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INTO remains available to you

Since the closure of the INTO office in Belfast on the foot of health and safety advice, all our lives have been greatly changed and for some tragically so. We, at INTO, extend our sympathies to our members and their families and the wider educational community who have experienced bereavement as a consequence of this terrible virus. We are concerned for the welfare of all our members and their families and we urge you to continue to observe the public health advice and avoid putting yourself and those about whom you care at further risk of infection.



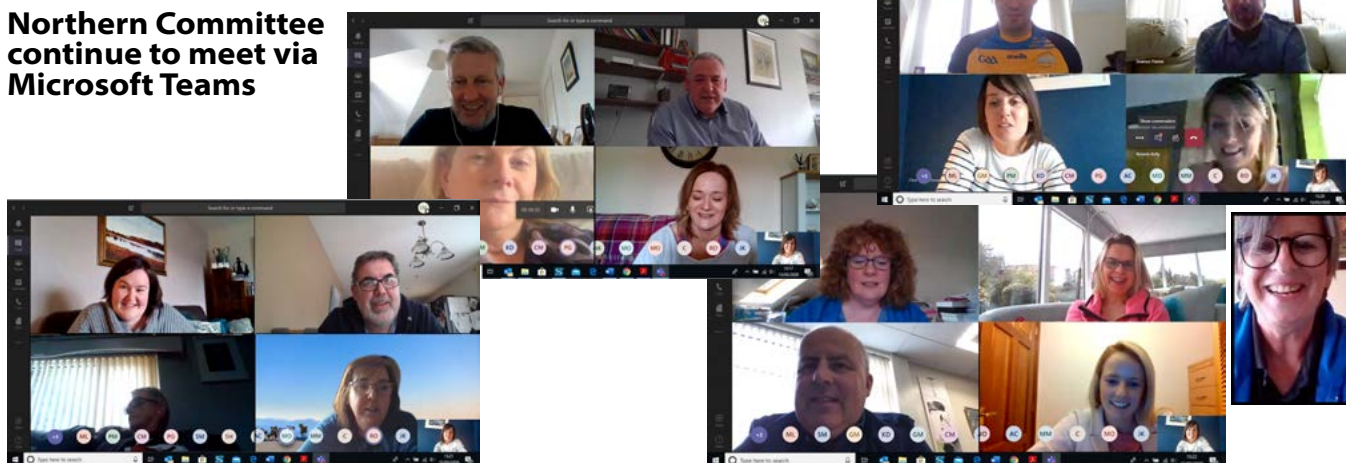
Gerry Murphy
Northern Secretary

Against the backdrop of the public health emergency, INTO has been working hard to ensure that members have the most up to date advice available to them and easy access to information that is relevant, current and helpful. To this end the officials, alongside our administrative and support colleagues in Northern Office, have been working remotely to ensure members are getting the assistance and support they are entitled too. We have been experiencing a very high level of contact from members arising from the

Covid-19 emergency and the sharing of information coupled with the subsequent polling of members on the pay and workload agreement.

We are very grateful to you, the members, for your continued patience and co-operation in these challenging times and we assure you that INTO will continue to be at the forefront of protecting your interests. In these uncertain times, we are all growing used to working differently and at INTO we are seeking to ensure that different means maintaining and enhancing the standard of service you expect from us. In time things will change again and we will adapt to whatever those changes bring. Together we are capable of overcoming the challenges that a post Covid 19 world will bring.

Northern Committee continue to meet via Microsoft Teams



NORTHERN COMMITTEE INFORMATION

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CEC 1 District 1	0101-0113	Seamus Hanna	CEC Rep	shanna@into.ie
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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	Moira 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

First hurdle overcome!

The spring of 2020 will be forever imprinted on the memories of everyone who has been fortunate enough to have come through it. The Covid-19 emergency has placed a whole set of new demands on teachers across a range of areas such as: working outside of the familiar school environment, managing distance learning, delivering learning in the absence of access to broadband and computer hardware coupled with managing our own personal caring responsibilities. These are but a sample of the hurdles INTO members have been overcoming in recent weeks.

The officials at Northern Office have been ensuring that the membership has available to them specific advice on how they are to continue meeting the demands of their jobs when everything is so different. The website now carries a whole series of [Covid-19 related documents](#) addressing members' concerns and providing clarification of documents received from the Minister of Education, officials in the Department of Education and the Employing Authorities. Our objective through all of this has been to try and lessen the uncertainty for members. At the same time, we have been formally responding to both the Minister directly and the Department to

ensure INTO's views are formally logged on the record should there be a future investigation as to how the Executive handled the Covid-19 emergency.

As if this wasn't enough, we were then faced with having to reach a decision as to whether we would accept an offer based on the agreement in principle reached with the Management Side and the Department of Education in May of 2019 on pay and workload. The carefully laid plans INTO had developed for consulting members were immediately destroyed by the introduction of the necessary Covid-19 restrictions on movement and gatherings. We quickly had to readjust our approach to ensure the membership had all the information it was possible to get to them concerning what was on offer and to provide the necessary clarifications. Whilst doing this we also undertook a huge task to collect up to date contact details of all our members. The sterling efforts of the Northern Committee and the officials and staff at Northern Office with the assistance of our colleagues in Parnell Square, Dublin ensured that we had on the eve of polling virtually every INTO member's current contact details. The turn-out in the online poll confirms this with a massive 74% of members

participating in the online poll compared to 39% of members who participated in the postal ballot in 2016 which set us off on the industrial action in the first place.

With 67% of members in favour of accepting the offer, we proceeded with the approval of the Northern Committee and the CEC, to formally ratify the offer with the other members of the Northern Ireland Teachers' Council (NITC) on April 28th at the Teachers' Negotiating Committee. We now have the task of ensuring the Agreement is fully implemented. This is something we at Northern Office, along with the Northern Committee and the members generally, will be focused on when the schools eventually re-open. It is only the first step in a series of steps to be completed to bring about continued improvement for members on the pay and workload fronts, but it does represent a significant change both for the members and how the NITC does its business. INTO will continue to lead this work and already we are gearing up to get the pay awards for 2019/2020 and 2020/2021 delivered. This will be the focus for the NITC in the coming weeks.

Gerry Murphy
Northern Secretary



Supporting your Wellbeing

While we all adapt to new ways of working, we know that as key workers, you face challenges and pressures that are wholly unique.

Now more than ever, we understand the importance of staying connected and feeling supported.

Sometimes, just talking to friends or family can help, but at other times it can be useful to talk to someone trained to listen who can offer support, guidance and a fresh outlook.

That's when we can help.

Available to all teachers in Northern Ireland, the Inspire **Employee Assistance Programme** provides access to a range of wellbeing support services, including: our online Support Hub, specialist wellbeing information, and if required, counselling.



Freephone Telephone Support

At any time, you can access our Freephone telephone support line. Available 24 hours a day, 365 days a year, it's staffed by a specially trained support team, who if required can provide access to our network of accredited and highly experienced counsellors.

Based on the most recent government advice and in light of ongoing events, all structured counselling will be provided via telephone or online, rather than face-to-face.

Whatever's on your mind, call us 24/7, free and confidentially on:

0808 800 0002

Online wellbeing support tools

The Inspire Support Hub provides online access to a range of information, guidance, screening and intervention tools, tailored to your individual wellbeing.

It will intuitively guide you through evidence-based self assessment to personalised wellbeing reports, and recommendations for proactive next steps.

A range of bespoke, tools and resources are just a click away: Guided self-assessment via 'iHelp' chatbot', Self-help courses and digital intervention tools, '5 steps to wellbeing' database, Wellbeing information library, Bibliotherapy and a Mood Tracker.

A new 'COVID-19' area within the Hub provides information, guidance and learning tailored specifically to help you look after your wellbeing during this time. Check in for regularly updated information.

To sign up online:

Click the 'Sign up' button on the homepage. Here, you'll be prompted to enter a PIN. As this is unique to you, please don't share it outside of your organisation.

Your unique PIN is: **EDUC2019**

Visit us at:

www.inspiresupporthub.org

Financial and legal information

Many personal factors can influence our mental health and wellbeing, particularly at this time, and in addition to our counselling service, we can provide access to consultative information on a number of financial and legal areas.

For more, email during office hours:
workandstudy@inspirewellbeing.org

Every member matters

In any one month there are between three and four thousand unemployed teachers retained in a temporary or casual basis across the school system. These teachers are essential to the smooth running of schools in every sector. The fact that there are so many employed in capacities other than fulltime does beg the question is our system adequately staffed in the first place? It is our view at INTO that it is not and the cuts over the last decade in education spending, as a result of Tory austerity, has contributed to this situation.

Approximately 10% of the members of INTO in the north are what is referred to as substitute teachers. These full INTO members are a mix of teachers swapping careers, newly qualified and experienced teachers employed on either temporary contracts or on a casual basis and are subject to the normal employment issues that arise from time to time for any teacher.

Our work at INTO is central to improving the lot of substitute teachers. We insisted that the whole employment model of substitute teachers be included in the nine reviews that came along with the pay offer. INTO has, for many years, led the NITC in highlighting the unacceptable haphazard conditions of employment.

We keep substitute members updated and informed as to their entitlements and protections through regular articles in Printout and via our website and social media output. Our officials are on hand with specific advice and are always available to accompany substitute teachers when called upon. A recent article in our all island magazine, InTouch, provides a picture of the numerous calls we have dealt with from subs and our efforts made on their behalf.

In the current crisis we have been key in developing an agreed NITC position which has seen many communications in the name of all five unions concerning the payment of casual substitutes during the Covid-19 emergency. We have been following this activity up on a daily basis either in conference call meetings with Management Side or other channels and usually both. The fact that the business case for additional money, to pay our casual members, was put forward by DENI and is now with the Executive is evidence of the positive effects of INTO's efforts. We will continue to lobby and bring pressure on behalf of these members waiting on

pay until the additional money is secured and mechanisms put in place so our members can access it.

The battles to protect substitute teachers and to ensure those who are denied the means of earning a living arising from the closure of schools will continue and INTO will be at the front demanding fair treatment for all our substitute members. The extension of the Job Retention Scheme or a variation of it seems a relatively straightforward mechanism to make it possible to pay casual substitute teachers. After all, the money needed to provide payment would have had to be found anyway even in normal times so this is not new money or additional money as some would try to make us believe.

We have also dealt with large numbers of substitute members on other matters relating to the payment of substitute teachers during the COVID-19 emergency and secured continuation of payment for subs in contract or with verbal agreements about extended periods of work. Where problems have presented in

relation to honouring of these payments, INTO have successfully intervened and secured the money in practically every case. Similarly, where subs were covering a maternity or sick leave and the teachers have returned earlier than expected we have secured continued payment for the subs in question, through direct interventions with both the employing authorities and school managements.

The work to deliver for substitute members goes hand in hand with all the work INTO undertakes on behalf of members. INTO makes no distinction in how we approach a member's issue. We are actively engaged in improving the conditions of service for substitute teachers but our priority for the present is to secure payments for the casual substitute members. We realise that there are a whole series of issues to be resolved and INTO remains the best and only realistic prospect for providing the vehicle to deliver these improvements.

Gerry Murphy
Northern Secretary



Our work at INTO is central to improving the lot of substitute teachers.

Correctly balancing time budgets

One of the key areas up for review as part of the recently settled pay deal, will have a focus on the workload agreement. While this may bring changes and amendments to the workload agreement, INTO believes that essentially very little will change concerning its structure and how an agreement around a time budget is reached.

Since the introduction of the workload agreement, all teachers should have met with their principals and agreed a directed time budget at the beginning of each academic year. This time budget is used to identify both the number of hours which a teacher can be directed to undertake all their professional duties and the professional duties that should be undertaken.

Essentially it is a full description of what is expected from a teacher for each year and what can be achieved by a teacher within that year. The fine detail is based on the 'Jordanstown agreement' and the key to all time budgets is that teachers will account for their time up to a maximum of 1265 hours every year. This means that all of a teacher's contractual duties must be completed within the 1265 stated hours. When drawing up and agreeing a time budget, any duties that are required to be completed by a

teacher, must be accounted for within a teacher's time budget.

A time budget commences at the beginning of the day from the time that a teacher is expected to be at school. If teachers are required to be on the premises from 8:35am to welcome pupils before classes begin at 9:00



Tommy McGlone
Senior Official

these 25 minutes, each morning will be included and totalled within the time budget.

Similarly, the full school day, when lessons are held, is accounted for, as is the morning break and the supervision after school. Normally all of these single time periods are multiplied by the number of days which they require actioning. While most schools end around 3pm, the time spent ushering pupils off site and supervising bus duties is included in all teachers' time budget regardless whether

they are rotated; this is an essential component of the time budget as there is an understanding that teachers will make themselves available during this time to cover for absent colleagues.

Directed time after the normal teaching day should be included within the time budget and this must be viewed as the opportunity by principals to hold meetings. These should be held weekly and of no more than 1 hour in duration and would be recorded as 38 of the

1265 available hours. To be compliant with the workload agreement which states that, 'workloads will be such that all contractual duties will normally be completed within contractual hours', all duties associated with managerial allowances must also be accounted for within the time budget.

In addition to this, schools must include all occasions that teachers are required to be on the school premises or an alternative chosen venue, outside of the normal school day. This will facilitate open, prize and parents' evenings. Other events such as preparation for sacrament and religious services will also be included.

Some remaining time, known as contingency time, must be set aside for other issues that arise without warning. There must be flexibility to accommodate situations that arise and are unaccounted for within the time budget.

As part of the 2020 pay deal, time budgets will be enhanced with the inclusion of discrete planning, preparation and assessment time. (PPA) This PPA time is 10% of all teachers' directed time so will be recorded as 126 ½ hours on the time budget. This dedicated PPA time will enable a teacher to raise standards through individual and collaborative professional activities.

As part of the negotiated pay offer, training and support for school leaders will be included and provided for by EA. The NITC is also in the process of producing an agreed checklist to help proof all time budgets.



Reporting on visit to Palestine

Liam O'Monachain, Michelle McCrystal, Paul Woods and Eamon McMahon (TUFFP) delivering a report on their recent visit to Palestine at a fringe event at Northern Conference.

Members' Voice

'Bottom of the Pecking Order!'

Life as a substitute teacher is hard enough. With the uncertainty of obtaining a permanent post and the financial insecurity, suffice it to say that substitute teachers are in their career because they are passionate about it. Yet we are pushed down the pecking order every single day whilst the Ministers of Education and Finance continue to squabble about who is responsible for paying out a £12M bid for a hardship fund or a furlough-like scheme for the financial provision of substitute teachers during the closures. According to the [BBC](#) there are up to 3800 substitute teachers affected by this.

We are now into week 7 since the school closures with many substitutes now having no income; that is up to 3800 families and persons who will at this stage be struggling to meet the demands of their usual bills and everyday living costs.

Substitute teachers are still teachers. We are key workers and *essential* workers. It is insulting to our hard work and efforts that we put in every single year to be left behind in terms of a Job Retention scheme.

The INTO is continuing to be proactive in terms of the fight for a substitute teacher payment and this is evident in the ever-

changing situation at Stormont. Currently, the Minister of Education has asked the Treasury for assistance as he claims that without assistance, any possible package may be a smaller level of support. Without the support of the INTO we would not have achieved such progress which I, and many other substitute teachers are thankful for.

Through my own campaigning and communications with local MLAs I have been informed that politicians are fighting hard on our behalf however with a wait of 7 weeks it seems as if our pleas for financial help are falling on deaf ears. We are consistently being pushed down the pecking order in terms of priorities by the department and we rely heavily on the actions of the INTO and the Education Committee at Stormont to continue to fight for us.

To be a substitute teacher currently is demoralising, exhausting and limited in terms of growth and opportunity. I fear that many substitute teachers may seek other career paths when the opportunity

arises if the DENI continues to leave us behind.

Having been contacted by several substitute teachers throughout the North of Ireland it is evident that hardship has already hit many households, with substitutes now relying on the goodwill of family members to help put food on the table and many concerned about mortgage or rent payments. Financial stress is something we substitute teachers have got used to over the years, however this has been the tip of the iceberg for many including myself as I fear what the next few months hold for myself and my husband financially, along with a baby due in October.

Despite the amazing experiences and support I have received by the INTO and the schools I have worked in the past, I feel continuously let down by the DENI. As substitute teachers, we must continue to collaborate with the INTO and ensure our voices are heard. The label of 'substitute' does not make me any less of a teacher.



Shauna McNamee

Advertising in Printout

Have you an event you would like to promote?

Are you involved in providing a service that may be of interest to our members?

INTO members can place an advert in Printout at a reduced rate.

Contact Christine McDonnell on 028 9038 1455 or email cmcdonnell@into.ie.

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The views expressed in this journal are

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Report of the first online INTO Poll in April 2020

The online poll

At the end of March 2020 it became clear that despite the pandemic, Management side were going to make an offer to teachers in relation to pay and workload. INTO had committed to balloting members on this offer and had been working on a postal ballot. As a postal ballot was not feasible at this time a number of options for an online ballot were explored.

INTO's requirements were to ensure that:

- The poll would be open to INTO members only.
- Members could only participate in the poll once.
- Their answer would be anonymous.
- There would be only one question with a simple YES/NO answer
- As many INTO members as possible would be able to participate in the poll.

The timescale to set up the poll was very short and development was therefore limited. INTO were able to secure a solution for all members with a valid email address or mobile number on the INTO database, to participate in an online poll by having a unique link created for each member who was eligible to participate and send this link to the individual members either via email (if they had an email address registered with INTO) and/or via text (if they had a mobile phone number but no email address). This link would take them to a ballot page on the portal, whether they were registered on the portal or not, and once they had used the link it would no longer be able to be used.

Updating the database

On 30 March 2020, there were 6913 members in INTO in the North of which 5347 members had email addresses on the database. It was suspected that many of these email addresses were outdated and possibly invalid.

Work commenced on getting the

information out to members to send updated contact details to INTO to update the database. Emails were sent to INTO school reps, branch secretaries and Northern Committee to send to their INTO



Nuala O'Donnell
Senior Official

member contacts and via an ebulletin to individual members through the e-newsletter. Regular updates were also issued through the INTO website and social media platforms.

INTO Northern Office was closed from Saturday 11 – Tuesday 14 April inclusive. By 6.39pm on Wednesday 15 April 1,000 email queries had been received over the Easter break and 619 of them were answered and processed in that one day.

From 6 April 2020 when INTO issued information to members about updating

their contact details on the database to participate in the poll, until the close of the poll on 22 April, 3290 email queries were received, into the infoni@into.ie and INTOPoll2020@into.ie email inboxes, and processed by the officials and staff in Northern Office, and the Chair and Vice-chair of Northern Committee, Kevin Daly and Caroline McCarthy. On Thursday 16 and Friday 17 April, we were gratefully assisted by Carmel Cunningham and Sharon Kane in INTO Head Office who updated members details on the database for us.

At the cut-off point at 10.30am on Monday 20 April 2020, there were 6971 active members on the INTO NI database, of which 6942 were eligible to participate in the poll. (Honorary and Associate members are excluded by Rule). Of those, 686 members had neither an email address nor mobile number on the INTO database and could therefore not receive the link to the online poll.

Overcoming technical issues

6258 links to the online poll were sent to individual INTO members on Monday 20 April 2020 from 13.00 by email and SMS. 5599 emails and 5544 SMS text messages were sent that day. The last SMS messages

were sent by 7.00pm that evening.

The links were to be sent from 12.00 noon on Monday 20 April 2020 but this was delayed by an hour due to some technical issues. Members were informed of this via the INTO website and social media as well as emails to INTO Branch Secretaries and Northern Committee.

What hadn't been anticipated by INTO or the company employed by INTO to administer the poll, was that all members would try to participate in the poll as soon as they received their email or text with the link. The result was that the INTO website crashed early on Monday afternoon with the 1,000s of members trying to submit their answers around at the same time. Thankfully the problem was sorted promptly and submission of answers continued.

This did cause a problem though, with so many members submitting their answers around the same time, their screens froze with their submitted answer but they didn't receive a response stating, 'Thank You, your answer has been submitted' and therefore thought their answer hadn't been submitted. A number of such queries from members were checked with the company administering the Poll, who were able to assure INTO that those members' answers had been submitted. Based on information from the company, INTO then sent the wording below to individual members in response to those queries. This wording was also sent to NC and Branch secretaries by email and posted on the INTO website and social media to reassure members.

'If the screen froze while you were submitting your answer and it remains frozen at that answer and the link can no longer be used, then your answer has been submitted, as the link can only be used once.'

Further queries arose over the three days of the poll. INTO Northern Office had issued information that no emails received after 4pm on Friday 17 April 2020 would be updated in time for the Poll, as staff needed time to process the emails received up until then and update the members' records in the database. All the emails received prior to 4pm on

Covid-19

S-o-c-i-a-l D-i-s-t-a-n-c-i-n-g?

Friday were processed and contact details updated before 10.30 on Monday 20 April 2020 when INTO staff were instructed not to update any more records until Thursday 23 April, after the poll had closed.

Some members who were previously registered on the INTO database went into the portal and updated their details themselves after 10.30 on Monday 20 April, these members were not sent a link but were sent an email explaining why this was so.

The result

By the close of the poll at 5pm on **Wednesday 22 April**, **4620** INTO members had participated in the online poll, **74%** of those eligible and able to participate. **3099 (67%)** members answered YES to accept the pay and workload offer **1521 (33%)** members answered NO. **1638** members who were sent a link did not participate in the online poll.

On Thursday 23 April 2020 an email was sent to all members with a valid email address on the INTO database informing them of the outcome of the poll. **5784** emails were sent, **185** more than had been sent on Monday with a link for the Poll. INTO Northern Office staff had updated hundreds of email addresses and mobile numbers that morning after the poll had closed.

INTO is now in the process of sending text messages to the 292 members who have a mobile number but no email address on the INTO database asking them to email us so we can update their details. Further work will be required on return to Northern Office to send letters to the 606 remaining members on the INTO database with no email address or mobile number to seek to update their details on the database.

If you have not received an email from INTO in the last week or so, or didn't receive an email link for the poll it is likely that there is no email address for you on the INTO database. To ensure that INTO can contact you and provide you with important and relevant information where necessary please email info@into.org.uk, ie with your name, TR number and mobile number so your details can be updated on the INTO database.

How do we all stay safe when we know basic guidance isn't possible in a special school or LSC?

[DE guidance for vulnerable children & young people](#) is available on the DE Website but how does that get translated into an actual school setting?

The guidance is a bit light on the rules that apply compared to other settings (eg. social distancing and personal hygiene), though reference is made to <https://www.education-ni.gov.uk/publications/implementing-social-distancing-education-settings-ni-coronavirus-covid-19>. It does, however, specify that individual risk assessments should be written and be specific and clear about the risks. If risks cannot be removed or significantly reduced then the placement would not be possible without causing harm to the child & others including other pupils and staff. This is essential guidance and the Minister has supported this stance a number of times in interviews.

So guidance to teachers is what it is for every teacher.

- Social distancing is paramount – if a pupil cannot maintain social distancing then how are the pupil and staff protected – is PPE able to mitigate risk, reduction of hours or days, identification of best activities and if risks are not reduced then the placement should be reviewed.
- Hand hygiene maintained by the pupil – soaps, hand sanitiser etc
- Maintaining appropriate cleaning of the areas as per PHA guidance.

All staff should be made aware of and most importantly fully understand the main risk assessment and individual risk assessments before being asked to work in school with pupils so that they are all clear about what protections and expectations are in place. If any staff member feel these do not reflect what is in place then they should inform the management that risks are not being mitigated and the placement of a pupil be reviewed.

On the 22nd April BBC Radio Ulster 4pm – 530pm focused on the extremely challenging situation arising for some families with special schools being closed and the impact for their child with challenging behaviours. As Special School Teachers we can understand the extreme challenges some of our children present at home. It can be dangerous, isolating, emotionally exhausting for families. School provides a significant support not just educationally but also

socially. It is important for all that a return to school is safe, planned and able to be maintained. The BBC presenter finished his piece by stating "schools have decided the health & wellbeing of staff is more important than the wellbeing of the pupils" – I shouted back in an empty room "it is the safety of us all that is important!"

We all hope to return to whatever form of normal we can as soon as we can BUT schools must use every mechanisms outlined in guidance to ensure the safety of every member of the whole school community.



Covid-19

Impact on education



Covid-19 caught everyone out. Except for the movie industry. If anyone has seen Contagion, it is uncanny how the film portrays the spread of the virus similar to the reality of today. Yet countries were ready for such a pandemic or, so we were told. The top two countries in the world on paper who were pandemic ready were the USA and UK and yet the two countries currently with the highest numbers of deaths from Covid-19 are the USA and UK.

Meeting the challenge

Nobody was really prepared for Covid-19 and its impact on the world least of all our education system. Nonetheless teachers, as they always do, stepped forward and met the new challenges with the necessary energy and child centred approach they always apply. For INTO as a union it was initially a process of fighting the flames and trying to provide for our members the most up to date advice which in itself was extremely difficult considering things were changing on an hourly basis. However, manage we did and like our members we put our heads down and worked through each problem as it presented itself and with engagement with management side provided the guidance our members needed, safety being the priority at all times.

Many schools, teachers and parents are facing huge challenges with the closure of schools. While some schools had already embraced electronic means of contacting pupils and parents, most schools and teachers had no understanding of, or means to facilitate remote learning. Schools and teachers did their best to provide work for their pupils by gathering home packs and setting up remote learning through Seesaw, ClassDojo and Google Classroom and continue to do so. Parents have now become the teachers, but they were the first educators anyway.

There is no doubt that most parents have come to appreciate the role of the teacher and how demanding the job can be. Meanwhile teachers continue to provide resources and guidance for their pupils where possible but are faced

with all the problems that remote learning raise. Not all pupils have the technology at home to receive the work from school and not all pupils are engaging with the support provided by teachers.

Teachers are also providing supervision for Key Workers children and vulnerable children in schools that are open. There are teachers who are unable to attend work due to the risk of Covid-19 but still do their job from home and there are teachers who make themselves available to

facilitate a rota in school to provide supervision for Key Workers children and vulnerable children. Teachers are also volunteering for work in their communities to help those unable to get out of their houses due to having to self-isolate. Deliveries of food and medical supplies are some of the roles that teachers have taken on in the midst of this dangerous pandemic.

The issues for teachers

Teachers deserve great praise for the way they have performed and continue to perform through this Covid-19 crisis. Taking the messy and exhilarating business of learning and recalibrating the digital challenges, more or less overnight, is no mean feat. Add to that the fact that teachers may not have the technical skills – let alone the right hardware in their homes – to pull this off, and straightaway you have a huge to-do list. As for the poor wi-fi don't ask. Then there are those vulnerable families, the ones that need us the most but, at this time of greatest need, can find themselves the furthest away. Offering support and keeping these connections strong is another vital task

right now. Teachers and school leaders are contending with all this while also being silently terrified for their own families and loved ones, helping those they care about most deal with the changes they are facing.

Reopening concerns

What does the future hold for schools? In Denmark schools have reopened, but have they? If you read into the detail of the reopening of schools, there are many obstacles and few solutions that return education to the normal practices prior to Covid-19. Here are an example of some practices occurring in countries that have opened their schools;

- The start of the school day is staggered to avoid overcrowding.
- Washing of hands occurs 6 to 8 times in the day.
- Children bring own pencils etc. and do not share.
- Hand sanitation points and extra bins for masks everywhere.
- Classes are smaller (1 teacher to 8 pupils)
- Each pupil has an allocated desk for social distancing.
- Schools close early.
- Clear social distancing marking.

These practices are necessary to facilitate schools to open but if you take the example of smaller class sizes, one teacher can only teach a class of perhaps 8 to 10 pupils due to social distancing. Who is going to teach the other 20 pupils belonging to that class? There are major practical concerns with the reopening of schools.

There is no straightforward solution to schools reopening any time soon. Safety for all is the way to proceed. To do this testing needs to be at the forefront of government policy for schools. Not testing when symptoms are apparent but testing for all to be able to ensure safety for our children and teachers and provide that security to do their job without fear of putting themselves and their families at risk. The policy to test, trace and isolate should be adopted to protect all in our school communities.

Stay at home, stay safe and stay in touch.



Paul Groogan
Trade Union Official

FAQs – Covid-19

I have been asked by my principal to attend school to collect books to mark, I am worried about my own safety if I am forced to go to school.

Unless a visit to school is business critical then INTO advises members that they should continue to follow the PHA advice and remain at home and do not go to school. Any meetings can be held remotely and in regard to going to school to prepare more work or collect books for marking, INTO advises that it is unreasonable to expect teachers, who are working from home, to mark individual pupil's work. Until the Department of Education publicly states that schools are reopening this advice will remain in place.

to providing advice in regard to an amended or 'light touch' report. Until this guidance is forthcoming, INTO advises its members not to begin to write any summer reports. INTO further advises that the statutory requirement is for only one written report to be provided to a parent in any academic year. This requirement will have been fulfilled if a written report has already been provided during the current academic year. Should you have already prepared a report to go to parents at this time, INTO would suggest that it would be unreasonable to expect new reports to be prepared as a result of new guidelines from DE.

epidemic, they will have to be postponed. Also given that UPS movement is usually not signed off by principals until October each year, INTO will be requesting that when schools reconvene for the 2020/21 academic term that they use September to carry out the missed observations from the 2019/20 academic year. In the interim INTO will be pressing EA to introduce a COVID-19 waiver similar to the maternity waiver.

As a substitute teacher will the days that I was booked for still be honoured.

During this school closure substitute teachers will receive their normal pay for the period of time that they have been engaged to work. This includes any engagements currently registered on the NISTR system AND any engagements which have been verbally agreed between the school and the substitute teacher.

Can I be asked to attend a school other than my own as part of a hub cluster?

Essentially if you are fit for work then the simple answer is yes. Hub schools are schools that will be the main school open in an area to accommodate key workers children and vulnerable children. Other schools in the area may have very small numbers of children attending so by clustering schools together only one school need open, the Hub school.

I am meant to be returning from maternity leave during Covid-19 crisis. What should I do?

It is assumed that a teacher will return to work on the date specified on TR160, as confirmed by the Department of Education, and no further notification of return to work is required.

However, a teacher who wishes to return to work before or after the specified date, whether from ordinary or additional maternity leave, must give 28 days' notice of the date on which she wishes to return to work.

My school has asked me to contact parents by phone, I am not comfortable with this.

Essentially, spending time telephoning pupils has the potential to detract from the time that teachers actually have to remotely engage with pupils. While this may not be a GDPR issue, INTO have always requested its members to be cautious when contacting pupils at home, especially from their own homes or personal mobile phones. INTO must also be mindful that this practice of telephoning pupils at home, coupled with the perceptions of both pupils and parents, may have child protection issues and INTO strongly advises its members not to contact parents directly at home.

Do I have to work evenings and weekends?

No. Hub schools may well continue to open in the evenings and weekends to accommodate the working cycle of key workers. INTO advice is that vulnerable children should not be included in evening or weekend supervision. The supervision of children on evenings and weekends will be on a voluntary basis only. Any member, permanent or substitute who volunteers to work extra hours on evenings or weekends should fill in a TR269 form to receive pay for extra hours. Where possible principals should employ substitute teachers for supervision cover during evenings, weekends and holiday periods.

I was on sick leave when the schools closed. What should I do now?

If you are still unfit for work, you should continue to provide sick lines to your school.

Paid sick leave will continue in line with the provisions already in place. If you recover, you should indicate to your school/ principal that you are now fit for work, and you should follow the current COVID-19 advice for attending school. If you have been absent for a short-term illness, on a medical certificate ending during the current closure, the school/ principal will follow the dates of the certificate and can end the sick leave during the closure. If you have been absent for a longer period – 4 weeks or more – you need to give a week's notice to your principal of your intention to return to work. If you have been referred to Occupational Health, an appointment should be arranged by telephone. The procedures for return to work on the back of the OH report will apply as previously although again a return to work meeting should be facilitated by telephone. In summary, sick leave should be treated as if the school was in operation.

What is the union's advice regarding completing the annual statutory written reports?

INTO is currently liaising with department of Education officials with a view

Because of Covid-19 I am unable to complete my PRSD which I need to advance up the upper pay scale. What will happen?

Because observations cannot be conducted during the Coronavirus

Power in a Union

Northern Conference – Newry 2020

For the first time since 2012 INTO Northern Conference was hosted by Newry branch. Hopefully, it will not be as long until the north's largest branch host Conference again.

Conference 2020 may well end up being remembered best as the only teaching union conference to have taken place as scheduled, in what will undoubtedly become an unforgettable year for obvious reasons. However, despite events overtaking us all since the beginning of March, it deserves to be remembered also as a conference that displayed much of what is best about the INTO.

For the first time in a number of years a Minister for Education was in attendance for the opening of Conference and to address delegates and invited guests. The undoubted highlight of Minister Weir's speech were his comments on the need for change in the Education and Training Inspectorate (ETI). It appears that space has opened up for meaningful engagement about a new approach to inspections. Relief may best describe the reaction of those assembled at hearing, for the first time in what seemed like an age, some positivity coming from a Minister for Education.

Well received speeches from INTO President Feargal Brougham and Northern Secretary Gerry Murphy highlighted the major issues facing education, not least the need to address a decade of decreased pay and underfunding of schools.

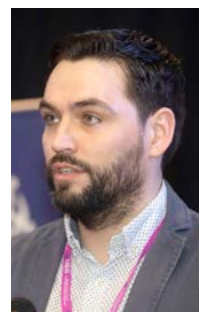
The contents of the 'clár' spoke to a membership that has a collective finger very much on the pulse of the most pressing issues in education. Pay, workload and the ETI were of course prominent in our deliberations, so too SEN and the continued detrimental impact of austerity on education that continues to bedevil the entire system and all who work and learn within it. Mental health and wellbeing of teachers and pupils, climate change, fair employment legislation and sectarianism, governance of schools, opportunities for beginning teachers, class sizes, workload for school leaders



John Boyle – General Secretary, Kevin Daly – Northern Committee Chairperson, Feargal Brougham – President, Gerry Murphy – Northern Secretary

and more were debated, and policy positions taken by delegates.

On the fringes of Conference activists organised an excellent and well attended event reporting back from the latest delegation to Palestine. The packed schedule of a busy conference makes such events difficult to plan for and organise at times, but it is testament to the commitment of the delegates involved that they are so well presented and attended.



Paul Groogan – Trade Union Official, Mark McTaggart – Assistant Northern Secretary, Nuala O'Donnell – Senior Official, Tommy McGlone – Senior Official

The hospitality and entertainment organised by Newry Branch cannot go without mention either. The branch has gone from strength to strength in recent years with an increase in new activists and it showed in their contribution throughout. The staff and pupils of St Mary's PS Mullaghbawn who entertained delegates and guests so well with a selection of songs at the start of Conference deserve particular mention and thanks for setting such a positive tone as delegates gathered for the start of conference.

Delegates and guests were fulsome in their praise of the Canal Court Hotel for the excellent service throughout. As hard as delegates worked on Friday and Saturday there was, in fine INTO tradition, no shortage of refreshment, music and dancing at the conference dinner on Friday evening.

All in all, delegates, guests and INTO staff came together to produce a productive, progressive and outward looking conference that has set a broad agenda for the year ahead, COVID-19 notwithstanding. The last line of my own speech, before quoting a verse of Billy Bragg's anthemic 'Power in a Union,' was that we need to 'act on our decisions and change things for the better.' Disruption to normal life won't change that aim.

Kevin Daly

Northern Committee Chairperson







Larry Magee, teacher and a trade unionist

a tribute from Gerry Murphy, Northern Secretary

A very special guest joined us at our Northern Conference. As Larry Magee enters his ninety-fifth year, he completes almost seventy-five years as a committed and active member of our Organisation. He remains active to this day, attending meetings of his North Armagh Branch on as many occasions as he can manage. He remains available to those who seek the benefit of his wisdom and advice but nowadays by appointment only.

In paying this tribute to Larry, mention must first be made of the passing just last week of his beloved wife, Una (who was also a longstanding member of our Organisation). We offer our sincere sympathy to Larry and to his family on their great loss. Go neannaidh Dia ar a hanam dhilis.

Larry entered the teaching profession in the late nineteen-forties initially teaching in Ballymena, then joining the staff of the Abbey Primary School in Newry, before taking up a post in Saint Peters Junior Primary School then based in North Street, Lurgan not far from the family home in Wellington Street. From the outset he joined INTO. It was during these early days he encountered Al Mackle and Gerry Quigley.

Some would say that INTO in the North of Ireland was a sleeping giant at that time but with the arrival of Mackle, Quigley and Magee it awoke from its slumbers with an almighty roar. They set about radicalising INTO in the North by establishing a young teachers' grouping within the Organisation and in which Larry played a pivotal role. Due to their endeavours the INTO achieved the removal of the marriage ban for female teachers in the mid 1950s followed by gaining the recognition of teaching as a profession on a par with the legal and medical profession a few years later.

Throughout his years in the organisation Larry held positions at School, Branch, District, Northern Committee and Education Committee levels. As a committed trade unionist he led his North Armagh Branch to affiliate to its local Trades Union Council participating with the wider trade union movement in rallies and marches demanding peace throughout the seventies, eighties and nineties; and against the excesses of the Thatcher



government. It was due to the leadership of people such as Larry that INTO in Northern Ireland emerged from those years as a strong and vibrant organisation.

The contribution that Larry Magee has made to INTO and to the teaching profession is immeasurable and we all offer our sincere gratitude to him for the legacy he leaves.

Academic selection

At this time in the school year, pupils and parents of Primary 6 pupils, turn their thoughts to transferring from Primary to post-Primary school. Parents must decide if they wish to opt their P6 children in to taking part in an unregulated test and to decide the school or schools that will be available to them to select from in February 2021.

This has, for the last 11 years, been a difficult decision to take for many parents, and has caused stress to both pupil and parent. Despite the then Education Minister Catriona Ruane submitting proposals to end academic selection to the Executive in 2008, and the last state sponsored test taking place that year, academic selection has been allowed to continue. Indeed, on the 7th September 2016 the current Education Minister, Peter Weir, reversed the guidance to schools which had prevented primary schools preparing children for the unregulated tests.

This decision by Mr Weir went against the advice of the UN CRC Committee's 2008 recommendation to put an end to the two-tier culture in Northern Ireland by abolishing the 11+ transfer test. It also went against the recommendation from 2016 that the NI Executive abolish the practice of unregulated admission tests to post-primary education.

In 2012, the Catholic Bishops in Northern Ireland similarly called for the abolition of academic selection, saying that it has "outlived its usefulness". They called on all political parties to agree on a better system of transfer to post-primary schools.

Research has shown that the current system of sorting pupils into separate educational routes magnified inequality. The Centre for Research in Educational Underachievement (CREU) at Stranmillis University College report particularly highlights that access to and performance in the current unregulated tests, and through them the placement in particular schools are negatively

affected by socio-economic status.

"For our present purposes the area of greatest concern is the finding that the most important factor which influenced student achievement at GCSE was whether individuals had been placed in a grammar school or not," the report said.

At the time of writing, the two consortia that offer the commercial, unregulated 'transfer' tests in Northern Ireland: the Post-Primary Transfer Consortium (PPTC) and the Association for Quality Education (AQE), have postponed the application process for taking part in their tests.

In the unprecedented situation that we find ourselves today, through the Covid -19 crisis, where GCSE and A-level exams have been cancelled, the Stormont Education Committee has on a number of occasions questioned the minister in relation to how pupils will transfer from primary to post primary in 2020/21.

The minister has responded by saying that the Department of Education has no control over the unregulated tests. However he continues to support the use of academic criteria for admission to post primary schools. While his department do not have control over the unregulated tests, they do have control over the use of such tests as admission criteria, and it is they that set the dates for the application process to schools. The consortia have indicated that they may not be able to meet their normal timescale for putting these unregulated tests in place, and therefore there must be some question as to whether they will be able to move forward with them. No one is sure as to when our schools will reopen, nor what the educational

landscape will look like in 8 or 12 months' time.

How, for instance would schools be able to facilitate such testing and ensure social distancing. Rather than looking for ways to facilitate this archaic system of selection, there is an opportunity to adopt a new model. One which does not continue to disadvantage children

because of their socio-economic background. One which would allow all children to move to the next stage in their educational journey with the classmates they have spent seven years with, one which does not label children as young as ten as failures. A model which would take away the stresses associated with the transfer test, where parents would not feel pressurised into having their children tutored, and the expense that comes with it. A system that would give equity

for all pupils in the final year of their primary school.

In response to the current education landscape, where some children are already disadvantaged in terms of home schooling due to lack of access to technology, both in terms of hardware and broadband, the department and the education authorities are looking to mitigate these inequalities by prioritising these pupils in terms of returning to school settings when it is safe to do so.

Surely, given this understanding, it is time for the Minister of Education, and his department to work towards mitigating the harm caused to young people as a result of the transfer procedure, and to finally consign academic selection to the dustbin of history.



Mark McTaggart
Assistant Northern Secretary

Register to stay informed

The COVID-19 virus has created unprecedented disruption and changes in our workplaces, our social lives and our homes. As we strive to overcome the problems we are now facing daily and follow the government regulations of social distancing and the call to stay at home, we, I suppose, have to be thankful that we live in a technological age which allows us to follow the guidance from the authorities. Working from home before COVID-19 was seen as a luxury afforded to the few but desired by the many. Through mobile phones, emails and social media platforms we can maintain contact with our work, our families and our union.

Teachers have risen to the challenge to continue to provide educational provision for their pupils through preparation of packs for pupils to take home, to the establishment of remote learning sites. Teachers have also stepped forward to provide a supervisory role for the children of key workers and vulnerable children in their schools. Throughout all of the mayhem caused by COVID-19, teachers have turned to the INTO for advice and the INTO has worked relentlessly to provide teachers with the most up-to-date information and advice with a minute window for turnaround. Through the new INTO website and database, members have been contacted and received advice as quickly as it was possible to do so in a constantly changing environment.

Now in a moment of reflection of the days and weeks that have passed, a few issues from the perspective of an official come to mind. It is only by having the most current mobile number or email address that I, as an official, have been able to contact those stressed and anxious members with necessary advice. Without the most up-to-date contact details, members were not always getting the support they needed as and when they required it.

So, I suggest that you as a member should, as a matter of urgency, make sure

your details on our database are correct. Members should first and foremost ensure their contact details on the INTO database are up to date. You can check your details through the INTO website once you have registered on it.

Without the most up to date details, members will not always receive the support they need as and when they require it.

Following the recent updating of the INTO database, emails with a pre-registration link were sent a couple of weeks ago to members not already registered on the INTO website but for whom INTO has a valid email address on the database. If you received one of these emails all you need to do is click on the unique link contained in your pre-registration email to register with your email address and password.



Please note you are not able to register directly on the website if you are already a member of INTO.

If you didn't receive a pre-registration email, please check your junk mail and any old email addresses and if you still haven't received one and you aren't already registered on the INTO website, then please email infoni@into.ie with your name, teacher reference (TR) number and school.

If you are already registered with a username and password, please go to the INTO website and log in today to ensure we have your most up-to-date details.

On the log in page you will find a reset password option should you need it; you can only use this option if you have previously registered.

Once you have logged in you should be able to:

- 1 Check and update your member record (My INTO page).
- 2 Register for INTO courses and events (Events – Seminars & Workshops).
- 3 Update your preferences for communication from the INTO (My Contact Methods).
- 4 Access all the INTO information and services in the members' portal (Information Area).

By following the above advice, we can ensure that you as members get the information you need in a timely fashion. Members should note that all updates are posted immediately on the INTO website and e-newsletters

are also issued, but those in receipt of such emails should not take this as a confirmation of active membership. Please email infoni@into.ie if you have any issues around registering or logging in – making sure to include your TR number and name.

Remember to stay safe, stay in touch and stay at home for now.

PAUL GROOGAN, official, Northern Office.

New online arrangements for Teachers' Pension Applications

Teachers' Pay and Pensions Team (TPPT) is currently working in line with Business Continuity measures and is no longer fully staffed.

A number of key staff are working remotely to take forward urgent and essential changes on Teachers' Pay and Teachers' Pensions databases. For the vast majority of teachers and pensioners, payments will be maintained in line with the March 2020 payroll.

As TPPT staff do not have access to telephones or to action post delivered to Waterside House, all schools, principals, teachers and pensioners should contact DE through the email addresses listed below.

Substitute teachers will be paid in line with the service which has been authorised on the NISTR system by principals, therefore it is important that such service is signed

off as soon as possible.

Teachers Pensions Team: Teachers.Pensions@education-ni.gov.uk

General Teachers' Payroll Queries: teachers.pay@education-ni.gov.uk

Arrangements have been put in place to submit electronic TP4 applications (Application for Retirement). Supporting documentation could also be submitted electronically.

A number of forms are being developed for electronic access and uploading to the DE website. TP4 (Application for Retirement) has already been uploaded and further forms will be added in due course (Phased TP4; TP5 – Application for Ill-Health Retirement Benefits; TP22/TP82 – Application to continue Family Pension/Declaration of Entitlement).

Please check the DE website for updates.

Lecture on Brexit – Armagh Branch

Armagh INTO branch sponsored a lecture for History and Politics students on Brexit by political commentator Alex Kane, organised by INTO School Rep Ryan White and hosted in his school St Catherine's College Armagh.



Picture left shows Chair NC, Branch Secretary Colette Conlon, Alex Kane and teachers and students from Royal School Armagh, St Catherine's and St Patrick's College



Ready for more?

Professional development at Ulster University



At Ulster University we are very proud to offer two part-time professional development courses to teachers who wish to update their knowledge and qualifications. Both courses have been developed in conjunction with the teaching community and are designed to ensure that teachers will have the opportunity to explore contemporary issues in education which impact upon their own professional practice.

Many teachers find that having a good degree and a teaching qualification is not enough to set them apart from other candidates when applying for new positions. Adding a postgraduate qualification from Ulster University will show potential employers and shortlisting panels your aptitude for effective time management and rigorous study, your readiness to learn and your personal commitment to your professional development.

Postgraduate Diploma in School Leadership (120 credits)

This course consists of 4 modules: Building Teams and Managing Resources; Leadership for Learning, Strategic Development Planning and Managing the Organisation. Each module carries 30 credits. Most students will complete two modules per year. The modules are designed to offer students a thorough

understanding and working knowledge of current whole school leadership and management issues. Seminars are taught face to face and online. Such seminars are often held in Jordanstown, Magee and Monaghan. Many of our students find

this course invaluable when applying for promoted posts or senior leadership positions.

Apply online: <https://www.ulster.ac.uk/courses/202021/school-leadership-21194>



Master of Education with specialisms (180 credits)

This is a very popular and well – regarded course which is a conflation of theory, reflection on practice and research. You will have the chance to reflect on whole school issues and critically evaluate current practice. You can choose a specialism according to your interests or experience: Education Management; Inclusive and Special Education; International and Comparative Education; or Information and Communication Technology. Our students welcome the flexibility of the course with many modules being fully online.

The course equals 180 credits with most modules being 30 credits. Students take typically 2 x 30 credit modules per year and complete the course in 3 years. In some cases, we can give credit for previous accredited learning.

If you wish to apply online for September, you can find out more using the link below.

<https://www.ulster.ac.uk/courses/202021/education-with-specialisms-21277#about>

Team

Our courses are taught by a dedicated, caring team with much experience in pedagogy and school leadership. They are all actively engaged in academic research which informs their practice and ensures that our courses are relevant and appropriate for a global education market.

Fees

We are able to offer a 10% Ulster University alumni discount. Many students choose to pay their fees by direct debit, usually by 10 interest-free instalments. Student loans are also available for post graduate study. Each module costs approximately £1000. Although this is a sizable investment, the qualification may lead to financial gain in the long term, as postgraduate students may earn more than graduate colleagues over their lifetime in employment.

Contact

If you would like further information about our courses, please contact the Course Director:

Dr Claire Woods at c.woods@ulster.ac.uk or 02870 123056.



Achieve your potential

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Professional Development at UU



In light of continuing pressures and restrictions due to the ongoing Coronavirus pandemic, the deadline for the 2020 INTO Art Competition has been extended from Friday 24 April to **4pm, Friday, 28 August 2020**

We hope the Competition may provide a creative outlet for members and that

come the autumn it will be possible to announce and display the winning painting for 2020.

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 winner will receive a cash (cheque) prize and their painting will hang in Northern Office. All entries will be included in a future Printout feature.

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

2020 ART COMPETITION

Entry Form for Submission of Work/s

Please complete and return this entry form to Northern Office.

Entrants must email a good quality photograph of their painting/s to infoni@into.ie. Entrants are not expected to hand in their painting/s, judging will be done on line based on the details in your form and photographs of your painting/s.

Your application form and photographs of your painting/s must be with Northern Office by 4pm, Friday, 28 August 2020.

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 Work		Title of Work	
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.

INTO Data Privacy Policy: We refer you to the INTO Data Privacy Policy ('Privacy Policy'). This Privacy Policy explains how the INTO processes personal data in accordance with the Data Protection Acts 1988-2018 and the General Data Protection Regulation ('Data Protection Law'). This privacy policy may be amended and updated from time to time and



Newly elected Armagh Branch Secretary, Collette Conlon, presents Keady Community Festival Representative, Paula Kelly, a cheque for £200 at Armagh Branch's recent AGM



Gerry Murphy, President of ICTU joins UCU on their picket line at Queens University, Belfast, supporting their calls for a just resolution to their ongoing dispute.

Winner of Membership Plus competition

Membership Plus would like to thank all those members who completed the recent survey. Your feedback is invaluable in helping us to continue developing your Membership Plus programme in line with what you want. We would also like to say congratulations to Joshua Hall who was picked at random from all the submitted surveys as the winner of a £50 Shopping Voucher – well done Joshua!

Marie O'Shea Northern Committee rep and Principal of St John the Baptist PS was recently awarded Best Headteacher in Fermanagh at the most recently held Families First NI Education awards.

A number of other staff members of St John the Baptist PS also received awards on the night.

These awards recognize the contributions made by all members of staff within schools and across the education community who work to make family life a little bit easier or more special.

They are based on community nominations and celebrate all that these key workers do within their schools.

Further information on the awards can be found at www.familiesfirstawards.co.uk



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Marks & Spencer	5% off
McAtamney's Butchers	10% off
MyCore Supplements	10% off
Myvegan	25% off
Reuben's Meal Plans	20% off
Sainsbury's	4% off
Swisse Me	20% off
Tesco	4% off



Bodycare

dr botanicals NEW!	30% off
Lifeandlooks.com	10% off
SKINICIAN	10% off
The Body Shop	6% off
VideoDoc	50% off
VITL	Free trial + 30% off



Entertainment

Isubscribe	10% off
Rakuten TV NEW!	40% off
The Book Resort	10% off



Fitness

Cotswold Outdoor	10% off
Cycle Surgery	10% off
FIIT	Free trial + 25% off
Fitbit NEW!	20% off
GO Outdoors	10% off
Mango Bikes	10% off
Myprotein	35% off
Runners Need	10% off
The Protein Works	31% off

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Promotional photography required. No purchase necessary. No cash alternative to prize. Only one entry per person. Competition closes 23/06/2020. Winner will be notified within five working days of the draw by phone, if winner doesn't respond with 72 hours Cornmarket reserve the right to select another winner. Prize draw is open to persons aged 18 and over who are UK residents. Draw excludes duplicate entries, any employee of Cornmarket and anyone directly or professionally associated with the promotion. Entries not submitted in accordance with these rules, delayed or incomplete entries will be disqualified. By entering the competition, the winner consents to take part in any publicity accompanying or resulting from this promotion, and for his/her name and county to be used for publicity purposes by Cornmarket in printed and/or online formats. The promoter, Cornmarket Insurance Services Ltd., reserves the right to alter, amend and foreclose the promotion without prior notice.

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