and leisure
- Children and young people learn and achieve
- Children and young people live in safety and with stability
- Children and young people experience economic and environmental wellbeing
- Children and young people make a positive contribution to society
- Children and young people live in a society which respects their rights
- Children and young people live in a society in which equality of opportunity and good relations are promoted.

CAROLINE MCCARTHY, Northern Committee Vice Chairperson, works in a Special School. Contact cmccarthy@into.ie

New SEN Framework



What is offered, regionally, going forward, cannot be too much, nor can it be too little. The EA services must deliver that which is just right.

The original five stage Code of Practice was presented to schools in the summer term of 1996, and introduced us to a

plethora of acronyms, including SENCo and IEP. How did we manage beforehand?



In the bright brand new world of the Education Authority, the SEND Act was passed in 2016, but has not yet commenced.

In the Special Education Provision, there will be 3 stages, as opposed to the existing five:

Stage 1 (School)	→ <i>Majority of children</i>
Stage 2 (School + External Agency)	→ <i>Smaller number of children</i>
Stage 3 (Statement of SEN)	→ <i>Minority of children</i>

The pathway to access external services will still be done by the school's Educational Psychologist. They are, and remain the gatekeeper to any additionality the Education Authority may be able to offer in order to 'inspire, support and challenge all our Children and Young People to be the best that they can be.'

The new Stage 2 (but still Stage 3 until the changes are implemented) services remain non-statutory and across the region vary in models of service delivery. There has been work to transition and transform into one homogenous entity since the establishment of the Education Authority. However, much of the spade work was completed for the now abandoned Education and Skills Authority, which spent up to £15M without so much of a sniff of any Education, Skills or Authority ever coming to fruition.

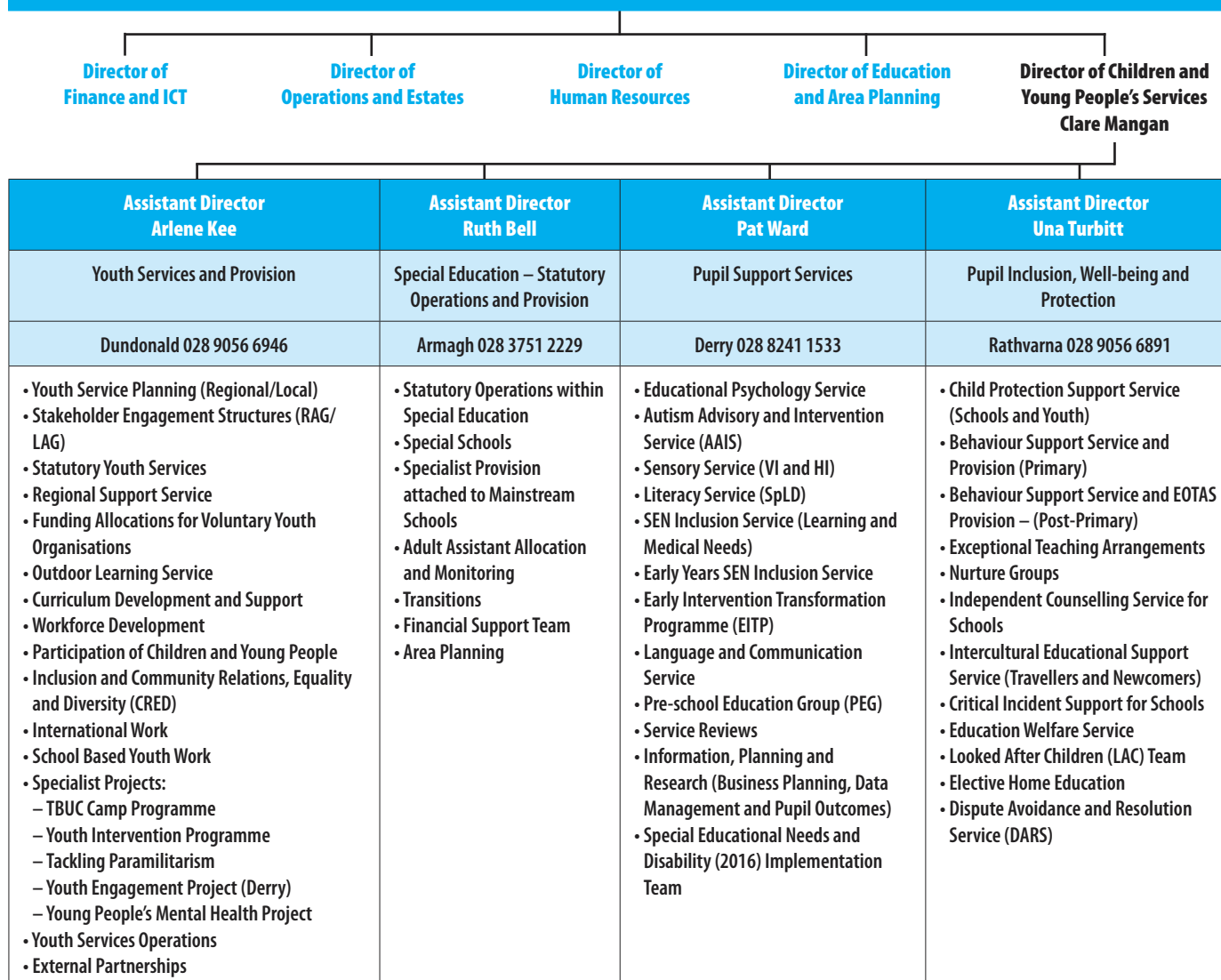
There are four elements to the new framework:

1. **Primary Legislation** – Special Educational Needs and Disability Act (Northern Ireland) 2016
2. **Secondary Legislation** – New SEN Regulations
3. **Guidance** – a new statutory Code of Practice
4. **SEN capacity building** (training) on the new SEN framework

1. Special Educational Needs and Disability Act (Northern Ireland) 2016 (SEND)

The SEND Act is the first part in the new

Education Authority Chief Executive



SEN Framework, and it received Royal Assent in March 2016. The Act places new duties on Boards of Governors, the Education Authority (EA) and health and social services authorities, and provides new rights for parents and children over compulsory school age.

The EA will be required to publish an annual plan of its arrangements for special educational provision. They will also have to seek and have regard to the views of the child when making decisions on special educational provision. The EA has appointed Global Mediation, an independent dispute avoidance and resolution service, and independent mediation arrangements to assist them.

The big change in schools will be the appointment of a Learning Support Co-ordinator (but it is still SENCo until the changes are implemented) and the introduction of a PLP (but IEPs remain until the changes are implemented),

with 'the voice of the child' being heard. The voice of the professional should not be underestimated though, and remains integral to the process regardless.

The Act also provides for increased cooperation between the EA and health and social services authorities to provide services identified to be of benefit in addressing a child's SEN.

2. New SEN Regulations

A revised draft of the Regulations is being finalised and it is intended that the Department will conduct a further consultation on the draft Regulations. Please make a response to the consultation, and encourage your colleagues to do so too.

3. New SEN Code of Practice

When this is made available, possibly in some part of 2020, it will go out to schools with accompanying annexed

flow-charts (see above). Until then, schools are still using the 5 stage model.

4. SEN Capacity Building (training) on the new SEN framework

SEN capacity building is underway to prepare the schools, Boards of Governors and the EA on the new SEN framework. A staged implementation of the new SEN Framework is anticipated to be put in place during 2020.

You may be wondering why has there been so many delays in the implementation of the new regulations. We could blame (the lack of) Stormont. We could blame Brexit. We could blame it on the sunshine or moonlight....

In any case, keep a look out for the forthcoming consultations. Do respond. Porridge anyone?

GERALDINE MCGOWAN, Northern Committee, works in the Education Authority Literacy Service

Role of the SENCO

If you are a SENCO in a primary school do you feel like you spend your life like a circus plate spinner or maybe you feel like you're playing a game of 'whack-a-mole'?

You are probably frustrated that you are unable to offer your pupils the support they need due to the pressure of increasing budget constraints and the limited time that is made available to you to fulfil your role.

In a primary school most SENCOs are full time teachers, and this makes it very difficult to carry out SEN duties. We all know that excessive teacher workload is having a significant impact on education across the board, but this is even more difficult if you are a SENCO. At cluster meetings many primary SENCOs report that they are struggling to cope with the increasing demands on their time.

One of the biggest challenges is the relentless paperwork. Much of it is repetitive and often information is duplicated. There is too much documentation required to have a child assessed at Stage 3. Also, when you have completed a SAR1 referral is then frustrating to have to complete Appendix B and repeat the same information all over again. Not to mention the IEPs to write, evaluate and monitor; the data to review and analyse and the resource material to research and develop for staff

to support children.

Schools are limited on the number of children that they can refer, and it can take a long time before they are assessed. Children may then be refused support if they don't meet the criteria set by the Education Authority (EA). When children do meet the criteria, it can take an excessively long time for the EA to make a decision or the school may be offered advisory support. The onus is then on the school to support the child. These thresholds have been raised and therefore many pupils no longer meet the criteria to receive direct specialist teaching support.

If a child has met criteria and receives a statement, the number of hours may not be enough. Schools must then negotiate more hours which only further delays access to the support that the child requires.

There is also a lack of consistency between services where there needs to be more emphasis on resources children with numeracy difficulties as more peripatetic support services are provided for Literacy, behaviour and AAIS. However, this support is not enough to meet the demand.

Another prominent issue is the poor communication between agencies. Greater training needs to be made available for SENCOs in what services that they can obtain and how they can access them.

Problems also arise with SENCOs and staff gaining access to quality CPD training. Many of the courses available are offered with no sub-cover or are provided outside of the working day which means that teachers are struggling to obtain SEN training. SENCOs are also spending extra time (unpaid) to complete tasks for their role and this adds to dissatisfaction and stress.

As funding across the services continue to be cut and the situation appears to be worsening, delays in the system are causing undue stress to children, parents and teachers.

Usually when you are spinning so many plates it is inevitable that at least one or two will fall. Therefore, it is of the upmost importance that we call for legally protected time for SENCOs to carry out their role and that the excessive paperwork is streamlined to make it more workable.

SEND should not be seen as 'Little extras' and schools must be funded properly so that all SENCOs have the sufficient non-contact time and resources to be able to provide the support the children and young people need to be able to reach their full potential.

Keep Spinning!

MICHELLE McCRYSTAL, Northern Committee, works in a Primary School

SEN within Post Primary

When I first entered teaching the term "pupil centred" was the buzz phrase. Then came SEN revolution. We have lost the pupil centred approach and now replaced with a more document focused approach. I have found that the needs of the pupils have been summarised onto a target sheet currently referred to as an Individual Education Plan (IEP). As long as this document has been completed and reviewed annually everything will be fine, or so it seems to be the subtext of the legislation. Unfortunately, this is not the reality.

Children arrive in Year 8 carrying a variety of educational, social and emotional needs. Some of which the primary school didn't get the chance to address due to having to prioritise students. The students must be prioritised as they only have a limited

number of places for the Educational Psychologist to assess.

During the August staff development days, the SENCO briefly updates staff on any issues that have come to light the previous year. Children are placed in classes studying a variety of subjects and expected to follow a curriculum designed for the average twelve-year-old which doesn't reflect the reality that some may have a reading age as low as six years. How can the child cope? Perhaps the child will have a Statement of Educational Need and they may be lucky enough to be entitled to classroom assistant hours. But in many cases due to financial constraints within the school and EA, they may have to share these hours. All these issues are managed by a SENCO, who may have some time allocated through their timetable to address the sea of

paperwork, which is attached to the post but in reality, not enough time to address the needs of children.

Schools are about to have another SEN update imposed and teachers must work to ensure that it meets the needs of every child within schools.

The allocation of the budget for Special Educational Needs should fit the diverse requirements of the pupils rather than schools having to attempt to work within the budget restrictions.

The policy makers need to furnish schools with a budget to implement the Code of Practice. Investing in the young people and addressing their needs must be a priority for the Department of Education.

SIOBHAN MCELHINNEY, Northern Committee, works in a Post Primary School

Trade Union Friends of Palestine visit to the West Bank

26th October – 3rd November 2019



Omar al-Badawi was only 22 years of age and unarmed, when he was shot by an Israeli soldier within the grounds of the Al-Arroub refugee camp in the West Bank. Initially wounded in the abdomen, he eventually bled to death. Graphic and harrowing footage of the moment he was shot soon appeared on social media, but his death, like many of the other Palestinians killed by the Israeli army in the West Bank, went largely unnoticed and un-reported.

Footage of the shooting first appeared on 11th November. My initial shock and horror at the killing was added to when I realised that less than two weeks earlier, I was part of a Trade Union delegation that had visited Al-Arroub camp and experienced the warmth, kindness and hospitality of those who live there. We also witnessed the cramped, overcrowded and unhygienic conditions that have to be endured by its 10,000 inhabitants.

Al-Arroub is one of 19 Palestinian refugee camps in the West Bank, which together, are home to 800,000 Palestinians. Located 10 miles south of Bethlehem it was established in 1949 following the Arab-Israeli War and the declaration of the state of Israel in 1948. 750,000 Palestinians fled or were driven from their homes as a result of what they describe as the Nakba, "Catastrophe".

According to the UN Relief and Works Agency for Palestine Refugees (UNWRA) Al-Arroub has one of the highest number of "incursions" by the Israeli military of all



the refugee camps in the West Bank. An Israeli military watchtower is located immediately outside the camp and clashes are frequent; as is the use of tear gas, sound bombs, plastic-coated metal bullets and live ammunition by members of the Israeli military. Arrests and the detention of children in Israeli prisons are increasingly common during these clashes, and this was one of the issues that the delegation was most interested in investigating when we visited the West Bank.

We learned that every year, between 500 – 700 Palestinian children, some as young as 12 years of age, are detained and prosecuted in the Israeli military court system. Indeed, Israel is the only country in the world that automatically prosecutes children in military courts. The most common charge is stone throwing and since the year 2000, at least 8,000 Palestinian children have been arrested and prosecuted. Heavily armed Israeli

soldiers often take children from their homes during the night. They are transferred to interrogation and detention centres, alone, sleep deprived and often bruised and scared. Their appearance in a military court is usually when a child first sees a lawyer and his family. These courts rarely exclude evidence obtained by coercion, including "confessions" drafted in Hebrew, a language that most Palestinian children do not understand. If convicted, children face a maximum sentence of between 10 and 20 years in prison, depending on their age.

Our delegation was made up of 17 Trade Union activists from throughout Ireland. Unions represented included the Irish National Teachers Organisation, Unison, Unite and Forsa. Organised by Trade Union Friends of Palestine (TUFPP), with the support of the Irish Congress of Trades Unions, the focus of the visit was children's health and education and the impact on these as a result of the on-going Israeli occupation.

The first couple of days were spent in East Jerusalem, visiting a number of Palestinian run schools and experiencing first hand the inspirational attitude and determination of the teachers and pupils, despite the challenging circumstances and environment that they have to endure.

East Jerusalem, along with the rest of the West Bank and Gaza, was annexed and occupied by Israel following the Six

Day War in 1967. (Israel's ongoing occupation of the West Bank, Gaza and East Jerusalem constitutes the world's longest military occupation in modern times).

Today, the Palestinian population of east Jerusalem stands at over 400,000 but they remain under constant threat of losing their homes and residency rights. Supposedly granted "Permanent Residency Status" in 1967, they must continuously prove that they are resident in East Jerusalem or face losing their homes. They are also cut off from the rest of the West Bank by the separation wall that has been built by over the last two decades. The wall around Jerusalem twists and turns for around 125 miles and the rest of the structure, built around the West Bank, runs for around 440 miles. The Israelis initially argued that the wall was a temporary security measure but the Palestinian people that we met were adamant that its purpose is to annex more Palestinian land under the guise of security. This view is supported by an EU report from 2009 in which the Israeli government was accused of "actively pursuing the illegal annexation" of East Jerusalem. The report found that "...facts on the ground, including new settlements, construction of the barrier, discriminatory housing policies and house demolitions... weaken the Palestinian community in the city, impede Palestinian urban development and separate East Jerusalem from the rest of the West Bank". The International Court of Justice has ruled that the wall is a violation of international law and the UN General Assembly has called for its removal.

A moving afternoon was spent visiting the site of a number of Palestinian homes that had been demolished by the Israeli military. Human Rights organisations and the UN have consistently criticised the on-going demolitions and Amnesty International has contended that the Israeli government uses demolitions to collectively punish Palestinians and to seize property for the expansion of Israeli settlements. Despite this international condemnation, it is estimated that Israel has demolished almost 50,000 Palestinian structures since 1967.

As we travelled throughout the West Bank the number and scale of Israeli settlements was striking. Over 400 000



settlers live in one of the 130 settlements built on land that has been occupied since 1967. Most of the international community, including the UN and the International Court of Justice, consider the settlements to be illegal, but this has not prevented their continued expansion. Many now have well-established neighbourhoods with shopping centres, cinemas, leisure facilities and even universities. All of them are heavily protected by the Israeli military and deliberately cut off from the rest of the West Bank. Amnesty International, along with many other organisations has argued that the settlements, and Israel's long running policy of settling civilians in occupied territory, amounts to a war crime. The Palestinian Authority is powerless in preventing the expansion of the settlements, even in parts of the West Bank that are supposed to be under its direct control.

One of the most tense and heavily militarised settlements that our delegation witnessed, was the one established in the ancient city of Hebron. Since 1997 the city has been divided into two sectors, H1 and H2. H1, home to over 200,000 Palestinians, is under the control of the Palestinian Authority. H2, which includes around 500 settlers in the centre of the city, is completely enclosed by 18 military checkpoints and under direct Israeli military control. Palestinian residents are subjected to repeated body searches and harassment and must register to obtain special permits to navigate through the

checkpoints. The settlers live in a series of Jewish-only streets that are heavily guarded by Israeli troops. We learned from our guide that these streets are referred to as "sterile zones". Palestinians are not permitted to enter.

A very uplifting part of our visit was the time spent meeting with the children and teachers of a school within the militarised centre of the city. The staff and pupils have to undergo a daily ritual of searches and questioning as they make their way through the checkpoints to the school building and grounds that, by any objective measure, is totally unfit for the education of children. Nevertheless we were greeted by smiling, welcoming children and teachers whose resilience and

determination in the face of such adversity was both humbling and inspirational. On the day our delegation visited, an Israeli soldier had shot a Palestinian woman at the entrance to the Ibrahimi Mosque, not far from the school. (In 1994, a Jewish settler shot 29 Palestinian worshippers dead inside the mosque). This cut short our visit as it was explained that 5 teachers who had been making their way to the school, had been hospitalized as a result of tear gas, fired by the Israeli military, in the aftermath of the shooting. The school had to close and the children sent home early.

As our trip to the West Bank came to an end and members of the delegation were preparing to fly home, one final surprise awaited us. Israeli security personnel at Ben Gurion airport signaled members of our delegation out for intensive questioning. They were clearly aware that we had been in the West Bank and a number of female delegates were forced to undergo intimate and intrusive body searches. The experience was a far from pleasant one, but paled in significance to the hardship and oppression endured by the Palestinian people. On a number of occasions, we asked those who looked after us on our visit, what we could best do to help the Palestinian cause. "Tell our story" was the reply, "tell the world what is happening to us and especially to our children, because no one is listening".

PAUL WOODS, Belfast West Branch INTO, St Louise's Comprehensive College, Belfast

Work Experience

Information, Advice and Guidance Required

New arrangements for work experience for Controlled, Maintained and Irish Medium Schools were released by the Education Authority in September 2019. A number of INTO members have been in touch with Northern Office to express their concerns over these arrangements which look like creating significant additional workload and placing yet more responsibility on the shoulders of teachers and school leaders while, on the face of it, removing it from the Education Authority.

Work Experience is a valuable part of the education of young people in schools. Best practice in Careers Education Information Advice and Guidance (CEIAG) encourages the use of work placements and for some vocational qualifications placements are a requirement for successful completion of the course. Quality work placements offer valuable insight into the world of work and can enhance young people's overall experience of education. In and of themselves work placements can also be valuable in helping young people to make effective and positive career choices.

However, the organisation and implementation of Work Experience for young people also comes with huge responsibility and significant workload. Some of the issues identified by INTO as being potentially problematic include:

- The requirement for risk assessments
- Vetting arrangements
- Placements in the South
- The level of paperwork required
- Logistical problems of ensuring site visits before and during placements

It is of paramount importance that the safety and well-being of young people on placements is front and centre in any preparation and implementation of work-based learning programmes. However this takes significant time and resources, the essential resource being teaching staff, properly trained and equipped to carry out the necessary visits and engage in the necessary myriad of communications with employers, parents and the EA.

The administrative tasks associated

with the programme are not part of a teachers' responsibilities and cannot reasonably be expected of them. There are at least six forms to be completed for each pupil. In an average sized school with Post 16 Provision this could mean upwards of 500 pupils taking part in

... the organisation and implementation of Work Experience for young people also comes with huge responsibility and significant workload

work placements per year amounting to 3,000 required documents to be sent out, collected, compiled and completed. This does not include initial letters out to parents and carers and any log books or similar that have to be compiled and monitored, nor does it include whatever questionnaires or similar for the recommended monitoring and evaluation.

Some of the guidance around Access NI checks is at best vague and, it would appear, inconsistent with DENI guidelines on 'Managing Safeguarding and Child Protection in Schools.' There is clear guidance on safely managing volunteers, parents, visitors and contracted workers. There is also a requirement for enhanced Access NI checks on in schools and on teaching staff, invigilators and contracted transport providers. Yet when it comes to sending young people on work placements the guidance is much less specific. This is a matter of concern to INTO.

For schools in border areas who have traditionally relied on employers across

both jurisdictions to provide placements of suitable quality, the new scheme throws up further ambiguities around indemnification. While allowing for pupils to travel across the border to take part in placements, the EA state that 'indemnity cannot be provided by the EA.' This will undoubtedly make schools and employers wary of cross border placements and make the provision of placements in certain rural areas for large numbers of students very difficult. There may well be reasons beyond the reach of the Education Authority alone to address with regard to this, but a more meaningful consultation process with teachers, schools and their representative Trade Unions may well have led to more clarity and direction on this and other matters. The same applies to those other areas of concern highlighted by our members.

It has also been brought to INTO's attention that not all schools were included in the distribution of the new guidelines when they were released at the start of this academic year meaning that staff and leadership in those schools had even less notice and time to prepare for the changes that have been imposed.

INTO have issued a bulletin offering advice on this matter and members should contact their Northern Committee Representative in the first instance if they have any further queries or concerns.

INTO will be seeking engagement with EA on this matter. In the interim, the advice from INTO is for members not to engage with the new work experience arrangements until we can be assured that they will not be exposed to unnecessary risk in doing so and until the issue of workload has been dealt with satisfactorily. Where the work placements are a compulsory element of a recognised qualification INTO advises that teachers must be given adequate time and resources to fulfil the requirements of the specification and should seek advice from their Northern Committee Representative or Northern Office where necessary.

KEVIN DALY, Northern Committee Chairperson

INTO support protest over pay and pensions at Queen's University



INTO Northern Secretary Gerry Murphy in his capacity as President of ICTU addressing supporters at UCU rally

Solidarity with City Hospital staff



INTO Officials and staff joined UNISON, NIPSA and UNITE on their picket line at the City Hospital, Belfast to express solidarity with their fight for pay parity and patient safety.

Branch secretary training day



INTO Northern Secretary Gerry Murphy welcomes branch secretaries to a training day on the new membership system – building on and improving contact with our members



Limavady/ Dungiven Retirement

The Limavady/Dungiven branch of the INTO, held their annual retirement dinner at the Roe Park resort, Limavady in November 2019.

The branch recognised the 37 year career of Mary Woods, who recently retired from teaching in the Claudy area.

Mary (left) is pictured receiving gifts from Mr Sean Mullan (Branch treasurer) and Mrs Joan Guthrie (Branch Chairperson).



Plight of Palestinian Children Conference



The impressive INTO delegation to #PalestinianChildren #TUF2019 who gathered in Dublin on 23rd November 2019 to learn about the plight of Palestinian children living under the horrors of military occupation.

Down Branch activities



Charity Quiz

Susan McMullan, Vice Chairperson Down Branch, presents a cheque for £180 to Ian McCracken, Mourne Mountain Rescue following a Branch Charity Quiz in Newcastle.

Netball Club

At the request of Susan McMullan, INTO Vice Chairperson, Down Branch, and coach of the Newcastle Netball Club, Down Branch kindly sponsored the 'INTO Coaches Choice Shield' for the player of the season, marking the end of its first competitive season in the Netball NI league. The inaugural recipient,



Sarah O'Neill was delighted to be presented with the shield and hers will be the first of many names to be recorded on the INTO shield. The support and generosity of the INTO branch is gratefully appreciated by the club and its members. The club has over 90 girls aged from 9 – 16, from various schools around the County, registered and playing in the club.

QUB BRACs Research

QUB BRACs Research received a cheque for £180 following the Down Branch Charity Quiz in Newcastle following their Branch meeting.

In the photo, from left to right: Paul Boyd (District 1 and Down Branch Secretary, Dympna McPeake Down Branch Committee, Lotte Rietveld QUB BRACs Research, Seamus Hanna District 1 CEC Rep, Susan McMullan Down Branch Vice Chairperson.



Northern Committee meet at James Connolly Centre



Northern Committee outside the James Connolly Visitor Centre



Michelle McCrystal briefs the Northern Committee on her recent delegate visit to the West Bank and East Jerusalem, during the December meeting in the James Connolly Visitor Centre

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CLOSING DATE
24 APRIL 2020



The annual Art Competition provides an opportunity for INTO to celebrate the artistic talent of its members. 2020 may be the year you make the move and enter for the first time and indeed, it could be your year to win! Entrants have the choice of submitting **one or a maximum of two paintings** in a medium of their choice.

Each entry should relate to one of the following themes: **People - Animals - Landscape - Seascape - Cityscape - Abstract**. One overall winning entry will be chosen by a judging panel. The overall winner (and if appropriate, a highly commended entry) will be announced at the 2020 Vere Foster Lecture.

The Vere Foster Lecture is an annual event, usually held in May, at Vere Foster House, College Gardens, Belfast. The winner will receive a cash (cheque) prize. All entries will be included in a future Printout feature.

For further information on the competition please email infoni@into.ie

2020 ART COMPETITION

Application Form for Submission of Work/s

Please complete and return this form to Northern Office.

Entrants must email a good quality photograph of their work/s, with this form, by 12 noon on Friday, 24 April 2020 to infoni@into.ie. Works without a corresponding application form will not be accepted.

First Name	Surname	Home Address		
TR Number	Branch			
Email	Mobile	Town/City	County	Postcode

If submitting more than one entry please note the maximum of two entries per member

Title of Painting		Title of Painting	
Choice of Theme		Choice of Theme	
Medium	Dimensions	Medium	Dimensions

I have read and agree to the conditions of entry and the INTO Data Privacy Policy. Please tick ☐

Pieces submitted for consideration by the panel should be original works by the artist named, and should have been completed within the past 5 years. All entries are subject to selection. Winners will receive a cash prize but no additional monies. Winning entry will become the exclusive property of INTO. INTO retains its discretion to reject works considered objectionable or contrary to the aims and objectives of INTO. INTO will take all due care with entries but INTO accepts no responsibility for the damage, loss, theft, or accident, of any kind, from any cause. INTO reserves the right to make any further adjustments deemed necessary. The panel's decisions are final. All entries will be included in a future Printout feature.

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Save the Children Christmas Jumper Day

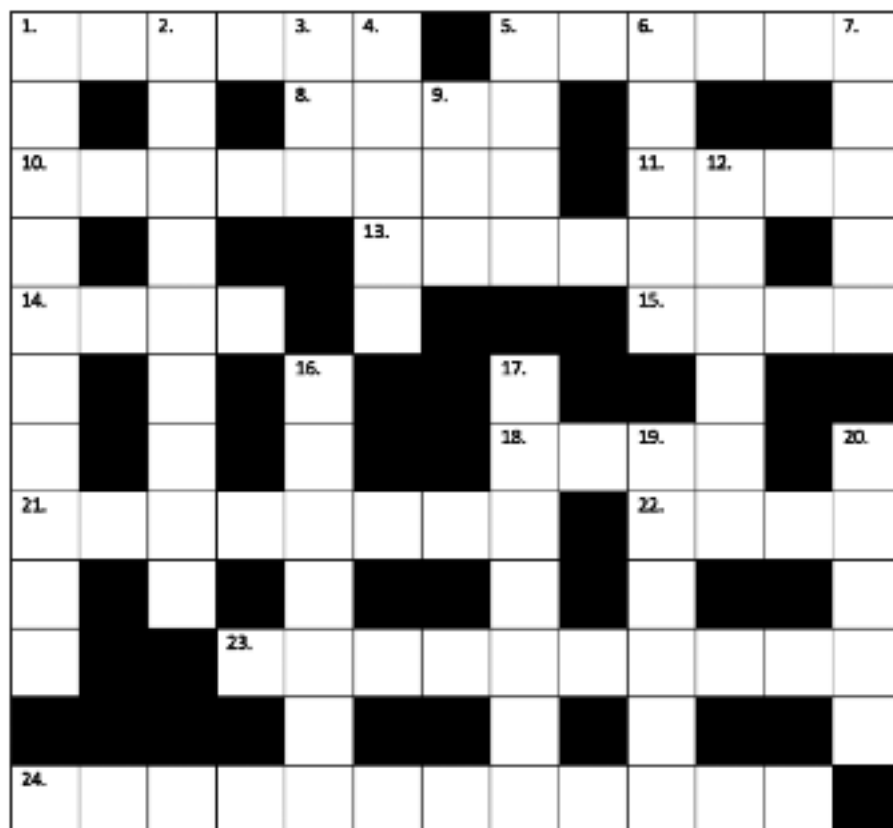


Northern Committee and Northern Office Staff supporting 'Save the Children Christmas Jumper Day' on Friday 13th December



Christine McDonnell (INTO Office Manager) is pictured presenting Peter Bryson (Head of Country – Save The Children) @savethechildren_ni with a cheque for £130.00

Printout CROSSWORD



ACROSS

1. Pretty empty for pistols (6)
5. Ex Northern Committee dinosaur (6)
8. Seep slowly (4)
10. He reported the Silence on the Western theatre of operations (8)
11. Teachers' bygone silencer (4)
13. Fired an air gun at Magyar cousin (6)
14. Breakfast club substance (4)
15. Ipad in full (4)
18. Never a bore about '38 Spanish battle (4)
21. They easily explain the exact dimensions of two hectares (8)
22. Openly stare at (4)
23. Deductions ignored (10)
24. Geg (9,3)

DOWN

1. He was there to oversee for the nation's children (4,6)
2. Thai's neighbour (9)
3. Being negative out of ignorance (3)
4. Quote price for new hat (5)
5. Brett Kavanagh's favourite (5)
6. Lesson plenary (6)
7. Does not give way in Louth or Meath (5)
9. On the rails in Berlin (3)
12. Still likes the old-timer (6)
16. Non-prophet belief (7)
17. Custom made lessons (7)
19. Most say he made porridge (6)
20. The two never fused (5)

All correct entries will be entered in the Printout Crossword draw and the prize for the first drawn will be a £50 M&S voucher.

The closing date for the draw is **Wednesday, 1st April 2020.**

Return entries, with your name, name of school and TR number to:

Christine McDonnell, INTO Vere Foster House, 23–24 College Gardens, Belfast, BT9 6BS by fax or post or scan/photo to cmcdonnell@into.ie

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